



Thornby Hall School

Policy for

Promoting Positive Behaviour

Introduction

All aspects of Thornby Hall are embraced by the general Childhood First policy document *Safeguarding and Child Protection*. This policy is an education specific extension of the above, which should also be read with reference to the following Childhood First organisational policies:

- ~ *Education Policy*
- ~ *Methods of Care and Control*
- ~ *Countering Bullying*
- ~ *Permissible Sanctions*
- ~ *Use of Restraint*
- ~ *Physical Contact with Children*

This policy reflects our belief that the foundation for educational success lies in the creation of a rich and stimulating environment which is underpinned by an appropriate structure of discipline.

This policy should be read in conjunction with each young persons individual Behaviour Management Plan.

1. The Aims of the School

Therapeutic Education

We aim to provide therapeutic care, education and treatment for traumatised children and young people and an effective and inspiring education which allows them to catch up with their schooling, develop an enjoyment of learning and achieve their potential.

Therapeutic education considers and addresses emotional and cognitive development together. The cognitive development of children and young people who have suffered early life emotional trauma is impaired. When this is effectively treated the child or young person's cognitive abilities are free to develop and rapid progress can be made.

The staff at Thornby Hall are committed to:

- Providing a structured, stable and containing environment in which children and young people are able to thrive and engage with educational tasks.
- Meeting the needs of the whole child, recognising that care, education and treatment are inextricably linked.
- Maintaining an ethos founded on the values of mutual respect, honesty, fairness, consistency and trust.
- Promoting self awareness and respect for self and others and helping the young people effect change in their own behaviour.
- Giving the children and young people the good experience of being in a caring, supportive community where everyone is valued regardless of race, culture, gender or disability.
- Encouraging appreciation and nurturing concern for their environment and the wider world.
- Setting challenging, but achievable, academic targets, acknowledging and celebrating success.
- Helping children and young people develop personal moral values, respect for religion's values and tolerance of other races, religions and cultures.
- Providing the support, within a nurturing environment, to help children and young people understand their behaviour and develop good trusting relationships with adults and their peers.
- Preparing individuals for the opportunities, choices and experiences of adult life in an ever-changing society.
- Encouraging children and young people to take responsibility for their own behaviour and use strategies to change it for the better.
- Celebrating success in all its forms.

2. Code of Behaviour

There are a number of positive behaviours we expect to see in school:

- Treat yourself and your classroom and everyone around you fairly and with respect, most importantly allowing others to work.

- Listen and stay on task.
- Be in the right place.
- Not use your mobile phone.
- Use your music players sensibly with permission.
- Use appropriate language.
- No food in school without permission
- Help others to get it right.

All teaching staff are expected to:

- ~ arrive in good time for lessons.
- ~ prepare the classroom well in advance of the arrival of students.
- ~ deliver lessons which are well prepared, with clear aims and objectives.
- ~ create and maintain a clear communication link with keyworkers.
- ~ listen, value and promote self esteem as part of the creation of an environment which is conducive to the process of learning.
- ~ maintain boundaries and make clear the school and classroom rules.
- ~ establish a consistency of approach with teaching colleagues.
- ~ challenge inappropriate behaviour, in line with the Policy for Promoting Positive Behaviour – Education.
- ~ not be accepting of under-achievement; always offer the students opportunity to realise their full potential.
- ~ present as positive role models.
- ~ mark work promptly and ensure that students are in receipt of regular feedback.
- ~ closely adhere to the Policy for Health and Safety in the Classroom.

All children and young people are expected to:

- ~ attend all education sessions unless authorised not to do so.
- ~ be punctual to all sessions.
- ~ remain in the classroom for the whole session unless given permission by an adult to leave.
- ~ remain on task and use the time in sessions productively.
- ~ complete homework on time.
- ~ be courteous to others.
- ~ not damage either their own work or that of others.
- ~ not threaten or act out any act of violence.
- ~ have nothing in their possession which, on any level,

- constitutes a weapon.
- ~ respect the rights of others and not disrupt the lesson or go into another session and disturb it.
- ~ respect the environment both inside and outside the classroom.
- ~ follow the Health and Safety in the Classroom Policy.
- ~ dress appropriately.

Thornby Hall seeks to create a familial type atmosphere within which the needs of the child are paramount. Issues of safety are prioritised and we are recognising of the fact that children need clear boundaries, which are firmly and fairly maintained, in order to feel safe.

The adults at Thornby Hall have significant personal responsibility for creating an environment which supports the maintenance of boundaries. In expecting the children's group to adhere to the rules and boundaries, it is equally important that the adults take up issues appropriately and set a positive example at all times.

3. Whole School Approach to Learning

Thornby Hall is committed to providing an environment where everyone is valued and respected and where we all work together in a productive and co-operative way. Central to this is an emphasis on the rights and responsibilities of the individuals, particularly in determining their own lives. We aim to create a stimulating and challenging experience which can meet the specific educational needs of the children and young people.

We believe that in order to enable teaching and learning to take place desired behaviour in all aspects of school life is necessary. Behaviour can be managed and addressed through a challenging curriculum designed to meet both educational, social and emotional needs and to develop skills, confidence and self esteem.

Roles and Responsibilities

The Head teacher, in consultation with the Directors, Deputy Head teacher, teachers and residential staff will establish a policy for the promotion of desired behaviour in school. It will be communicated to all staff, carers and children and young people and will be non-discriminatory and with clear expectations.

It will be the Head teacher and Deputy Head teacher who are responsible for the implementation and day-to-day management of the policy and procedures.

All staff will be responsible for ensuring that the policy and procedures are followed and applied fairly and consistently. Mutual support amongst all

staff in the implementation of the policy is essential. They also have responsibility for creating a high quality learning environment and teaching positive behaviour for learning.

The Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. They will also make sure that the concerns of the children and young people are listened to, and appropriately addressed.

Children and young people are to be supported in taking responsibility for their own behaviour and keeping themselves and others and the environment safe and respected.

4. Rewards and Sanctions

It is our belief that appropriate discipline and control are primarily based on the quality of interaction between adult and child.

(Brackets denote person or persons responsible.)

- ~ A constancy of feedback is of primary importance. All students should be in ongoing receipt of information regarding progress and behaviour. (Teachers)
- ~ The keyworker will maintain a close awareness of their keychild's performance within education and reinforce the feedback from teachers. (Keyworkers)
- ~ All students will have SMART targets which will be written into individual IEP's. (Teacher, Head teacher, Student)
- ~ A reward scheme operates in school, with students collecting points for positive behaviours in the classroom. Rewards are attached, with students accumulating points which are then spent in the school shop.
- ~ The education team will take direct responsibility for discipline within the school and the issuing of sanctions. (Teachers, Head teacher, Deputy Head teacher)
- ~ Initial disciplinary intervention will always be to challenge behaviour and, if necessary, to issue a warning regarding potential consequences. The first aim is to contain the situation within the session. (Teachers)
- ~ If additional help becomes necessary, the teacher will

summon the assistance of the Monitor. (Teachers)

- ~ If students are using mobile phones in classrooms they will be given a warning that continued use will result in a grounding. If the child then continues to use their phone they will receive a grounding for the next trips night. Keyworkers will be informed and if the issue continues to be a problem the phone will be confiscated and only returned after discussion with the keyworker. (Teachers)
- ~ Students who arrive inappropriately dressed for lessons may be asked to return to the house to change. (Teacher reporting to Monitor/Day Leader)
- ~ Items which constitute a 'weapon' will be immediately confiscated. (Teacher)
- ~ Unauthorised absence will be formally reported at the end of each school day to the evening Team Leader and passed onto Keyworkers.
- ~ If non-attendance and non-completion of work become serious cause for concern, then a meeting will occur keyworker, form tutor and child initially, and if no improvement is made, then the Head teacher/Deputy Head teacher will meet with the above. Where attendance issues are still not resolved, a meeting will be set up to include Social Worker and Virtual School representatives to discuss the concerns around attendance. (See Attendance Protocol May 14)
(Head teacher to keep Director/Deputy Directors informed)
- ~ Deliberate damage will incur the same sanction as within the house, ie percentage restitution. (Head teacher, Deputy teacher in consultation with Deputy Director.)
- ~ A student would be given 'time out' from education if the adults assessed that they were too distressed or their behaviour was deemed a cause for concern and they could not manage to be in school. The student would be returned to school as soon as possible.
- ~ In certain instances suspension will be considered. (Head teacher, Director)
- ~ In certain instances expulsion will be considered (Head teacher, Director)

5. Behaviour Management Plans

Individual programmes of behaviour are in place for all children and young people in their Behaviour Management Plans. These are reviewed every six months in line with statutory Reviews but can be updated or amended more frequently if necessary.

6. Hierarchy of Strategies and Sanctions

For initial non-compliance or inappropriate but non-threatening behaviour:-

- verbal warning ~ naming the inappropriate behaviour.
- clear instructions to comply and reminded about yellow and red cards. Choices offered to try to calm situation.
- name the consequence of continued non-compliance (yellow or red card).
- if the situation continues:
 - offer an alternative task which may calm the situation.
 - suggest a few minutes outside to help refocus on task.

For continued non-compliance and verbally abusive behaviour:-

- alert the monitor or another member of staff (if only teacher present) and together try to defuse the situation, including taking the child or young person out of the session.
- If the behaviour becomes aggressive and/or unsafe:
 - alert the Day Leader (206) to ask for house staff to come and help or
 - ring for the Head teacher (220)/Deputy teacher (222 or 219) and the child/young person should be withdrawn from the session. The child/young person should be taken to the house and given the opportunity to talk about their inappropriate behaviour.

The consequence in response should be discussion with the staff involved and the child/young person informed. Included in this should be reparation where the child/young person is supported in apologising for their behaviour.

Other consequences could include:-

- a financial restitution ~ to pay towards any breakages.
- 'time out' from school ~ remain in the house with work to be completed.

- meeting with the Deputy Head teacher/tutors and keyworker.

In extreme circumstances a child or young person would be kept out of school and work in the house until they were able to give assurance they could manage.

Unacceptable Behaviour

Our aim in working with children and young people who exhibit challenging behaviours is to support them in understanding their behaviours and thus to help them behave more appropriately. They will be given the opportunity to reflect on any inappropriate behaviour either in their keyworker meetings, meeting with the Head teacher/Deputy Head teacher or in one of the community meetings. They will be encouraged to make apologies to other children/young people or staff they may have hurt or offended, or make suitable reparation.

Physical Intervention

Please see Childhood First policy **002 Care and Control**.