



North Hill House School



Positive Behaviour Management and support February 2025

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Site	Woodview School
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1. Rationale

North Hill House school is an independent special school for pupils in Key Stages 2-5. Learners who attend North Hill House have an Education Health and Care Plan which has a principal focus of Autism.

It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their school's expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.

It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils to learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils.

North Hill house is a school that is moving towards a trauma informed approach to behaviour which values the benefits of building positive relationships with learners and develops that understanding that learners who attend our school may have faced previous educational trauma.

2. North Hill House School understands that pupils have a right to expect good behaviour, strong discipline, order, and safety. This will be achieved through:

- Effective and active policies that promote a strong work ethic and promote positive behaviour and discipline, and from preventing and tackling all forms of bullying.
- Involve pupils in developing and reviewing the school's behaviour local procedure.
- Engagement with parent/carers when a pupil fails to attend school regularly or persistently misbehaves (le Letters home, intervention meetings etc)
- Maintaining a safe environment.

The School will also ensure that:

- Each pupil will know what behaviour is expected of them and the consequences of misbehaving. All members of staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.
- Each pupil will be given the opportunity to voice their views about standards of behaviour in their school.
- Any pupil who needs support with their behaviour outside of the ordinary classroom will have access to high-quality, purposeful learning opportunities.

In return pupils will be expected to:

- Give their best in all aspects of school life, supporting the school's Otters values.
- Respect other people and their property.
- Respect their immediate and wider environment.
- Respect themselves through taking responsibility for their actions and where possible support their peers in making the right choices.

3. North Hill House School strongly endorses collaboration in managing behaviour. This will be achieved through:

- All parents/carers understanding the expectations of them and their child and the consequences of not acting to support the pupil in addressing their child's behaviour issues.

The School will:

- Ensure consistency of approach by all school staff through regular group and individual training, discussion forums, CPD sessions, monitoring and moderation of strategies and grading.
- Provide effective and visible school leadership to support staff and pupils in implementing the behaviour local procedure and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to take into account and effectively address behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement, and success, built around learning.

- Provide a highly differentiated and flexible curriculum which prepares the school's young people to fully integrate and become successful members of the wider society.
- Provide good classroom management, learning and teaching through observations, learning walks, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the school and are an integral part of the Home-School Agreement.
- Actively teach good behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of learn to behave.
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties.
- Ensure that there is a strong pupil support system through tutors, pastoral support team and therapists that are regularly available to provide 1:1 counsel. Pupils will also be supported through the implementation and promotion of key policies such as Countering Bullying, Safeguarding and Child Protection, Student Counsel and Attendance.
- Will create and build effective relationships with parents, carers, and other agencies to create a network of support and understanding for each child so that their school-based education facilitates and maximises their life chances.

4. Behaviour Management Procedures and Intervention Strategies

There will be clear behavioural expectations that have been agreed with each pupil, which build respect for themselves, for other people and their possessions, and for the immediate and wider environment.

Physical and verbal aggression, covert behaviours which could be interpreted as bullying or incitement to negative behaviours, will not be tolerated under any circumstance.

To ensure that this statement is endorsed and implemented across the school, behaviour will be monitored by recording individual behaviours through the Engage system throughout the day and through discussions at the end of day briefing.

Behaviour can also be monitored and analysed in the following ways:

1. Daily individual log sheet
2. Tutor weekly feedback
3. Data taken from Class Dojo
4. Pupil reflection/discussion

<ul style="list-style-type: none"> 5. Individual risk assessments 6. Relational Support Plans 7. Intervention meetings 8. ILP's 9. Staff meetings 10. Daily full staff briefings 11. Internal and external exclusions (in line with the exclusions policy) 12. Behaviour impact Report (Termly)
5. Rewards
There is a separate procedure for rewards and consequences.
6. Environmental Factors
<p>The environment in which a pupil works can be instrumental in influencing their behaviour. Consideration should be given to such factors as to the décor, displays, presentation of work, and good quality resources.</p> <p>The school will endeavour to maintain all areas to a high standard. Damage, vandalism, and graffiti will be reported to the Maintenance Team immediately. A log sheet will be available in student reception to inform and request them to attend to this. The cleaning staff will work daily. Any extra cleaning or repairs will need to be reported to SLT. Pupils will be encouraged to value and care for their surroundings. As part of the general power to discipline, members of staff will be permitted to confiscate, retain, or dispose of a pupil's property as long as is reasonable in the circumstances. These will include prohibited items such as knives, alcohol, drugs, pornography etc.</p>
7. Lesson Content
<p>Lessons will need to be well planned and effectively differentiated so that pupils understand what they are required to do, how to do it and when they have succeeded. Teaching and learning styles should be flexible enough to support pupils whose behaviour may fluctuate. At times it will be necessary for staff to demand conventional and orthodox learning styles such as pupils sitting individually, separated from others, and learning to raise hands for help or to contribute. At other times staff may wish to help pupil development by group work, paired work, asking pupils to find out information from places outside the classroom. EHCP's / RSP's should be adhered / referred to, ensuring that pupils needs are being met within the classroom.</p> <p>Pupils in the school may create difficult behaviours to mask their inability to cope with the diverse curriculum. Creative planning, differentiation and a balance of supported and independent work will be completed and implemented by individual teachers.</p>
8. Intervention in the classroom

There should be a strong emphasis on giving praise and positive feedback for both work achieved and good behaviours. By giving even attention and encouragement to all pupils and by reinforcing co-operative working, pupils will be motivated. In line with a trauma informed approach, Reprimands initially will need to be as private as possible. At times it may be necessary to confront pupils, but staff should show sensitivity and allow pupils space and opportunity to change behaviour without losing face. Staff will need to reinforce the general local procedure, which is that pupils may take time out literally or metaphorically, but on the understanding that work will be made up where possible. All pupils will need to know this. Unacceptable behaviour such as verbal and physical abuse will not be tolerated and pupils should be asked to leave the classroom, or use time out, accompanied by the class LSA to ensure that they are safe and that they have the opportunity to discuss and reflect on their incidents/behaviours. Whenever possible, work from that lesson will be provided for the pupil to complete whilst working 1:1 with the LSA, elsewhere.

There should be an agreed time out room/place that pupils are required to go on such occasions, indicated on their RSP. The Engagement lead rooms at North Hill House School will be used to set periods of time for pupils whose behaviour is too disruptive and prevents others from learning. There are also several independent work stations/classrooms around the school site that can be used as breakout rooms.

9. Reflections / Sanctions / Consequences

It will be made clear to pupils that there are consequences in failing to present and sustain appropriate behaviours in and around the school site:

- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils will not be tolerated and acted upon with immediate effect, in line with the bullying policy.
- That there are natural and relevant consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say.
- They may have to work away from other people in order to reflect and focus (Intervention rooms)
- A sustained period of unacceptable behaviour or any significant incident in school may result in a non-formal internal exclusion, which will result in the said pupil working away from peers for a set period of time.

10. Positive Handling (Refer to physical intervention policy)

The School will follow the LEA and national guidelines on positive handling and will use the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion, and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff will be given training and refresher courses at regular intervals. All parents/carers and pupils will be informed of our local procedure at initial interview.

There may be occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention will be employed.

Team Teach involves the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each positive handling incident will follow the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling will be that the best interests of the child takes precedence over every other consideration. The physical techniques that will be developed and which will be employed in the school will rely on biochemical efficiency rather than physical force. This will ensure that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Protocols will be in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as possible following a significant event, parent/carers/care staff will be informed by a staff member and where the antecedent, behaviour and consequences are discussed.

An incident form will be completed immediately following any significant incident, such as aggression or violent behaviour. This form will be available for inspection by the child's parent/carer/social worker should they wish to do so and will be completed on our central Engage system.

Each completed form will be seen and signed off by the person who oversees behaviour and then stored on the system. Such data will be used to produce a behaviour impact report, which will feed into the governance report, on a half termly basis. It will be analysed half termly to identify key issues and to address what strategies can be amended or introduced to reduce PH incidences.

All pupils will be checked for injuries immediately after the RPI, and again the following morning, in the event of the RPI taking place on a Friday injury checks will be made first thing on Monday.

11. Bullying (Refer to countering bullying policy)

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms of name-calling, teasing and physical abuse to intimidation, extortion, and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying.

There is a separate local procedure on Countering-bullying as well as a complaints procedure for pupils.

12. Exclusions

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of discipline. It is not considered as a sanction for pupils at Woodview School but to give the pupil concerned, the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Local Procedure. In some cases, it will be necessary to protect others.

The school will only use exclusion either in cases of severe breaches of behaviour or as a last resort when a variety of other intervention and support strategies have been tried and failed. It is important to be seen to be fair and to allow pupils a realistic return to school so that they have the opportunity to move forward from their previous misdemeanours. During the time of exclusion work will be arranged for the pupil.

Any pupil who has had fixed-term exclusions and is thought to be at serious risk of further exclusion should be included in their risk assessment, specifically addressing what measures are in place to reduce the risk of further exclusions. This is to be implemented during the first re-integration meeting held with members of senior management and relevant tutor.

This will be a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate.

It should:

- Set clear targets for improved behaviour, within a fixed timescale.
- Detail strategies to support the pupil to meet the targets.
- Identify rewards for meeting the targets.
- Identify sanctions that will be applied if the targets are not met.

13. Pupil Voice

North Hill House School will ensure that the pupil voice is heard and also acted upon, ensuring that our pupils feel safe and valued. Some of the more explicit ways of allowing a pupil voice can be seen below;

- Pupils are aware of how to and who to seek out should they want to make a formal complaint.
- We will have an active school council with a representative from each tutor group, that meet on a regular basis to discuss topical issues / concerns.
- Pupils will vote for their pupil of the term within their tutor group.
- Pupils will also vote for pupil of the year through a voting system.
- A pupil voice questionnaire will be sent out once a term, in which responses are collated and acted upon by the behavioural lead, highlighting any concerns and areas for improvement.

The results from such assessments will be used to drive areas for development both individually and across key stages, whether this be through enrichments, tutor programmes or thematic days.

14. Parental Link

Once a pupil is enrolled in the school, parents/carers will be contacted on a regular basis at least weekly to report positive occurrences and to work collaboratively with parent/carers on concerns. In some cases, following discussions with parents, careers and homes, a text or phone call may be the preferred method of feeding in. Pupils will be encouraged to share their achievements with parents/carers by taking home awards and items made in school.

Our parent liaison officer will be in regular communication with parents/ careers/ social workers, whether this be for general updates or feeding in following any significant incidents.

15. Training and Induction

All new members of staff will be fully inducted into the ethos and procedures of the school. Since North Hill House School is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the SLT.

Training will be linked with the member of staff's Performance Management and career aspirations, through Continuous Professional Development and the Schools Development Plan.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions