

Positive Behaviour Management Policy

Date	Review Date	Director
02/03/22	01/03/24	Paul Weston

Laboratory Media Education is an organisation that works with a wide range of young people from different backgrounds with different needs. We seek to create an environment, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

It is our aim to work towards good behaviour with the young person. We recognise that this is a journey and the goals must be shared by both the young person and the organisation for them to be meaningful. Working with the young person, their parents/ carers and other professional agencies we hope to be able to address not only their academic development but also their social and moral development. By educating young people to respect themselves, their parents and the society in which they live we hope to show positive improvements in their behaviour. The organisation shall deliver this learning within the context of the young person's own social beliefs, attitudes and experiences of parenting.

Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We will encourage pupils to develop appropriate behaviours by building on their own strengths and developing confidence in their own abilities, and through a clear and consistent approach to behaviour management which sets expectations for behaviour.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy. We believe this policy should be a working document that is fit for purpose, represents the organisation ethos, enables consistency and quality across the organisation and adheres to best practice, guidance and legislation.

Aims:

- To create an ethos that makes everyone in the organisation community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the organisation.

- To promote resilience and tolerance, and build behaviour management skills in pupils
- To prevent all forms of bullying among pupils
- To ensure that the organisation environment is conducive to learning and that pupils are able to attend and make good progress in their learning without disruption from poor behaviour.
- To ensure that organisation personnel understand and utilize behaviour management and positive handling strategies appropriately and safely
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.

Understanding Behaviour - Principles/Ethos

We place particular emphasis on pupils making visible, measurable progress and achieving success in all areas of development, including, social, behavioural and academic. The aim is to encourage pupils to develop as independent learners, to improve organisational skills, to develop their social abilities and enjoyment within the environment of a group setting, and to build on their individual strengths and interests in order to increase self-esteem, motivation and emotional resilience.

Many of our pupils are likely to exhibit a range of challenging behaviours and emotional insecurities, including self-esteem issues, vulnerability, anxiety and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases.

In seeking to define acceptable behaviour it is acknowledged that this will include goals to be worked towards as much as expectations which are either fulfilled or not. We thus have a central role in pupils' social and emotional development just as we do in their academic development and success.

All pupils will bring a wide variety of behaviour patterns based on previous experiences and on differences in home values, attitudes, and peer modelling. We believe that all behaviour communicates a need, emotion or wish and that at times other pupils or adults may experience this as challenging. Organisation personnel will treat each pupil as an individual and will develop a flexible approach to meet their differing and changing needs to enable them to reach their full potential. Staff will involve the pupil and important people in their lives in decisions about how we will support and encourage appropriate behaviour.

Laboratory Media Education will strive to prevent behavioural incidents by ensuring that pupils are supported by providing engaging activities based on an awareness of pupils' individual needs, modelling positive behaviour, practicing social skills to reflect positive self-esteem and promote resilience and to encourage the development of attachment.

The Secure Base

What is a secure base and why is it important for children's development?

A secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious. When children develop trust in the availability and reliability of this relationship, their anxiety is reduced and they can therefore explore and enjoy their world, safe in the knowledge that they can return to their secure base for help if needed.

The concept of a secure base is important, because it links attachment and exploration, and provides the basis of a secure attachment. A securely attached child does not only seek comfort from an attachment figure, but through feeling safe to explore develops confidence, competence and resilience.

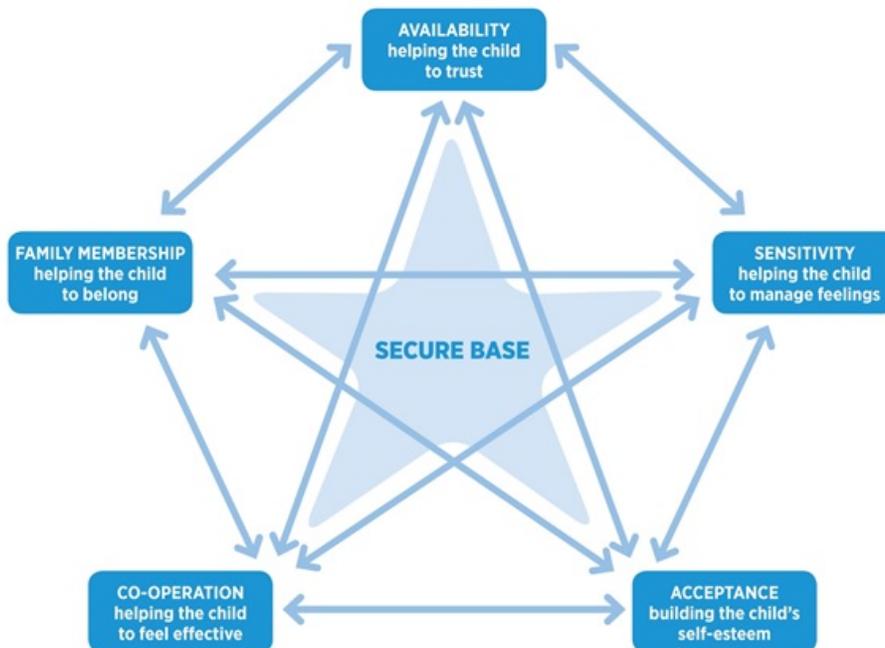
What happens when children do not have a secure base?

Early experiences of separation or neglect or abuse will cause children to remain anxious and to distrust close relationships. Children adapt to the lack of a secure base by developing different patterns of behaviour. For instance, they may become wary and defended or especially needy and demanding of care and attention. Some children with unpredictable or frightening care may try to make their environment more predictable through role-reversing and controlling behaviour. All of these behaviours are characteristic of insecure attachment patterns.

What happens when children are removed from a harmful environment?

For many children, serious experiences of neglect and maltreatment will have had a profound effect. They will have developed negative expectations of adults as part of their internal working model of relationships. They will transfer these expectations into new environments (such as foster or adoptive families or in residential care), along with the patterns of defensive behaviour that have functioned as survival strategies in the past. In these circumstances, children will find it hard to let adults come close enough to establish trusting relationships and provide a secure base. The risk, then, is that feelings and behaviours might become fixed in destructive loops and the damage of the past will not be healed.

The Secure Base Model



How can we use the Secure Base Model to improve behaviour?

Attachment theory would suggest that exposure to warm, consistent and reliable caregiving can change children's previous expectations both of close adults and of themselves and there is ample evidence from research and practice to support this (Howe 1996, Wilson et al 2003, Cairns 2003, Beek and Schofield 2004,).

The role of adults who can provide secure base caregiving, therefore, is of central importance. They must take on a caregiving role for the child, but they must also become a *therapeutic* caregiver in order to change the child's most fundamental sense of self and others (internal working model). In order to achieve this, they must care for the child in ways that demonstrate, implicitly and explicitly to the child, that they are trustworthy and reliable, physically and emotionally available and sensitive to his or her needs. In addition, they must be mindful of the protective strategies that the child has learned in order to feel safe in the past and adjust their approaches so that their caregiving feels comfortable and acceptable to the child rather than undermining or threatening. The ensuing relationships will provide a secure base, from which children can develop and be supported to explore and maximise their potential.

Other strategies to encourage and support positive behaviour

Laboratory Media Education encourages positive behaviour by:

- **Modelling exemplary behaviour** - setting and maintaining high standards of behaviour and leading by example
- **Being child focused and centred at all times** – placing the best interest of pupils at the heart of decision making and behaviour management strategies, providing opportunities to promote self-esteem, self-discipline, personal responsibility and independence
- **Creating a positive learning environment and personalised curriculum** - to encourage pupils to achieve their full potential by building on their strengths and interests
- **Engaging pupils in creative, structured and flexible learning opportunities** – to ensure that coming to us and learning is fun and rewarding and to ensure that children who already have the attention of organisation personnel will not need to misbehave in order to get it. Minimising key triggers for disruptive or poor behaviour such as: boredom, frustration and resentment
- **Being reflective, non-threatening practitioners** - to maintain an awareness of the impact of our voice, language, manner and body language on pupils' behaviour and to build positive relationships based on trust
- **Being alert to the social and emotional interactions of the pupils** – to recognise behaviours before they escalate and intervene early
- **Using a range of strategies to defuse situations** – to divert, distract, offer third-party intervention, offer of rewards for positive behaviour and clear consequences for poor behaviour, and reminders of behaviour targets and goals for self-management,
- **Dealing with situations of conflict calmly, consistently and assertively** – using accredited de-escalation strategies developed through reflective practice of Secure Base and Norfolk STEPS Training for all staff.
- **Monitoring and evaluating behaviour and ensuring follow-up action is taken** – to utilise Special Needs Assessment Profile B (Behaviour) assessments to help identify behaviour triggers and successful de-escalation strategies, and to use this information to inform Risk Assessments and Individual Behaviour Support Plans
- **Establishing clear expectations and standards for behaviour** – to ensure that staff, pupils and their parents/carers understand what is, and is not acceptable. Challenging unacceptable behaviour and celebrating achievements
- **Involving pupils and parents/carers in behaviour management** – to empower pupils with a say over how we manage pupil behaviour in the school and to ensure they feel valued and listened to

Laboratory Media Education is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and feel safe. We realise pupils' behaviour improves and they feel safer and happier in our activities if personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-regulation is promoted and good behaviour is the norm. Any form of misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. Organisation personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We want pupils to develop their knowledge and skills in order to challenge extremist views.

Future Education recognises there is a need, reflected in common law, to intervene physically when there is a clear risk to the safety of staff or pupils and property. Positive handling will only be used in emergency situations, by trained and authorised personnel, in accordance with accredited training, legal frameworks, and local and national guidance. The health, safety and welfare of pupils is always paramount.

At Laboratory Media Education we believe that it is vital to outline the our rules and expectations for all pupils so that they are clear about the boundaries set around their behaviour. This clarity engenders a sense of fair play as well as making pupils feel safe. We expect the following Rules, Rights and Responsibilities to be adhered to:

1. We have the right to be respected and the responsibility to respect others
2. We have the right to have our property looked after and the responsibility to look after others' property
3. We have the right to learn and the responsibility to allow others to learn
4. We have the right to an education and the responsibility to work hard
5. We have the right to be kept safe and the responsibility to keep others safe
6. We have the right to help and support and the responsibility to help and support others

To apply these ideas we require staff and pupils alike to:

- a. listen when someone is talking to them;
- b. respect other pupils who are working, or involved in an activity;
- c. look after all belongings and property;
- d. take ownership of their learning and the impact of their behaviour on peers.

Minor Incidents

All incidents of minor or major unsettled behaviour are recorded to the School

The school is responsible for sanctions.

Major Incidents

May include:

- Physical abuse/assault on persons
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti
- Carrying a weapon or using or threatening to use school equipment or any other item as a weapon
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour towards self (self-harm)
- Repeated absconding
- Bullying – whatever type.
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

Paul Weston as SLT MUST always be consulted following a major incident.

Positive handling and physical interventions

Laboratory Media Education understand that there is a need, reflected in common law, to intervene when there is a clear risk to the safety of staff or pupils and property. Positive Handling is the application of reasonable force with the intention of protecting pupils and staff from harm.

We will ensure that personnel deal with all incidents involving aggressive, dangerous or reckless behaviour in a professional and appropriate way. This will be done in the context of a respectful and supportive relationship with each pupil.

Positive handling will only be used in emergency situations and as a last resort to avoid injury or harm. The health, safety and welfare of pupils is always paramount.

In accordance with the Education and Inspections Act 2006, in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, pupils or visitors, or
- Where there is a risk of serious damage to property, or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline, or
- Where a pupil is committing a criminal offence

This judgement will take into account the circumstances of the incident.

Personnel must only use positive handling strategies if fully trained and authorised to do so, and only if all other de-escalation strategies have failed and the risk persists to be unacceptable.

Personnel must never:

- Use corporal punishment
- Use pain to gain compliance
- Deprive the person of food or drink
- Humiliate/degrade the child or young person
- Use unauthorised holds or interventions

Examples of situations where positive handling may be appropriate include:

- Pupil attacks member of staff or another pupil
- Pupils are fighting
- Pupils are engaging in, or on the verge of, committing deliberate and serious damage or vandalism to property
- Pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Pupil absconds from school or room (this only applies if pupil could be at risk if not kept in school or a room)

The following holds should not be used:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

All incidents that result in positive handling or other physical interventions will be recorded using the incident recording form registered and reported immediately to the school. All positive handling incidents will be reviewed by the Designated Safeguarding Lead, and if necessary investigated further. Parents will always be informed. Incidents will be monitored and analysis of trends will be used to inform both positive handling and behaviour management strategies.

Dealing with allegations of abuse against teachers and other staff

The DfE's statutory guidance, 'Dealing with allegations of abuse against teachers and other staff' states:

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'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).''

Laboratory Media Education will take appropriate action if school personnel are faced with malicious allegations by pupils.

Laboratory Media Education reserves the right, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of school rules and which puts staff or other pupils at the school at significant harm, including:

- A serious physical assault on a member of staff or
- A serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon;
- Dealing with drugs;
- Arson;

This will always be in consultation with the feeder school.

Anti-Bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Laboratory Media Education. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Laboratory Media Education.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (hiding possessions, threatening gestures).
- **Physical** – pushing, kicking, hitting, punching, jostling or any use of violence.
- **Racist** – racial taunts, graffiti, gestures.
- **Sexual** – unwanted physical contact and sexually abusive comments.
- **Homophobic or transphobic** – taunts re sexual orientation or gender.
- **Verbal** – name calling, sarcasm, spreading rumours, teasing, swearing
- **Cyber** – email, internet, chat facilities, social networking and mobile communications based- bullying

Laboratory Media Education:

- Acknowledges that bullying does take place.

- Has a planned approach to anti-bullying in the curriculum.
- Encourages students that it is right to tell if they see or experience bullying.
- Takes seriously all reported acts of bullying.
- Records all acts of bullying and what action was taken.
- Informs and involves parents/carers.
- Offers support to those who have been bullied
- Fully supports interventions from other agencies.

Personnel must be alert to the signs of bullying and act promptly and firmly against it in accordance with the organisation policy. It is the responsibility of everyone to look out for signs of bullying. The following behaviours can be signs that a child is being bullied:

- School refusal
- Frequent illness
- Not wishing to go out for play/break
- Frequently has no dinner money
- Often 'forgets' games kit
- Easily upset
- Often loses books
- Seems frightened of walking to or from school
- Becomes distressed, stops eating
- Attempts suicide/self-harm
- Has unexplained bruises/cuts/scratches
- Has possessions go missing
- Refuses to say what's wrong
- Gives an improbable excuse to explain any of the above.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who is made aware.
- A clear account of the incident will be recorded and given to Paul Weston who will investigate and collaborate with the feeder school.
- Parents and relevant school personnel will be kept informed
- Support and challenge will be provided to both the victim and perpetrator (separately) as outlined below
- The relevant sanctions will be utilised
- If appropriate, the police may be called

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their Teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Implementing relevant sanctions
- Informing parents or carers to help change the attitude of the pupil
- Offering restorative meeting/conference with the victim (if the victim so chooses)

Any bullying incident which relates to race or homophobia or other differentiating factor must be recorded in the appropriate log for later analysis and reporting.