



## *Pendle Community High School & College*

### Positive Behaviour and Social, Emotional & Mental Health Policy – June 2018

## 1. PRINCIPLES

PCHS&C's positive behaviour policy is based upon the following principles:

- A happy, safe, positive, and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotional literate and solution-focussed organisation which fosters positive and desired behaviours, including how to effectively manage conflict and repair harm.
- A restorative culture i.e. working **'with'** students to effect change rather than doing **'to'** them.
- A personalised approach to negative behaviour i.e. support will always be designed around individual needs and a functional analysis of behaviours presented, which is subsequently well-planned, implemented, monitored and analysed at various levels and in different ways across school and college.
- For experiential learners we check in with pupils at a level appropriate to them e.g. via home diaries and general presentation including physical needs.

## 2. EXPECTATIONS

**The core expectations that underpin our positive behaviour strategy are as follows:**

*In our school and college community we care for and respect*  
*- ourselves*  
*- other people*  
*- our environment*  
*.....and always try our best!*

## 3. UNDERSTANDING BEHAVIOUR

At PCHS&C we believe that **BEHAVIOUR** is a form of **COMMUNICATION** and as such purposeful behaviour generally meets some kind of need. Such underlying reasons and factors which affect these responses can depend upon the significance and complexity of the individual's needs, combined with a variety of contextual factors. Examples for why



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behaviours may occur for different types of young people and other associated factors are outlined below.

The complexity of the individual's needs may include autistic spectrum conditions, attachment disorders or other diagnoses.

#### a. **Experiential Learners** (and those with complex learning and medical needs)

The reasons why 'behaviour' occurs include the following:

- To obtain something
- To reject or maintain something
- To gain attention from another person
- To stimulate a sensory need
- As a basic form of communication

Factors that can affect such behaviours include:

- Physical or sensory needs including cognitive functioning
- Basic needs such as hunger, thirst, pain / discomfort
- Emotional context of young person (also linked to cognitive functioning and previous experiences)
- Environmental and/or external influences e.g. loud noises; bright/changing lights; other people present or historical impact

Generally with such learners there is a limited number of alternative communication skills available to the young person to enable them to get their needs met.

#### b. **More independent (and supported) learners**

The reasons why 'behaviour' occurs can include one or more of the following:

- To gain attention (i.e. I want to keep others busy and keep them noticing me)
- To gain power and/or control (i.e. I want to be in charge to make or stop someone doing something)
- To gain revenge (i.e. I want to try to get even or pay back/ hurt others)
- As a display of inadequacy (i.e. I want to be left alone or to give up/not try)

Factors that can affect such behaviours include:

- Individual or personal strengths, abilities and other needs including social, emotional and mental health such as anxiety.
- Contextual issues such as social standing, peer pressure etc.

We appreciate that all such behaviours instil different feelings in the people displaying them and in those experiencing them. However, we also acknowledge that the way we respond can shape the outcome and the likelihood of this happening again.



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#### **4. PROACTIVELY DEVELOPING A CULTURE OF POSITIVE BEHAVIOUR**

In order to further support positive behaviour within school a variety of additional strategies are used. At the most fundamental level this includes the delivery of a stimulating, engaging and appropriate curriculum, appropriately differentiated to meet need.

This also includes regular community building activities, such as the use of pro-active 'check in' circles - giving students the opportunity to get to know each other and establish positive connections, including agreements on how to treat each other. It should be used to check how students are feeling each day.

A personalised approach ensures that specific behaviours are addressed as priority, sometimes it is prudent to select the behaviours needing to be tackled.

To further embed the culture of positive behaviour and provide a structure in which teachers can work with class groups, a structure of recognising ready to learn behaviour has been introduced. The approach is flexible enough to capture the wide range of learner's needs. To further promote behaviour for learning within the classroom environment, some classes, if appropriate, are using behaviour for learning charts. The charts serve as a visual motivator and structure to encourage the students to have the best attitude for learning. The charts allow students to earn merits (linked to school merit system) and also earn certificates to take home. At present, this is linked to behaviour for learning in the classroom and are not used in relation to external behaviours i.e. playground / home etc.

Although we have a culture of high expectations around appropriate behaviours, in order to further motivate exceptional positive actions and celebrate achievements, PCHS&C reward based system has recently been refreshed and is linked to core expectations outlined in Section 2. This is detailed in Appendix i.

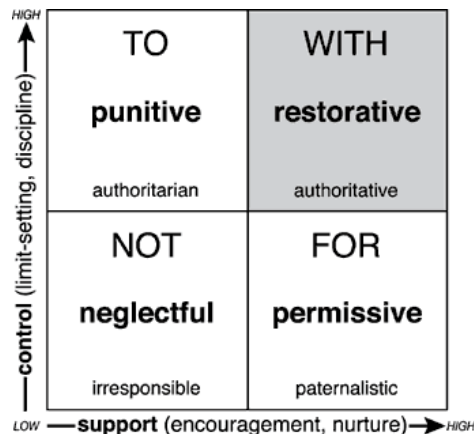
#### **5. THE USE OF RESTORATIVE APPROACHES TO ADDRESS NEGATIVE BEHAVIOURS**

The aim of all restorative work is to work 'with' the students as opposed to doing 'to' or 'for' them. This is shown in the Social Discipline Window (Wachtel and McCold)



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Central to restorative work is the notion of fair process, that all interactions around relationships and positive behaviour should be explored in an engaging, open and transparent manner.

Restorative practice is based on the premise that, where conflict occurs, either or both parties and their relationships are harmed and it is this harm that needs to be addressed.

The objective of a restorative approach is to ensure that ownership of the behaviour and/or conflict rests with those directly involved and that it is also their responsibility to find a resolution to the problem. In particular, the perpetrator is responsible for repairing harm and working towards positive outcomes and opportunity is always given to make amends and expressing remorse.

Developing a restorative culture means teaching and ensuring pupils have the language they need to express themselves (which is central to all restorative strategies). The more adults are aware of their own language, use restorative vocabulary and model desired behaviours, the more young people will mirror this. Examples of this are:-

- Affective statements – including a ‘feeling’ in a description of behaviour in order to support communication e.g. ‘*You made me feel sad/angry/embarrassed when you .....*’
- Re-framing – i.e. focussing upon the key aspects of what is being said, e.g. ‘*So I heard you say that you get angry when Mrs X does....*’. This demonstrates to the speaker you have listened and reduces the emotional impact of language used.
- Key questions are asked in a circle following an incident –
  - What happened? How did you get involved?
  - What were you thinking and feeling when you...?
  - What have you thought about/ felt since?
  - Who has been harmed and/ or affected? How do you think they felt?
  - What needs to happen now? What can we do to make this better?



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Essential to all restorative work is also the use of circles, which we are still in the process of developing. These include:-

- Restorative circles – *responding to harm*: discussing specific incidents that have harmed someone and looking to move forward in an agreed and positive way
- Informal or 'small' circles – *quickly formed, responding to harm*: as restorative circles, formed to solve a small issue involving a limited number of people. Students can call these independently to quickly solve an issue
- Restorative conferences – *formal, well planned circles using an impartial facilitator*: - for bigger, more serious incidents that involve several parties. These circles generally require a trained facilitator

This approach should be adapted according to the differing needs of our pupils.

Independent learners: Young people should engage explicitly with the restorative process, use all or some of the strategies described above.

Supported learners: staff will use circles to proactively build relationships and to repair harm in ways that are appropriate to the individual needs of the young people. Pupils will need to develop the language and communication skills necessary to engage in a restorative process.

Experiential learners: staff will use circles to greet or dismiss students etc.

Our Restorative culture uses the “Repair” structure to managing incidents and developing opportunities for teaching appropriate skills to our pupils. Our Restorative approach includes a wide variety of positive behaviour strategies such as mindfulness, ‘head space’, listen and move, friendship groups, drawing & talking, why worry work, lego therapy, my star and individual counselling sessions, social stories, sensory stories/ desensitisation, TACPAC, total communication. We have introduced the THRIVE programme, the Alert approach and Transporters programme to further develop our techniques and strategies to support pupils social, emotional and mental health needs, including emotional regulation and self - awareness of their own emotions.

## 6. THE USE OF ADDITIONAL POSITIVE BEHAVIOUR STRATEGIES

Staff and students at PCHS&C wish to retain a personalised reward system and in consultation with the School Council have recently refreshed the reward systems for:

- School aged - Independent and Supported Learners (see Appendix i for details)
- School aged - Experiential Learners (see Appendix ii for details)
- College - All learners (see Appendix iii for details)

Whilst retaining a highly restorative approach, PCHS&C also recognises that a variety of sanctions may be appropriate in order to enhance accountability i.e. reflect on this impact, repair harm and work towards positive outcomes. Where possible, we would advocate that sanctions are as personalised as possible to the individual concerned, the behaviour presented



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and the context in which this occurred. For example, swearing or threatening another student during lunchtime football may result in missing the next game, in addition to an apology etc. Wasting significant amounts of time in a lesson may require catch up time during a break-time or after school etc.

The following strategies may also be considered as suitable options in addition to restorative strategies outlined (although are certainly not designed as an exhaustive or hierarchical list).

- Low level problems
  - Non-verbal cues/ Planned ignoring
  - Non-work comments/distraction
  - Reinforce desired behaviour (potentially highlight difference in observed behaviour)
  - Informal circles
- Mid-level problems
  - Restorative circles
  - Change of environment / task
- More serious, higher-level behaviours
  - Restorative conferences
  - More significant change of environment / task/ timetable etc.
  - Make up time after school

Physical intervention would be used only as a last resort, when considered reasonable, appropriate and necessary to prevent harm to the young person, others or property.

All significant behaviour incidents should be recorded on the Onwards and Upwards system. Students who exhibit a high frequency of mid-level behaviours or several higher level behaviours within a term would be expected to have a multi – element intervention plan developed (outlining behaviours exhibited and associated proactive, de-escalation and reactive strategies).

If individuals require care and control/manual handling on a regular basis it would be anticipated that these individuals would require a Positive Handling Plan.

## **7. ANTICIPATED OUTCOMES**

Students are happy to come to school and feel safe when they are here.

Students having a genuine sense of responsibility for their own behaviour.

PCHS&C will be a strong community where the responsibilities of the individual and the community are continually revisited and refreshed.

A reduction in frequency and severity of inappropriate behaviours, especially in any incidents leading to positive handling, restraint or time out.



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**See also policies and guidelines:-**

Anti-bullying policy

Care and Control policy

Curriculum rationales



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### **Appendix i - Reward system for KS3 and KS4 (Independent & supported learners only)**

#### **A. Pendle Community Cup**

Pendle Community Cup Certificates are designed to reinforce our core expectations and can be completed by students (who can nominate other students or staff); or by staff (who can nominate students or other staff). These can be awarded for 2 reasons:

- i) Being kind, caring or respectful towards others
- ii) Being kind, caring or respectful towards the school environment

The Pendle Community Cup display board is in the hall – where any completed certificates can be dropped into the cup throughout the week and a selection read out in Friday's celebration assembly. All certificates will be displayed for at least a week, before being distributed to the individuals concerned.

#### **B. Merits**

Single merits can be given for the following reasons:

- i) Excellent contribution or participation or work during a lesson activity.
- ii) 100% attendance for the week (not to be affected by medical appointments)
- iii) Achieving a weekly target
- iv) Achieving a community cup award
- v) Work being put on the WOW board
- vi) Super student status or equivalent

The 'Merit Earner of the Week' for each class will be further recognised in the following ways:

- In Friday's celebration assembly 'Merit Earner of the Week' certificates given out to each class.
- At Friday lunchtime preferential treatment will be shown to all those awarded these certificates. KS3 students will be allowed to line up first for lunch and KS4 students will be allowed to go to the front of the queue in the refectory.

The merit board display the names and/or pictures of all students who achieve bronze, silver and gold awards throughout the term. The number of points required for each award has been adjusted to enable more students to achieve these. Prizes will also be issued for each award as detailed below:





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<b>25 merits</b>	Bronze award - prizes such as stationery e.g. gel pens/ note pads etc
<b>50 merits</b>	Silver award - prizes such as books/ sketch pads/ pencil cases etc
<b>75 merits</b>	Gold award - In-house experience or activity facilitated at the end of each term (e.g. climbing wall/ hydro/ multi-sensory room or own choice of preferred afternoon activity within school).

In addition, staff teams will keep a total record of merits awarded each term for a Platinum Award – allocated at the end of each academic year to the highest 2x merit earners from each year group, who in turn, will be able to choose a bespoke day trip or activity as their special reward.

C. Celebrating good work and other achievements

Students who demonstrate significant work-related achievements or contributions can be nominated for a 'Celebrating Achievement' award, all students nominated by staff, will have their pictures taken and displayed with their work on the internal TV system and/or celebrating good work on the WOW display board.

Whole classes will also take it in turns to demonstrate and celebrate an example of class work they have undertaken that half-term, during Friday's celebration assembly.



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#### Appendix ii - Reward system for College (Independent and supported learners)

- Three targets are set from a student's IEP for at least 3 weeks
- Students work on these three targets daily and are reviewed / feedback given daily – this is then recorded in the target file
- A merit is achieved at the end of the week for each target attempted
- Students access enrichment activities each Friday afternoon for achieving all three targets, (those who have not achieved all three do not access enrichment and are asked to complete tasks such as shredding / tidying cupboards)
- Merit certificates are given each half term, term and at the end of the year
- Graphs for each form are produced per term
- Students who are nominated as student of the week gain a place on the college display board which celebrates these achievements
- During Celebration assembly, students are nominated by staff to be “Student of the week” for particularly good work or for “doing good” – staff then vote on the nominations and the winner receives a Certificate of Recognition
- At the end of each half term and term, form staff nominate a student as “Student of the half term or term” citing a particular reason. Student of the Term receives a prize such as a Christmas gift, Easter Egg etc.
- There are opportunities to access particular activities when a specific number of merits have been achieved; such as a visit to a local pizza shop, café, pub and choc stop shop i.e. at least 30 Merits.
- At the end of the academic year students vote for their “Student of the year” – someone who has significantly contributed to college life.

#### Appendix iii (Experiential learners – School and College)

There is no specific system to reward behaviour for our experiential and some supported learners as it is inextricably linked to specific teaching techniques (e.g. task analysis, prompting, reinforcement, fading or reducing prompts) that are useful, for example, in developing self-help skills, rote skills and for the initial teaching of some skills before they are applied more widely, in real life situations.

Our interactive approaches incorporate a broader framework for learning and take cognitive processes into account.

The principles of our interactive approaches are:

- Learning depends on good interpersonal relationships with sensitivity to feedback from the learner as part of each interaction and continually promotes the cycle of positive reinforcement / reward



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- The focus is on promoting understanding as well as on gaining skills for the learner
- The emphasis is upon respect, negotiation and participation to motivate learners without the need for extrinsic (external or artificial) rewards. Rewards/ praise are integral to learning and often incorporate external rewards such as the golden hat.

As part of celebrating achievements experiential learners receive certificates and photographs which are a great way to share their achievement with their peers and parents / carers.

For some learners it is appropriate for a personalised reward system to be introduced, this may be for a short or long term period and these systems will vary according to the individual needs of pupils and students. For example the system might include access to particular activities e.g. music, computer, iPad, other favoured object etc. for a specific amount of time. A system may be developed to include stickers/ tokens for the learner to achieve in order to gain access to a specific reward, again dependent on the particular needs of the individual learner. The class teacher will discuss such systems with the DHT to ensure any system introduced is implemented with due regard to this policy.

**Policy approved by Governors:**

**Review date:** May 2019

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Chair of Governors)

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Headteacher)