



*Making the difference*

# Curriculum Policy: Positive Behaviour & Intervention



## ENCOURAGING POSITIVE BEHAVIOUR IN SCHOOL

Vranch House encourages everyone involved in the education and care of our pupils to create an environment in which children can develop self-discipline and self-esteem, in an atmosphere of mutual respect and encouragement. Pupils will learn about the importance of consistency and fairly applied boundaries, and the importance of encouraging and rewarding positive behaviour.

As an embedded body of PSHE-based work within the VIEW curriculum (See Curriculum Policy – VIEW Curriculum), pupils will learn about appropriate behaviour just as they have to acquire other forms of knowledge. It is the responsibility of the adults who care for them to make sure that pupils develop behavioural skills which will enable them to function effectively in the outside world.

This policy places the emphasis on promoting positive behaviour rather than enforcing sanctions for inappropriate behaviour. This policy was written with adherence to Department for Education (DfE) and Department for Education & Skills (DfES) statutory guidance and the Education and Inspections Act 2016. It also outlines the school's position regarding the giving of gifts and rewards to pupils, families and members of staff.

### Promoting Positive Behaviour

Positive behaviour reinforcement through praise is used by all staff (teaching and therapy) for excellent behaviour, good work, effort and achievement.

Classes may use additional strategies where verbal praise is not recognised or of limited meaning to a pupil. In these instances, the use of sticker charts or other visual aid (agreed with the Head of Education and SS&LT) for recognising excellent behaviour, good work, effort and achievement may be used. There may be a 'reward' for earning a set number of stickers or tokens on the agreed visual aid, such as 5min 'free play' at the end of a task.

If a pupil has an educational need around self-regulating positive behaviour, this will be written on their Pupil Passport and any known triggers for negative behaviour will be highlighted in the appropriate pupil profiles in class.

### Causes for Concern

Types of behaviour which may cause concern include the following:

- Repetitive disruptive behaviour during session/group times.
- Use of inappropriate language (e.g. swearing) by speech, gesture, or use of communication aids.
- Disrespectful/aggressive behaviour towards peers or staff.
- Self-injuring behaviours such as biting, scratching or banging/hitting of the head

Interventions to bring a halt to unacceptable or harmful behaviour are always carried out in the 'least intrusive' method possible i.e. verbal or physical cues. If pre-emptive, non-physical interventions put into place by the class teacher do not prove effective, this can be escalated to the Head of Education as a behaviour of significant concern. The Head of Education may then instigate alternative interventions or call a multi-disciplinary meeting to discuss the factors around the behaviour(s) of concern.



Due to the inherent vulnerable nature of children with physical disabilities, Vbranch House does not consider itself to be a suitable school for pupils who have Behaviour, Emotional and Social Difficulties (BESD) as a predominant need.

## Early Intervention

Early intervention may prevent minor behaviour difficulties from escalating. Any incidents will be dealt with by the teacher concerned in a manner appropriate to the pupil.

All staff are made aware of any persistent unacceptable behaviour and appropriate ways of supporting and encouraging the pupil to display positive behaviour.

Liaison with parents takes place on a regular basis and we encourage the partners in the pupil's education to make us aware of any difficulties which are taking place away from Vbranch House.

## Physical Intervention

If necessary, physical intervention by Vbranch House staff will only be used within the contexts as set out in the Education and Inspections Act 2006:

### 93 Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(3) The power conferred by subsection (1) may be exercised only where—

- (a) the member of the staff and the pupil are on the premises of the school in question, or
- (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

**Education and Inspections Act 2006**

Physical intervention is **not** standard practice at Vbranch House and such intervention will only be used as a last resort, with the minimum force and minimum duration necessary. Any use of physical intervention with a pupil must be reported immediately to the Head of Education, who will determine how this should be recorded and if any action further is required. Physical intervention will **not** be used by any member of staff as a means of sanction or to ensure pupils compliance with tasks. Any use of staff found to use physical intervention or force contravening this policy will be subject to immediate disciplinary action.



## Sanctions

All pupils at Vbranch House are educated in a caring and supportive environment, where there are clear expectations of behaviour and conduct. Aggression toward peers or staff or persistently disruptive behaviour will not be tolerated and will be acted upon immediately by staff. Sanctions may include verbal reprimand from staff (with re-modelling/stating of behaviour expected), removal from a preferred activity to spend 'time out' in a quiet area or the withdrawal of reward earned in that session.

If a sanction has been given, then the pupil(s) in question will be given ample opportunity and support within the same session to demonstrate the positive behaviour expected and be given the chance to regain any withdrawn reward.

## Exclusions

In the 50 years that Vbranch House school has operated there is no record of a single exclusion of a pupil. Exclusion is the ultimate sanction for **intolerable negative behaviour** and the Head of Education and Chairman of Governors will avoid using it if another course of action is a viable remedy to any situation involving such behaviour.

Nevertheless, in the extremely unlikely event that exclusion is deemed necessary, the school will immediately notify the parents and the local authority, stating the reason for the exclusion and the fixed period of the exclusion.

In line with statutory guidance, intolerable negative behaviour is defined by this policy as: *'Any behaviour which could result in the serious harm to the welfare or education of the pupils or others in the school'*.

Pupils who attend Vbranch House often have physical or medical needs requiring medical intervention involving pumps and associated tubes that enter their person. Any interference with such medical equipment by a pupil, intentional or otherwise, will also be viewed as intolerable negative behaviour as this could have severe repercussions on the welfare of a pupil.

## Involving Outside Agencies

The school works positively and pro-actively with external agencies, seeking appropriate support for pupils with particular needs, e.g. Education Psychology Service, Advisory Teacher Service, Learning Disability Nurse Team. Pupils are referred to such agencies with the knowledge and permission of their parents.

## Monitoring and Review

The school maintains records of behavioural incidents and parental contacts (letters, telephone calls, meetings) on standardised forms, along with all correspondence regarding behaviour plans, in the individual pupil files in the Head of Education's office.



## Changes of Placement

Exclusion is only used in serious cases of this policy being breached and normally when all other school sanctions have been applied. If it was felt that due to inappropriate or intolerable negative behaviour Vbranch House was not a suitable placement to meet the individual pupil's needs, then alternative provision would be sought.

Full consultation would be made with parents and Local Authority officers were permanent exclusion or change of placement for the child be deemed necessary. In such cases, Vbranch House staff will work with other appropriate services in making the transition to another school or to any other setting as seamless and tranquil as possible.

## Bullying / Cyber bullying

Bullying is not a common occurrence at Vbranch House. A caring ethos and positive environment are fostered in which the pupils feel safe and valued as individuals. Care and consideration towards other pupils are behaviours encouraged in the classroom, often reinforced by stories, role play and during Circle Time. Pupils are encouraged to tell staff if anything is worrying them.

Pupils are supervised when using the internet and staff are aware of necessary steps if inappropriate contact was made or cyber bullying was observed.

If bullying were to be observed, then a member of staff would intervene to stop it immediately. The member of staff would then inform the class teacher, who would in turn inform the Head of Education. The class teacher and Head of Education will then evaluate the situation and decide on the next course of action e.g. formal behaviour plan, sanction.

## The Giving of Gifts and Prizes

At the end of each half term, teachers are invited to nominate pupils who they feel have demonstrated improvements in their Ability, Behaviour or Cognition (ABC). Those nominated will receive an ABC Award certificate in the ABC Assembly held at the end of each half term. In addition to the ABC awards, every academic year each pupil receives a certificate which highlights their most significant achievement(s) over the whole year and these are handed out during our Annual Achievement Awards assembly.

If a pupil is leaving the school at any time during the academic year they are presented with a Bible or other book, depending upon family preference, at a specially-convened 'Leavers Assembly'.

Occasionally a member of staff may give a pupil or pupils a gift of small monetary value (less than £10.00 {Ten Pounds}), for example at Christmas, when a pupil is moving class or leaving the school. Similarly, at the end of a term parents or carers may opt to give staff a gift to thank them for working with their children.



The giving of gifts only occurs with the full understanding that gifts are given and received with no intrinsic wish or expectation to bribe, seek preferential treatment or show favouritism to any pupil or member of staff.

### **Useful Documents:**

- DfEE 1998 Circular 10/98 "Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils"  
[http://www.teamteach-tutors.co.uk/guidance/documents/DFEE\\_1O98.pdf](http://www.teamteach-tutors.co.uk/guidance/documents/DFEE_1O98.pdf)
- DfES 2016 Education and Inspections Act 2016  
<http://www.legislation.gov.uk/ukpga/2006/40/introduction>
- DfES 2009 Guidance for Safer Working Practice for Adults who Work with Pupils and Young People (a copy of which is available in the Staff room and the Head of Education's office)  
<http://webarchive.nationalarchives.gov.uk/20100202180143/http://www.dcsf.gov.uk/ev/erychildmatters/resources-and-practice/IG00311/>
- DfE 2016 Behaviour and discipline in schools – Advice for headteachers and school staff  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- DfE 2017 Exclusion from maintained schools, academies and pupil referral units in England.  
<https://www.gov.uk/government/publications/school-exclusion>

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