



Promoting Positive Behaviour Policy

ESNE16

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Promoting Positive Behaviour

Spark of Genius recognises the importance of promoting positive behaviour within our schools. It is the aim of Spark of Genius to create an environment where pupils and staff are respected and valued. It is within this stable, positive environment that the behavioural, emotional, educational and social needs of our pupils are met.

In line with The Special Educational Needs (SEND) Code of Practice (2014), KCSIE, 'Behaviour in schools 2022- advice for headteachers and school staff'. Spark of Genius Northeast adopts an integrated approach in meeting the SEMH needs. We work closely with parents, carers, and professional colleagues in supporting pupils within the school and in the wider community.

The key principles underlying this policy are the formation and continuance of positive and appropriate relationships between staff and pupils. These relationships are built upon mutual respect thus engendering respect for self and the learning environment.

King Edwin aims to:

- Create a framework within which staff and pupils can develop positive meaningful relationships.
- Provide a safe and secure learning and teaching environment within which pupils and staff are valued and where young people can be assisted to reach their full potential.
- To provide support for pupils in all aspects of their lives offering assistance in the transition from school pupil into the world of work and early adulthood.

Promoting Positive Behaviour is a continuous cycle of improvement that is owned by everyone within Spark of Genius and Spark Northeast. The Senior Management Team, Principal, teachers, teaching assistants and skills instructors are all aware of their role and responsibilities in the delivery of appropriate education, pastoral care and behaviour management within the organisation. All staff have responsibility for the development and implementation of programmes of learning that meet the needs of our pupils.

Senior Managers recognise the need for a well-trained, competent workforce that can meet the complex social, emotional, mental health needs of our pupils. SLT's and their staff have freedom within the organisational framework to develop and deliver innovative practice which promotes positive behaviour within the school.

All systems in place are monitored and evaluated with good practice being disseminated and implemented throughout the organisation.

Spark of Genius whilst offering specialist provision operates an inclusive approach to all pupils placed within our schools. Pupils can be supported in a group setting, small intensive group support or individual setting, thus offering an appropriate curriculum whilst addressing difficulties in a wider context.

The behaviour displayed by the young people is a manifestation of many factors. Spark of Genius is committed to a holistic approach in meeting individual needs and to this end we

work closely with colleagues from Psychological Services, CAMHS and Social Work Departments all of which assist in the promotion of positive behaviour.

Issues relating to curriculum accessibility and suitability are addressed during the initial assessment period. From this assessment, a curriculum designed to be both stimulating and challenging can be tailored to meet individual needs. Access to an appropriate curriculum is an important strand in our promotion of positive behaviour.

Spark of Genius works closely with parents and carers. Regular contact both oral and written is maintained. Parents and carers are encouraged to share any difficulties that they have identified and are offered support and guidance in this matter. Pastoral visits to the pupil's home take place regularly and are viewed as being a positive intervention as well as a relationship building exercise between the learning centre and the pupil's life external to the formal learning environment.

A variety of approaches are adopted within the learning centres in the promotion of positive behaviour.

Praise and Reward

Spark of Genius acknowledges the value of praise and reward as a methodology for promoting positive behaviour. SLT's with their staff are charged with the development of systems appropriate to their establishment. However, all recognise that praise both oral and written is a powerful motivating factor in achieving positive outcomes for young people. Rewards are granted in line with the age and stage of all pupils and always hold some educational value.

Many of the young people within Spark of Genius have low self-esteem and feelings of poor self-worth. Praise and reward used appropriately can lead to heightened self-worth thus improving not only behaviour but also educational attainment.

Celebrating Success

Spark of Genius is committed to celebrating the successes of both pupils and staff. By this celebration of success all associated with Spark of Genius are encouraged to reach their full potential. A range of strategies and events are in place in each school to celebrate success, these range from informal events in class to open days and events where everyone involved in the care and education of the pupil are invited. Each learning centre has its own diary of events.

Expectations and Consequences

Each school has an expectation appropriate to the age and stage of the children and young people. The expectation is displayed in the centre both in teaching and recreational areas. Each school has developed its own expectations, taking into consideration the views of the pupils. The expectations outline a consistency of approach to the young people whilst outlining what is expected of them in the learning environment.

De-Escalation Techniques

Spark of Genius employs the use of Team Teach as a methodology of crisis prevention and behaviour management. The spirit, intent and philosophy of Team Teach is that crisis

can be used as an opportunity for learning and development. The primary objective of Team Teach is to help the pupil develop appropriate responses to their environment that assists them in their social and emotional development. Staff are fully trained in the use of all aspects of the Team Teach programme. The de-escalation techniques of the programme form a behavioural management system from which pupils can learn whilst being educated and cared for in a safe and secure environment.

Rewards and Sanctions Aims

We aim to encourage behaviours that enable our pupils to:

- Access the full range of learning opportunities in a calm positive environment.
- Appreciate the needs of others.
- Behave appropriately in a wide range of social and educational settings.
- Monitor and control their own behaviour with increasing independence.
- Maintain, build and repair relationships.

Principles

We are committed to providing:

- A therapeutic, safe and calm learning environment for pupils and staff.
- The support that our pupils need to learn how to monitor and control their own behaviour.
- Clear rules and boundaries of expectations with consistency across the school.
- A positive, proactive, reflective approach to behaviour management.
- Early intervention and prevention to minimise the use of physical intervention.
- Clear communication & consistent routines for pupils.
- An environment which shows respect for the individuality of our pupils.

How do we achieve this?

- A range of agreed whole school approaches including Restorative approaches and Team Teach.
- Clear pathways of communication between all staff and other organisations.
- Clear positive assertive instructions.
- Pupils are given time to reflect & comply before adult intervention.
- Pupils are given the opportunity to request time out and space to allow self-regulation of behaviour.
- A frequent and consistent approach to giving encouragement, praise and rewards.
- Consistent clear boundaries.
- Expectations visible in every room.
- Working with parents/carers and Spark of Genius North East and other residential services.
- Appropriate agreed sanctions – to be used after receiving agreement with tutor and senior leader and following a restorative discussion if appropriate.
- Meet pupils' physical and emotional needs.
- Praise in public, reprimand in private whenever practicable.

- Praise the pupils who are behaving before reprimanding the pupil who is not.
- Individual behaviour support plans and risk assessments for identified pupils and these must be updated at least every three months.
- Positive verbal intervention.
- Anticipating difficult situations, changing needs and effects of change both internally and externally.
- Good communication
- Advice available from outside agencies such as an educational psychologist.
- Physical intervention in line with school agreed policy and TT (Team Teach) training.
- Regular training and effective induction.
- Use of a school bank to monitor use of and document reward points.

Model student

King Edwin School operates on a 'Model Student' programme. Students earn contributions towards their 'model student' award each half term. Students are expected to comply with basic expectations.

Expectations

- Be here and on time.
- Be ready to learn.
- Follow instructions the first time you are asked.
- Speak appropriately to everyone.
- Keep hands and feet to yourself.
- Look after your environment.

Additionally, students are expected to demonstrate the core values of the school - Resilience, Growth Mindset, Personal Responsibility and Kindness. For more information on the Model Student Programme, please refer to the 'Model Student' guide.

List of Positive Consequences to be used as appropriate

- Praise
- Responsibility
- Enhanced activity at break time
- Opportunity to represent school.
- Student of the week
- Model student Certificates
- End of half term reward

List of Consequences to be used as appropriate

- Supported verbal warning.
- No access to enhanced break opportunities

- No Responsibility
- Support and oversight - Tutor
- Support and oversight - Head of School
- Support and Oversight - other SLT
- One to one working

Related policies/procedures

Exclusion Policy

Model Student

Code of Conduct

Holding Safely

Restorative Practice Police / guidance