

# THE HARBOUR SCHOOL

## BEHAVIOUR FOR LEARNING POLICY



(Reviewed May 2018)

### Rationale

We understand that the learners within our school community present a range of behaviours that might affect their progress, wellbeing and the safety of themselves and others. For a number of our learners challenging behaviour can be a barrier to learning and to their success beyond their time at The Harbour School. We also know that learners present behaviours that are worthy of praise, celebration and positive reinforcement. We know that behaviours are:

- learned
- as a result of interaction with the environment
- functional in that challenging behaviour is often a result of learners attempts to get their basic needs met (Maslow's Hierarchy of Needs provides a helpful way for us to contextualise behaviours. See Appendix A).

Our Behaviour for Learning Policy and Practice takes a relational approach to support behaviour change for our learners and is underpinned by our philosophy that **'Behind every challenging behaviour is an unsolved problem or skills that have not yet been learned (or both)'** (Ross Greene). **Our task, therefore, is to teach our learners the skills to be able to solve their own problems and get their own needs met in a positive way.**

### Aims of the Policy

- To ensure a consistent approach to Behaviour for Learning
- To acknowledge that the needs of the individual need to be understood and strategies developed to promote positive change in behaviour
- To ensure that learners in THS develop a sense of belonging and self-worth
- To ensure all members of the school community are safe
- To support learners in the development of their social and emotional skills
- To allow learners to learn to take responsibility for their own behaviour and understand the consequences of the behaviour
- To develop strategies that promote self-esteem and preserve the dignity of all members of the school community
- To use correct procedures for de-escalation, positive handling and managing high risk situations
- To use pro-active, reflective, collaborative and, where necessary, reactive strategies to support learning in behaviour

## **Beyond Behaviour Management**

Sue Roffey in her review of changing behaviour in schools concludes that **'The core message is that positive relationships and school connectedness lead to both improved learning and better behaviour for all students.'**

Our Behaviour for Learning Policy is laid out under six headings based on the work of Sue Roffey, who advises that we need to go beyond behaviour management techniques using a **relational approach** in order to change behaviour in the long term through the actions below:

- Modelling wanted behaviour
- Showing young people they are worthwhile and wanted
- Maximising participation
- Helping young people identify their strengths and encouraging them to set their own goals including having high expectations for learners to do their best at all times
- Emphasising choice rather than control

And core to THS:

- Teaching young people the social and emotional skills that they need to succeed

### **Modelling wanted behaviour**

Staff will:

- Model the social and emotional aspects of learning (SEAL) at all times to all people.
- Model effective conflict resolution through the use of the Collaborative Problem Solving Approach (see Appendix B) and mediation from Restorative Approaches (see Appendix C).
- Actively listen to learners

### **Showing young people they are worthwhile and wanted**

Staff will promote a community where learners feel they matter and belong. Actively developing positive relationships with learners including the effective use of:

- PACE (Playfulness, Acceptance, Curiosity and Empathy) to build trust and connection with learners (see Appendix D)
- Meet and greet
- Learner voice
- Understanding and responding positively to individual needs including mental health needs
- Positive Language

### **Maximising participation**

Staff will develop a creative and engaging curriculum responding to the changing needs of learners ensuring:

- Learning opportunities to ensure engagement and progress
- Involving learners as part of the school and in their personalised plans and reviews
- Modelling learning to reduce anxieties
- Understanding barriers to learning and developing strategies to support needs: SEN, Speech, language and communication needs, mental health, Autism, Aspergers Syndrome Attachment Disorder, Dyslexia and learning disability
- Multi-agency work

## **Helping young people identify their strengths and encouraging them to set their own goals including having high expectations for learners to do their best at all times**

Staff will make effective use of:

- Personalised targets in each learners Individual Learning Plan including attendance/engagement, social and emotional skills, behavior/reintegration as well as academic targets
- Three part praise (name, praise and specific feedback) - catch them doing it right - reduce it to two part praise if a learner finds praise difficult to accept (name and specific feedback)
- Rewards - Earning BEARS, BEST, SCORES and STARS
- Celebrating success - assemblies, celebrations, reflection, displays
- Regular constructive feedback, oral and written
- Effective partnership work through mentoring/key work

## **Emphasising choice rather than control**

Learners need to understand that there are consequences to behaviour choices

Staff are in charge of the situation rather than attempting to control learners.

Staff will:

- Support learners to regulate their emotional arousal, relate and reflect (see section below re de-escalation)
- Use a Common Language and the language of limited choice.
- Risk assess situations and limit risk situations (Keeping Safe, staying safe appendix E)
- Encourage learners to make safe choices with staff support
- Give learners take up time with behaviour choices wherever possible
- Use of the Collaborative Problem Solving Approach (see Appendix B) and/or Mediation from Restorative Approaches (see Appendix C) with learners once they emotionally regulated enough to participate in this.
- Repair and rebuild relationships with learners (Correction with Connection)

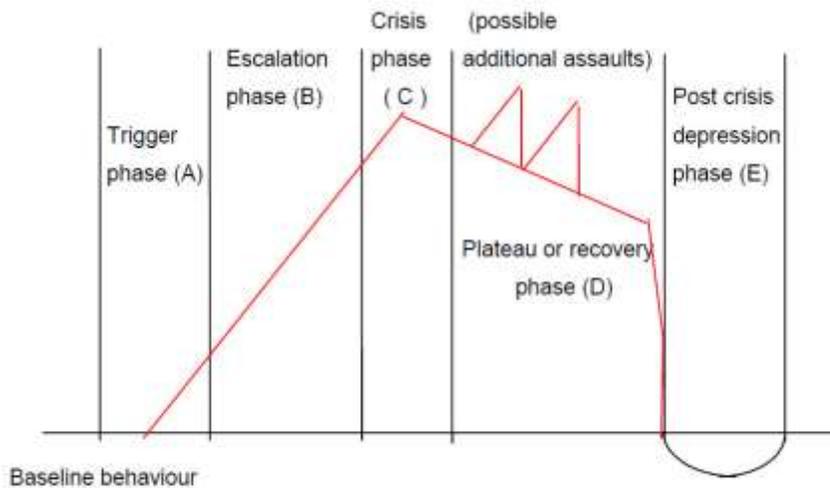
## **Teaching young people the social and emotional skills that they need to succeed**

Learning in social and emotional skills is central to everything that THS does (see Appendix F), including:

- Regular assessment of social and emotional skills development (APP for SEAL) to inform Individual Learning Plan targets
- Specific SEAL lessons focusing on teaching self-awareness, self-regulation, self-motivation, social skills and empathy
- Cross curricular SEAL learning outcomes
- Circle Time
- PSHE
- Social Stories
- Circle of Friends
- Forest School
- Outdoor Learning
- Mentoring/key work

## Procedures for de-escalation, positive handling and managing high risk situations

All staff need to understand the Assault Cycle, de-escalation techniques, when to use positive handling and how to respond to high risk situations. There may be times when staff need to physically intervene with positive handling in order to keep all learners and staff safe. If this is the case then staff will use reasonable force and intervene in a way that minimizes the likelihood of injury whilst keeping everyone safe. Physical intervention will then only be for as short a period of time as possible to enable a safe environment to be re-established for all learners.



*Anger Assault Cycle, adapted from Faupel et al (1998, p. 37)*

- A. The trigger phase - where a trigger factor setting off the anger
- B. Escalation phase - the anger level starts to ascend - at this point, a learner can still control anger and the anger can either escalate or dissipates.
- C. Crisis phase - once the anger has reached this phase, it is difficult to use any calming method
- D. Recovery phase - the anger starts to cool down, at this phase the anger might be re-triggered
- E. Post crisis phase - the ability to think clearly returns and the learner is almost back to baseline behaviour.

Learners may arrive at school or remain at any state on the escalation phase at any time for many reasons (remember Maslow's Hierarchy of Needs).

### De-escalation Techniques

Risk assess the situation - safety, keep everyone safe

Clear instruction

Positive feedback if instruction is quickly followed at Trigger phase

Increased personal space, side stance, open palm gestures

Listen to the learner and use ACE (Acceptance, Curiosity and Empathy)

Calm, firm voice

Common language, one voice same instruction

Encourage the learner to make safe choices and to regulate his/her emotional arousal with staff

Take up time for learner

Continue to risk assess situation

Change of face if required

### **Crisis Phase**

Keep everyone safe

Encourage the learner to regulate his/her emotional arousal and to make safe choices

Observe from a distance

Positive handling may need to be used

If anyone is at risk of harm or criminal damage - Senior Leadership Team (SLT) may make the decision to call emergency services.

Emergency services can be called down if the situation is successfully de-escalated.

Behaviour incidents (including bullying) are recorded on a Behaviour Incident form and logged on SIMs

Positive Handling must be recorded on a positive handling form

Violent incidents on staff must be recorded on a Local Authority Violent Incident form

Incidents of assault or criminal damage may be reported to the Police - SLT will support any staff member through this process.

### **Use of exclusions**

The Senior Leadership Team will on occasion use exclusion from school as a consequence to behavioural incidents. All exclusions will be reported to the Local Authority.

### **Searching, Screening and Confiscating**

There may be occasions when searches of learners and their property will be necessary to ensure the safety of all learners and staff. When this is necessary staff will follow the Department for Education guidance as set out in the document Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (February 2014).

### **Site High Risk Situations - additional risk assessments in place**

Learners have risk assessments in place which are updated regularly or after an incident as required. Periods of exclusion from school may be used to review a learner's risk assessment and provision/interventions.

Site specific risks include:

- Medical - residential area and road

- Fratton - residential area and road

- Outreach - lone working

- Stamshaw - lone working

- Tipner - foreshore, firing range and motorway junction

If a learner's behaviour becomes so unsafe that he/she are unable to benefit from receiving his/her education in a class group, then he/she may be placed on a personalised support programme. This will be discussed with the learner and their parents/carers and will be regularly reviewed.

## **Anti-Bullying**

Bullying is defined as behavior by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally where there is an imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying.

Staff, parents/carers and learners at the school work together to create a happy, caring and safe learning environment. Whole school initiatives and pro-active teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing bullying. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively:

- When bullying is reported it will be taken seriously.
- Staff will work with the learner who is being bullied to help them to feel safe and find responses to bullying that work.
- Staff will work with the learner or learners who are bullying to change the bullying behaviour.
- Wherever possible staff will work with the parents/carers of both the learner being bullied and the learner(s) who are bullying.

## **Monitoring and Measuring Impact on Learning**

Every learner has an Individual Learning Plan (ILP) which includes personalised targets for behaviour/reintegration and for social and emotional skills development. ILPs are regularly reviewed including monitoring the progress with targets and the impact of provision/interventions.

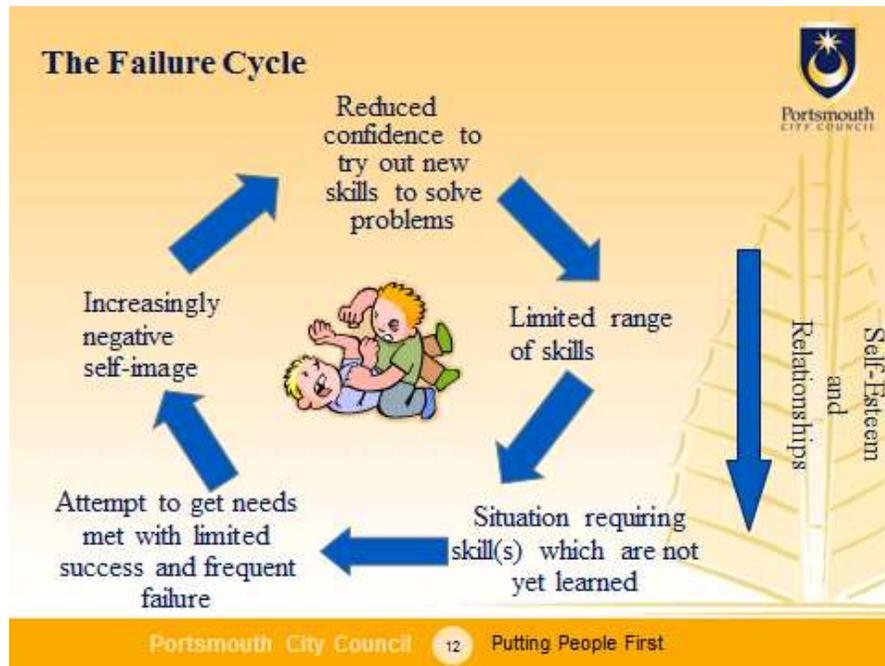
The School Self Evaluation Form (SEF) and Development Plan (SDP) identifies Key Performance Indicators (KPIs) for all learners including:

- Behaviour
- Development of social and emotional skills
- Violent Incidents
- Exclusions
- Use of Physical Interventions
- Use of Reduced Timetables
- Incidences of bullying
- Learner and parent views re behaviour
- Reintegration to mainstream education where appropriate

The Senior Management Team (Pastoral) monitors these areas regularly and the Headteacher regularly reports to the Governing Body.

## Appendix A: Maslow's Hierarchy of Needs

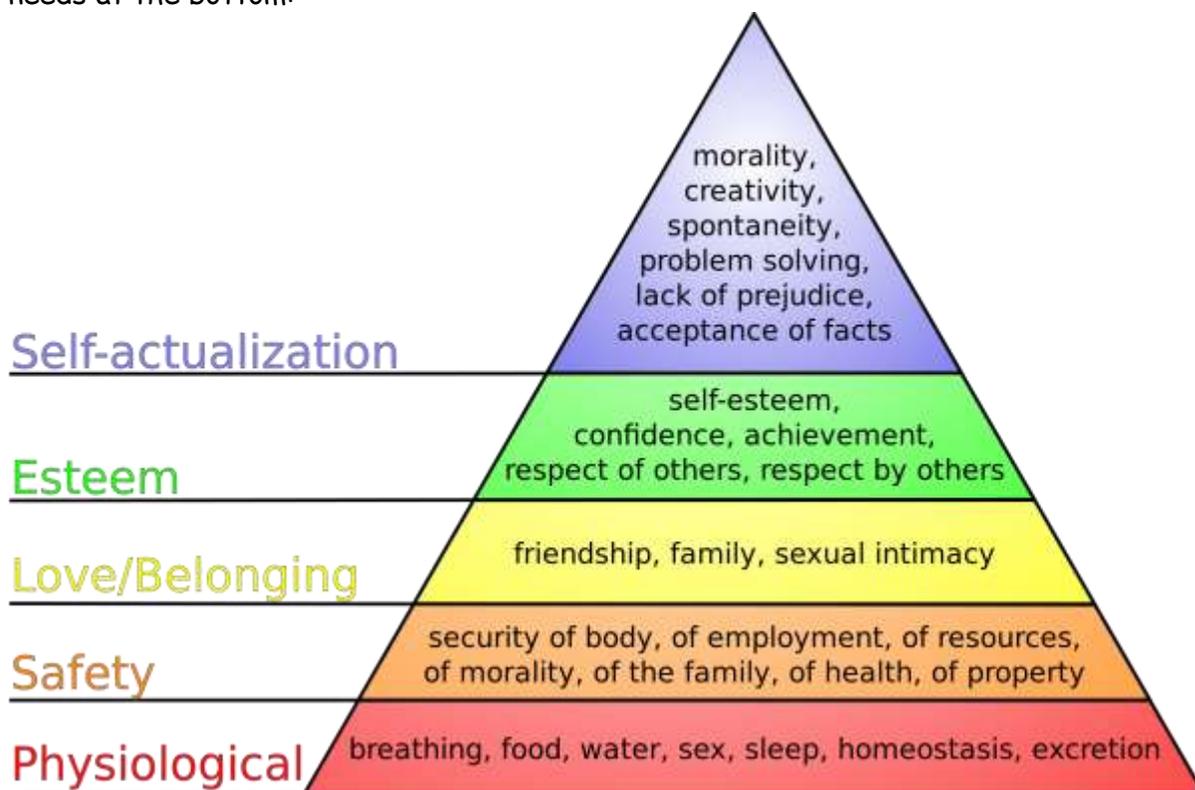
Maslow's hierarchy of needs provides a useful context within which to understand children's behaviour. Children's challenging behaviour can often be an attempt to get their basic needs met, however, as some children have a limited set of social and emotional skills their attempts to get their legitimate needs met can be both unsuccessful and/or inappropriate. Supporting children to learn the skills to get their basic needs met in appropriate/socially acceptable ways will lead to long term improvements in behaviour, well-being, academic progress and life success.



Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met - with the exception of the most fundamental (physiological) need - there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs.

An interpretation of Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom:



### **Physiological needs**

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first.

### **Safety needs**

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. This level is more likely to be found in children because they generally have a greater need to feel safe.

Safety and Security needs include:

- Personal security
- Financial security
- Health and well-being
- Safety net against accidents/illness and their adverse impacts

### **Love and belonging**

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety.

According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless if these groups are large or small. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

### **Esteem**

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect.

### **Self-actualization**

This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

## Appendix B: Collaborative Problem Solving

The Collaborative Problem Solving Approach (CPSA) takes the view that behind every challenging behaviour is an unsolved problem or skills that have not yet been learned (or both). The role of the adult, therefore, becomes to solve problems collaboratively with the child or young person as a means of reducing the challenging behaviour and, at the same time, teaching skills in order that the child or young person can learn to solve future problems for herself/himself .

The CPSA also aims to help adults respond to oppositional behaviour in a way that is not personalised, is less reactive and more empathic (modelling SEAL).

The specific goals of the CPSA are to:

- 1 Understand that the use of rewards and consequences alone will not teach a child or young person the skills that s/he has not yet learned.
- 2 Identify and teach the social and emotional skills that have not yet been learned by the child or young person and are contributing to the child's challenging behaviour.
- 3 Use the three steps of Collaborative Problem Solving to solve problems with the child or young person and to model effective problem solving.

The three steps of a CPSA session between an adult and a child or young person are:

1. The Empathy Step—involves achieving an understanding of the child's or young person's perspective on a given unsolved problem. The main skill being used in this step is active (or emotionally literate) listening.
2. The Define the Problem Step—is where the adult summarizes the child's or young person's concern or perspective and then shares their own concern or perspective on the same unsolved problem. It is often helpful for the adult to link their own concern to an issue of safety or learning.
3. The Invitation Step—is where the adult and child or young person brainstorm solutions that will address the concerns of both parties, with an eye towards agreeing to enact a solution that is realistic and mutually satisfactory.

Although the three steps of collaborative problem solving can be used when the child or young person is in a state of distress or frustration in immediate response to a behavioural incident (reactively) they are most successfully achieved at a calmer time in a brief prearranged 1:1 meeting (proactively).

Sometimes in an interaction with a child or young person we will not have the opportunity to do more than step 1 (the empathy step). At these times it is important to remember that this still models collaboration and contributes significantly to building a mutually respectful relationship.

The CPSA was first developed by Ross Greene in his work with children and young people with diagnosed Oppositional Defiance Disorder, children whom Ross Greene describes as 'explosive in temperament.' The approach has proven to be highly effective in schools, families and residential settings (including young offenders institutions) in that it has led to reductions in challenging behaviour and children and young people learning to solve future problems peacefully.

In his review of effective interventions for children and young people with behavioural, emotional and social development needs Steve Killick (2006) concluded that the CPSA is 'particularly useful for children who may be experiencing emotional and behavioural difficulties.'

The use of the Collaborative Problem Solving Approach overtime, after multiple repetitions, with a child or young person should significantly reduce challenging behaviour. Problems will be solved one at a time. The child or young person will learn that his or her concerns will be heard and addressed. And, at the same time, the child or young person will be learning problem solving skills which are crucial to handling life's social, emotional and behavioural challenges.

## **Appendix C: Mediation from Restorative Approaches**

Mediation is used to settle disagreements. When two people are finding it difficult to settle a disagreement, they will often use mediation. When two people agree to use mediation, a third party will work with the two people in order for them to better understand each others' point of view and, where possible, develop an agreed way forward.

The approach involves including both people involved in the disagreement in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?' focus is put on reflecting upon reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put it right?' and 'What can we learn from this experience?'

### Key principles of restorative approaches

1. Promoting social relationships in a school community of mutual engagement.
2. Being responsible for one's own actions and their impact on others.
3. Respecting other people, their views and feelings.
4. Empathy with others.
5. Being committed to fair processes.
6. Everyone in school being actively involved in decisions about their own lives.
7. Returning issues of conflict and disagreement to the participants rather than blaming.
8. Willingness to create opportunities for reflective change in learners and staff.

## **Appendix D: Effective use of PACE to build trust and connection**

### **An Introduction to PACE**

PACE was developed by Dan Hughes as a central part of attachment focused family therapy. The principles are informed by our knowledge of the impact of trauma, particularly the early experience of developmental trauma. These principles offer us a framework for building trusting relationships with key adults. PACE involves Playfulness, Acceptance, Curiosity and Empathy.

*Playfulness* brings fun and laughter to relationships. It provides reciprocal enjoyment and in the process helps a child/young person to learn to experience and regulate positive emotions - in other words to manage the arousal caused by the experience of emotions that accompany fun and laughter. A sad reality is that traumatised children and young people have difficulty regulating positive emotions. Playfulness helps with this process. Along the way, playfulness conveys a sense of confidence and hope for the future.

*Acceptance* creates psychological safety. The focus is on acceptance of internal experience - the thoughts, feelings, wishes, beliefs, desires and hopes that each person carries inside themselves. In accepting the internal experience of the child/young person, we are communicating our understanding of this experience, that we are comfortable in knowing it and that we are not going to disregard or challenge it. Your experience is your experience. We may not tolerate particular behaviours, but we will accept the experience underneath the behaviour. Behaviours displayed by the child/young person may be evaluated; the child himself is not.

*Curiosity* is directly connected to understanding. When we curiously explore within a relationship, we are expressing interest in the other person and a desire to know him/her more deeply. When we direct non-judgemental curiosity toward the experience of a child/young person, he/she is likely to become responsive to understanding this experience of self, other or events in relationship with us. In sharing our experience, we know it more deeply. When a child/young person experiences with another rather than alone he/she becomes more open to a trusting relationship and becomes stronger in the process.

*Empathy* communicates our curiosity and acceptance. We stand in the other's shoes and recognise and respond to his emotional experience. With the experience of empathy, a child/young person is more able to experience an adult being with him/her as he/she explores current and past experiences - experiences which might be positive, or the more challenging experience of trauma and shame.

## Appendix E: Keeping safe, staying safe



The Harbour School @ Tipner



# Keeping Safe, Feeling Safe

We are all responsible for keeping learners and staff safe in all situations. It is essential that our behaviours do not escalate or trigger unsafe or negative behaviour choices.

- Be prepared for the school day.
- Risk assess situations
- Up date positive handling forms and risk assessments
- Be observant and aware of your position in the classroom - can you see what is going on?
- Keep doors. scissors, tools and equipment locked away
- Teach learners to use all equipment carefully and correctly
- Close mag lock doors behind you
- Keep keys and radios close and secure
- Remain with learners and teach them how to move around the school safely
- Write incident sheets away from learners
- Use our common language
- Refrain from arguing, shouting and sarcasm
- Give learners personal space; take a step back on one foot
- Refrain from discussing learners in front of other learners
- Keep professional discussions to appropriate times and places
- Model and practise behaviours, rather than explaining- not many of our learners are auditory learners!

## **Appendix F: Assessing and teaching the social and emotional skills not yet learned.**

Social and emotional skills are personal skills in the following five categories:

- Self-awareness—the ability to recognise and understand our own emotions, preferences, strengths and weaknesses.
- Self-regulation- the ability to cope with stress and to be guided by our emotions for our own and others' longer term good.
- Self-motivation—the ability to choose goals and our determination to reach these goals.
- Empathy— the ability to notice, understand and be sensitive to what other people are thinking, feeling and experiencing.
- Social skills— the ability to interact with others in a way that builds and maintains successful relationships.

Research demonstrates that social and emotional skills are key to success in life impacting upon our relationships, our behaviour, our happiness, our success at work and our academic success at school.

A child or young person who has not yet learned the necessary social and emotional skills will be trying to tackle life's challenges without the tools required to succeed.

**The good news is that social and emotional skills can be learned.**