



Positive Behaviour Policy September 2021

Approved by:	Approved by Longwill Governing Body
Date:	24.11.21
Next review date:	36 months from last approval

Signed

(Chair of Governors)

Date.....

Signed

(Head Teacher)

Date.....

Contents

2	Rights Respecting Statement National Guidance Legislation & Statutory Requirements
3	Aims
4	Expectations
5	Rights and Roles Role of Pupils and Adults Role of Head Teacher
8	Safeguarding Safety Rules The Anti-Bullying Code
8	Positive Behavioural Strategies Rules and Routine Circle Time Golden Time
10	House Teams The Taking Control Book Rewards and Reinforcements Sanctions and Consequences Safe Space The STEPS procedure
11	The Use of Fixed Term Exclusion
12	Involvement of Parents
12	The Use of other roles in school Role of the Learning Mentor
13	Multi-agency working (CAMHS/Forward Thinking Birmingham)
13	Risk Reduction Plans (RRP) Use in school Monitoring and reporting
13	Positive Handling

Review of the Policy

Appendix 1: Code of Behaviour

Appendix 2: Individual or group Risk Assessment.

Appendix 3: Five Steps Management Procedure

Appendix 4: Proforma for Recording

Reporting and recording poor Behaviour and Action
Assault /Incident reporting to the LA.

Longwill School Positive Behaviour Policy

Longwill a Rights Respecting School

UN Convention on the Rights of the Child: Longwill is a Gold Aware rights respecting school and upholds the conventions of the right of the child. Our behaviour policy is underpinned by article 3: the best interests of the child must be a top priority in all decisions and actions that affect children.

Article 29: Education must develop and encourage a child to respect their own rights and that of others and the environment around them.

Article 14: Duty bearers (parents and government) must help children to make good choices

Article 37: Sanctions should not hurt or humiliate children.

National Guidance

This policy has been formulated in the light of the latest guidance from the Department for Education (Behaviour and Discipline in schools Jan 2016). All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Legislation and statutory requirements

Our positive behaviour and handling policy has been devised in partnership and consultation with pupils, staff and governors. It is to be read in conjunction with the following policies:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

This policy should be read in conjunction with:

- Keeping Children Safe in Education
- Working Together to Safeguard Children July 2018
- Anti-Bullying policy
- Safeguarding and Child Protection Policy (updated annually)
- Health & Safety Policy
- E-Safety Policy
- Code of Conduct Policy
- Complaints Policy
- Whistle Blowing Policy

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

At Longwill School for Deaf Children our aim is that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose ethos is built on mutual trust and respect for all and underpinned by the UN Convention of the Rights of the Child (CRC). The school's positive behaviour policy is designed to support the way in which all members of the school can live and work together in a nurturing way. It aims to promote an environment in which everyone feels happy, safe and secure. By promoting positive behaviour, we hope to deter the negative. At Longwill, we recognise that social, emotional and behavioural skills are key skills for learning, life and work. A pupil's readiness to learn, and on-going positive relationships and behaviour, depend upon their social and emotional well-being. We aim to ensure pupils feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

For all our Deaf children we aim:

- To facilitate a provision that meets the needs of profoundly deaf pupils, enabling them to learn, feel safe, in a healthy environment and making a positive contribution to school and the wider community
- To provide a calm, purposeful and happy working atmosphere within our school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing levels of independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent and fair approach to behaviour and learning throughout school with parental cooperation, support and involvement
- To raise children's self-esteem and confidence as young Deaf people
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To provide an environment that is conducive to learning and free from disruption and any circumstances, in which they are bullied, ignored, ridiculed or discriminated against regardless of gender, sexuality, race, class or disability
- A creative, flexible and visual curriculum that motivates and engages pupils in their learning
- To encourage engagement by using British Sign Language and English through our Sign Bilingual Practice ensuring that language is planned for individual need and abilities
- To help children, staff, parents and governors to have a sense of direction and a feeling of common purpose

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- To prevent Peer-on-Peer Abuse including bullying (See separate Anti-Bullying policy)
 - To ensure pupils do their best and have a positive attitude to learning and school.
 - To expect and enable children to conduct themselves well and with good manners throughout the day, including unstructured times (e.g. lunchtime), so that the school is an orderly and safe environment.
 - To provide an opportunity to have their views known and shared and a place and people to go to when they need to share a concern

Expectation

At Longwill we promote positive attitudes towards behaviour for learning and collaboration

- Respect: Respecting our own rights and those of others,
- Resilience: Building self-esteem, developing self-discipline and self-regulation to take responsibility for our own actions
- Relationships: building positive relationships with others, reflecting on our actions, including knowing how to make amends

- It is expected that all members of the school community behave in a considerate way towards each other and to demonstrate and model positive behaviours which support our school ethos. All members of Longwill School follow the rules and principles that underpin this policy and ensure that they are applied consistently and fairly, act as role models for pupils, and have a collective responsibility as a staff (duty bearers) to promote high standards of behaviour for all pupils at all times.

- We recognise that children exhibiting inappropriate behaviour have a 'need', and that we have a duty to strive to meet that need. We use different approaches personalised to the needs of each individual child.

- The school does not tolerate Peer-on-Peer Abuse including bullying of any kind (physical, cyber, faith, homophobic, disablist or sexist). If we discover that an act of bullying or intimidation has taken place, we immediately act to stop any further occurrences of such behaviour, following our reporting system. We take all reasonable measures to ensure that every child comes to school knowing it is a safe and welcoming environment. We have regular programmes and systems in place to remind children to speak up if they feel they are being treated unfairly. We have;
 - A very active and focused School Council enabling pupil voice to be heard
 - Home-school agreements signed by pupils, parents and school
 - A Rights Respecting Class Charter in each classroom which is shared with pupils and regularly referred to.
 - Our broad and varied curriculum promoting mutual respect and positive attitude towards others
 - Assemblies and acts of Collective Worship
 - Personal Social Health and Education (PSHE)
 - A positive rewards and sanctions system

Longwill recognises that pupils learn through experiences including testing boundaries. Where poor choices continue to be made or there is a serious infringement there will be proportionate but serious consequences. The principles of **Restorative Justice** will underpin our approach, reinforcing our ethos that sanctions alone will not change the behaviour, but together will achieve the expected standard of behaviour.

Children are taught about the negative impact of aggressive, unkind or bullying behaviours and how to say no to bullying. Pupils and parents are taught that bullying is systematically repeated unwanted aggressive

and unkind behaviour that involves a real or perceived imbalance of power directed at an individual or group of individuals. (See separate Anti-Bullying Policy and parent pamphlet)

We take into account pupil's specific needs when dealing with an incident. In particular, we take into account our knowledge of any medical conditions, home-life issues, historical or current and a pupil's challenge with social understanding and communication when deciding a course of action.

The Pupils have a Right to...

- An education that develops their personality, talents and abilities to the full. (A28,29)
- Be free from discrimination regardless of ethnicity, gender, religion, language ability or other status, whatever they think or say (A 2)
- Access reliable information safely. (A 17)
- To express their thoughts and opinions (A 13,14)
- The best possible health i.e healthy food choices to develop healthy body and minds (A 24)

Pupils will Respect this by...

- Behave in an orderly and self-controlled way
- Showing, through their behaviour, language and actions, a respect and consideration for all the adults and other pupils in school.
- Working to their best ability and make it possible for all pupils to learn
- Moving appropriately around the school
- Taking proper care of the environment, books and others' property.
- Wearing the correct uniform at all times
- Accepting the school rules noted in each class's Rights Respecting class charter
- Accept sanctions when given
- Always behaving in a way that shows Longwill in a positive way, including when outside school or via social media.

Teachers Entitlements and Responsibilities

Entitlements

Teachers should be able to enjoy teaching without being subject to unacceptable pupil behaviour above that of the Special Educational Needs of the Deaf pupil. Teachers should:

- Have access to regular training on Behaviour strategies that work best for profoundly Deaf pupils.
- Have access to a range of defined behavioural measures, sanctions and rewards.
- Have clear guidelines and professional development on what to do in any crisis situation, physical intervention incidents, and how to record unacceptable behaviour
- Have an input into the behaviour policies of the school and to know the range of strategies and arrangements, which they can use to support their teaching
- Be able to work within an ethos that is supportive and gives a strong lead on behavioural issues in school.
- Be given a good teaching environment that offers security and is supportive of the quality of education with regard to Health and Safety, and a fair assessment of risk.

Teachers have a Responsibility to:

- Respect the children they teach.
- Be committed and have high expectations of the children they teach.
- Encourage good behaviour and respect for others.
- Prevent all forms of bullying.
- Keep their pupils safe.
- Seek support and advice about how to promote positive behaviour.
- Keep parents informed about their children's educational and social progress.
- Keep written record of conversations with parents, using Behaviour Watch.
- Work as part of a team with other teachers in the Teaching and Learning group, TAs, Deaf colleagues, Family support team and Learning Mentors.

Teaching Assistants have a responsibility to:

- Ensure that the school rules are followed and enforced fairly.
- In the first instance, deal with minor incidents themselves in the normal manner, regardless of the class a pupil is in
- Report all incidents/behaviours to the child's teacher, who can decide if further action is needed. As the class teacher is the 'Key' person (duty bearer) who holds information about the child, incidents or poor behaviour should be shared with parents by them unless advised otherwise.
- Log all concerns on Behaviour Watch

Teaching Assistants have an entitlement to:

Teaching Assistants should be able to enjoy supporting the quality of education for all Deaf pupils, including those with needs in addition to their deafness and expect positive behaviour from all.

Parents have an entitlement to expect the following from school.

- High quality education for their Deaf child including full information about their progress.
- Consultation about the school's behaviour policies.
- Information on how school promotes positive behaviour and what they can do to support this in school
- A facility to discuss and resolve any concerns.

Parents have a responsibility to support their children in school by:

- Encouraging their child to recognise the importance of education and learning.
- Backing the application of behaviour policies and the Longwill system of rewards, incentives and sanctions.
- Insisting that children show respect to the adults and other pupils in school.
- Preparing the children for school by providing breakfast and a good night's sleep.
- Have a responsibility to contribute to the positive ethos of the school and its work to enhance the pupils' learning.
- Developing their very best sign language skills so that they can communicate effectively with their child
- Sending their child into school with the correct uniform
- Supporting the Home-Learning policy.
- Encouraging their child to respect staff, taxi guides and the school environment and not to behave aggressively or rudely towards them.

The School Governors

- Have a responsibility to strategically monitor the effectiveness of behaviour
- To follow guidelines on standards of discipline and behaviour
- To have strategic oversight of policies and training of staff and all areas concerning the Health and Safety of the pupils and staff.

The School Community

- Has a right to see and be involved with the school's Behaviour policy. It should be applied fairly and consistently and be followed by all pupils, staff, parents and, as appropriate, visitors to Longwill.

The role of the 'Other Adults' in school

- On occasion other adults may be working with pupils in school, either delivering assemblies, music, PE, workshops or as students, volunteers or work experience. The expectation is that the same standards of behaviour are maintained during these interactions. Adequate supervision by school staff must be maintained and school rules adhered to. Visitors should refer to school staff to implement the positive behaviour policy.

The role of the Lunchtime Supervisors

- The expectation is that children demonstrate the same high standards of behaviour at lunchtime as they do at other times in school.
- Pupils should respond to Lunchtime Supervisors with the same respect as to other adults in school.
- Supervisors should follow the positive behaviour policy rewarding children with praise and proximal praise to encourage desired behaviour.
- LTS may give pupils house point 'coins', stickers and or a behaviour certificate to be displayed in the classroom, before going home.
- If sanctions are required, LTS are to follow the schools behaviour policy and STEPS procedure.

Role of Senior Management Team

- To support teachers to manage the behaviour of pupils in their phase.
- Be aware of individual pupils with a behaviour /Risk Reduction plan and support class teacher where possible
- In phase meetings remind staff to log all behaviour incidents appropriately onto the electronic system (Behaviour Watch)
- Discuss any concerns with the Behaviour Lead and Headteacher

The role of Behaviour Lead

- Monitoring the effectiveness of the positive behaviour policy throughout school and report to HT & Governors
- Support staff in the implementation of procedures outlined in the policy and provide guidance where necessary
- Keep records and monitor significant poor behaviour
- Monitor behaviours logged onto Behaviour Watch
- Monitor Frequency Behaviour register logs weekly
- Liaise with external agencies where required
- Monitor the incidents of 'Low Level' Concerns from TODs, TAs, LTS and transport guides and inform the Headteacher and staff.
- Liaise with Learning Mentors half-termly to ensure that there is an effective programme in place.
- Take appropriate actions to support and reduce, initially through a short term behaviour plan for challenging behaviour (appendix 5)

The role of the Head Teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety and welfare of all children in the school.
- Support the staff, by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- Has the responsibility for giving fixed-term exclusions if necessary

Safeguarding

- See Safeguarding and Child Protection policy

Safety Rules and assessment of Risk

Health and Safety is a central part of the behaviour policy.

- Risk Assessments are made before any lesson or educational visit to ensure safety and health of pupils. Individual risk assessments are made for pupils who have particular behavioural or medical issues.
- any near misses are to be entered on to your risk assessment and kept in the Risk Assessment Folder

Anti-Bullying (See Anti-Bullying Policy)

Peer on Peer Abuse:

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is **under the age of 18**.

Any reports of bullying/ peer on peer abuse are taken very seriously and written reports are taken from the parties concerned and witness/es accounts minuted. Apologies are taken, parents informed of any serious concerns for both parties. If an act of peer on peer abuse including bullying, is continuous and/or there is a serious physical threat or act of violence, a fixed term exclusion will be made. All pupils and their parents will be made aware of this sanction.

Positive Behaviour Strategies

A positive climate is created and pupils have many opportunities to 'come back to the right way' and are rewarded for doing so.

For pupils whose positive behaviour for learning is evident in their attitude and effort to learning and their approach to their work, including curiosity, growth and resilience. For showing pride in themselves, respect to others, pride in their work and their school surroundings is acknowledged and praised through the school reward system of house points.

Staff are able to celebrate positive behaviour using our electronic behaviour logging system; Behaviour Watch.

Pupils' acts of kindness are recognised by having their names attached and displayed on the school 'kindness tree'.

Teaching Positive Behaviour

The expectation is that all children behave in a manner that is 'ready to learn', to support the development of pupils into 'lifelong lovers of learning'. We encourage children to build their Learning Powers. In order to do this we have four animals who exhibit excellent learning behaviours. They are: Resourceful Octopus, Reflective Owl, Reciprocal Bear and the Resilient Elephant.

Rules and Routines

Class rules are consistent across the school, from Nursery to Year 6. rules are positive, and encourage the desired positive behaviours to deliver the best working environment for all. They are displayed in each classroom using the UN language for the Rights of the Child and a class charter produced and displayed.

Members of our school community are expected to be supportive of our school ethos and provide a clear set of boundaries to ensure that pupils work cooperatively, in a safe, happy and supportive learning environment.

Circle Time

This is a daily planned time in class bases with a changing theme for each week designed to teach the pupils about their emotions and ways of dealing with their feelings appropriately. It encourages openness and learning in an open environment. (See Jenny Mosely Circle Time materials/ www.NDCS.com for useful materials).

Golden Time

This is a thirty minute weekly slot held at a variety of times in each TLG, where all pupils are given the privilege of choosing an activity from a range of choices, freely with their friends. Any poor behaviour during the week results in minutes of this time being taken away. The child has to sit and wait whilst the others are enjoying themselves doing their chosen activity.

Social Emotional Aspects of Learning (SEAL) programme

This programme taught in school (since September 2006) expands the personal social training programme in class time and offers some good opportunities to teach about emotions and dealing with personal responses to life events.

The Taking Control Book

For some pupils who find it difficult to keep control of their behaviour in class or in the taxi, a Taking Control Book will be established. Each session is marked for control

1= not satisfactory control

2= OK ...just

3= Satisfactory

4= Good

5= Brilliant, well done!!!

The pupils are encouraged to take responsibility for the book and ask for it to be filled in by whichever adult is responsible for school sessions.

The encouragement is to get 3 and above as a minimum requirement and a class teacher, DHT or the HT will sign the book each night.

Parents are encouraged to use the book and we ask that they look at it and reward accordingly to get the maximum Home-school connections. Parents may find a visit from our Family Support Team useful.

Rewards and Reinforcements

At Longwill pupils are encouraged to behave well and work hard. Positive behaviour is praised and rewarded in various ways to encourage pupils. It may be possible to see any of the following:

- Praise pupils to recognise and reinforce desired behaviours.
- Encouraged pupils to praise peers.
- Reward good behaviour with notes home; half termly treats e.g. sports afternoon etc
- Visit to Senior Leader for praise
- Staff award stickers, fill sticker charts and prizes can be given from the cupboard in the hall for good behaviour.
- Headteacher Praise Postcards given
- Use circle time to show appreciation of each other and congratulate each other.
- Ensure that praise is equally given
- Display good work or celebrate a behaviour
- Award a Special Achievement certificate for Behaviour at Achievement Assemblies each half-term.
- Staff are expected to use proximal praise to encourage pupils to display desired behaviours.
- Names put into weekly Golden Time box and Golden Book.
- Individuals displaying exemplary or expected good behaviour can be given additional rewards including house points. It can be used for e.g. computer time, access to a particular object or an agreed reward.

- BLP Certificates for behaviours for learning to be given out during whole school assembly
- inform parents
- Notice and praise the good and ignore the minor negative behaviour.
- Name added to the kindness tree for kind acts
- Points given to pupils for positive behaviour
- Gold coins given toward house team points

House Teams:

- This is a powerful whole school praise and incentive system to foster collaboration and healthy competition, including teaching children how to lose sportingly and to be resilient and not give up.
- There are 4 House Teams: (Red:**Fonseca** House, yellow : **Hughes** House, green: **Breeze** House , blue: **Fletch** House).
- House points are collected each week and the house points for each house are announced during an assembly. The totals are collated and announced by the HT every half term. The Longwill Behaviour Trophy is decorated in the ribbons of the winning team for that half term and the House Flag displayed.

Sanctions/Consequences

In order to encourage good behaviours we believe it is essential to teach positive behaviours. If a child is not following the School Rules, it is important that children understand that there will be a consequence.

- Staff should encourage pupils to resolve issues themselves and take responsibility for their actions.
- If poor behaviour is shown, there is an agreed logical structure of consequences for all staff to follow. In this way, we aim to ensure a safe and positive learning environment. We employ each sanction fairly whilst considering each individual situation.
- Early intervention should be a first strategy e.g. a frown, a quiet word or a gentle reminder of the right behaviour.

These exist to give a consequence for poor behaviour and it is very important that when speaking to a child who has misbehaved that attention is directed to the 'poor behaviour' and not to the 'naughty child'. Staff are to follow the Steps Procedure.

A variety of sanctions exist.

- Ignoring of attention-seeking behaviour
- Use of **time out** i.e. removal from the activity, moved to a different table or space.
- Removal of 'Golden Time' minutes.(These can be earned back with good behaviour)
- Losing minutes of play-time (not all- it is preferable to allow minutes of several playtimes to allow the child to run off steam)
- Doing school- improvement work at lunch-times and playtimes.
- Being sent to senior staff to work at the back of their classroom.
- Being sent to the DHT or HT in a serious incident or refusal to co-operate.
- Being put on a Risk Reduction Plan and/or given a 'taking control' book that is shared between pupil/parent and teacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others and themselves, the adult stops the activity and prevents the child from taking part for the rest of that session.

Logging inappropriate behaviour on Behaviour Watch

- All pupils are expected to show exemplary behaviour and respect the rights of others and behave in an appropriate way.

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- Behaviours are logged according to the severity of danger/risk they pose to themselves or others
 - Level 1: There is no intentionality or social awareness associated with the behaviour. The child usually engages in the behaviour because they like the sensation/its effect.
 - Level 2: The behaviour is more frequent and is usually a way of gaining attention or a way of communicating(indirectly) with someone albeit inappropriately.
 - Level 3: The behaviour has some elements of intentionality and may include poor social awareness. It may be away of seeking attention or avoiding an activity. Whilst unpleasant and anti-social there is little danger associated with the behaviour.
 - Level 4: The behaviour is anti-social and offensive, there is a degree of physical danger associated with the behaviour.
 - Level 5: The behaviour poses a severe risk of harm to themselves, others or the good order of school.
 - **Level 6:** The behaviour poses a severe risk of harm to themselves, others or the good order of school and **physical intervention** has been used.

The STEPS process

There is a distinct series of steps to follow to ensure consistency and good order in the classroom.

- In the event of a minor disruption: Step 1: Use of proximal praise, tactical ignoring, gentle reminder
- STEP 2: This is your 1st & 2nd reminders. I want you to ...It is your choice. If you do not it will lead to loss of 1 minute Golden Time. Pupil could be offered a talk with someone on his or her Helping Hand and or Learning Mentor.
- STEP 3: If poor behaviour persists pupil to be offered Learning Mentor time or opportunity to work in a different learning space (with a member of the SMT, with loss of 5 minutes Golden Time)
- STEP 4: Pupil to be sent to Deputy Head (or another member of the SMT in her absence), resulting in loss of 5 or 10 minutes playtime that day.
- STEP 5: Pupil sent to see Headteacher to determine further sanctions if poor behaviour continues.

Further sanctions include school improvement work, play lost etc. Parents are likely to be informed at this stage. Further information can be found in appendix 3.

For more serious incidents, the likelihood is that steps 1 and 2 are bypassed and a senior member of staff is involved quickly. Staff are trained in de-escalatory strategies to resolve situations but are also skilled in dealing with upset and challenging children. All incidents are recorded on Behaviour Watch (see appendix 4) and parents are informed of serious incidents.

Fixed-term and Permanent exclusions.

We do not wish to exclude any child from school, but sometimes this may be necessary (albeit an extremely rare occurrence). Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If a serious situation has occurred where violence or aggression is used deliberately and where there was a definite intention to hurt another person either a pupil or member of staff, the Headteacher may consider a fixed-term exclusion.

Parents:

Parents will always be involved and pupils will be informed that this is the consequence of such an action. The parents of the aggrieved child will also be informed that such an action has been taken. Apologies and redress will be sought to make full use of the learning that will hopefully have taken place.

- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The head teacher informs the governors of any FTE on a termly basis.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

The use of other roles in school:

Planned programmes by the Learning Mentors

Learning Mentor time is available for any pupils experiencing problems at home, in the taxi, at school or in need of some special individual time. There are opportunities in school time given, for individuals or small groups or pairs of pupils to work through an agreed programme instigated by the Pastoral leader or class teacher and given by the Deaf or Hearing Learning Mentors.

- Parents sign a consent form and are given
- Learning Mentor Information/Pamphlet

What do Learning Mentors do in Longwill?

Learning Mentors focus on the specific aim of raising achievement through working with identified pupils to identify and address their barriers to learning. Their work reflects the needs of our school and individual pupils and work is supervised by the SENCO. It could involve some or all of the following:

- One to one and group support.
- Before school clubs/lunchtime drop ins.
- Help pupils address non-attendance. Group work, one to one sessions, telephone follow up to parents, etc. - all with the consent of the pupil.
- Classroom observation – gathering info about how an individual or group of individuals operates in class
- Breakfast/pre-school meetings. A chance for pupils to meet informally and prepare for the school day. Really helps to focus deaf pupils and improves concentration levels during the day.
- Anti-bullying programmes. These whole school initiatives promote positive behaviour and help to address what is often a major barrier to learning (see Anti-bullying policy).
- Peer mentoring programmes. Recruiting, training and supporting pupils to provide help to colleagues in relation to learning and progression.
- Supporting pupils through transition phases to secondary school or any in school transition (see Transition Policy)
- Classroom support – on occasions, to help mentee with specific issues.
- Acting as an advocate for mentees.

Multi- Agency Working

- As part of our behaviour management we collaborate with other agencies e.g. Deaf CAMHS, Learning Disability Team, Educational Psychologists, Social Care Team and the Behaviour Support Service, for a small number of pupils who experience specific and regular behaviour difficulties.
- Longwill also employs a Forest School Practitioner to work with pupils in a strategic way.
- The system of support used is in line with the SEND Code of Practice and is used to address individual pupil's needs. Referrals can be made in discussion with parents and school led by the SENCO. A meeting with parents and the class teacher to look at ways of addressing the child's needs will be offered.

Risk Reduction Plans

At Longwill, individual behaviour plans are referred to as Risk Reduction Plans (RRP)

If a pupil's behaviour is causing concern, then the teacher will discuss it with the SENCO and phase leader. This might result in an Risk Reduction Plan (RRP) being formulated for the child. The RRP is regularly reviewed in consultation with the parents and pupils.

- A pupil may need to follow a Risk Reduction Plan. It will be reviewed at half-termly intervals.
- After consultation with parents, a Risk Reduction Plan (RRP) (Appendix 6) is drawn up and agreed with the child, parents and class teacher and runs for approximately a term. At the end of this period (or earlier if necessary) another meeting will be held to review progress and to determine whether another plan needs to be written or support needs to be sought from outside agencies such as the Educational Psychology Service or Behaviour Support Service
- A Deaf CAMHS or Forward Thinking Birmingham referral could be made if school or parents raised Social Emotional and Mental Health (SEMH) concerns.
- In some cases support is sought from an Educational Psychologist to identify the child's complex need
- Children's Services /LA teams may be referred to for support of families who need further support or who are raising concerns or not coping.

Positive Handling

- There is monitoring and continuous staff awareness of positive handling of pupils at all times. The Team Teach model is well established at Longwill School.
- Staff engage in two full day training sessions, which is reviewed bi-annually with a one day refresher session by trained Team Teach trainers for a PD day.
- Team Teach trainers (see Safe Practices Policies', Positive Handling policy)

Any incident involving physical intervention is reported to parents, following local advice; we use a special proforma for reporting and noting incidents and informing parents. This is logged on Behaviour Watch.

Review of Policy

The policy will be reviewed every three years by the Deputy and Headteacher and shared with the Governors. Practice will be regularly reviewed in staff meetings and a Keeping Up sessions at least annually.

Appendices

Appendix 1 - School Rules

Appendix 3 – Steps Procedure

Appendix5 – Risk Reduction Plan

Appendix 7– Home School Agreement

Appendix 2 – Individual Risk Assessment

Appendix 4– Frequency Behaviour Chart

Appendix 6- Taking Control Book

Appendix 8- Levels of Severity and Action

**Longwill School Rules
Rights and Responsibilities**

Everyone has a right to...	We will respect this by ...
Be Safe	<ul style="list-style-type: none"> • Walking safely • Bullying? NO! • Telling • Not hurting • Not saying bad things
Be Happy	<ul style="list-style-type: none"> • Being kind • Being a good friend
Be respected	<ul style="list-style-type: none"> • Good signing • Respecting adults • Respecting other children • Never stealing or damaging
Learn	<ul style="list-style-type: none"> • Watching • Not ignoring
Learn in a clean place	<ul style="list-style-type: none"> • Being tidy • Being clean • Not dropping litter
Know things	<ul style="list-style-type: none"> • Don't know? ASK!
Be Proud	<ul style="list-style-type: none"> • Being proud to be Deaf • Smiling at people • Behaving well in the taxi • Behaving well on trips • Wear my uniform

Appendix 2: Risk Assessment for Specific Pupils working in school (groups or individuals)

Risk Assessment

Hazards identified	Person at risk	Risk Identified	Control Measures	Action Points	Confirm that it is in place Y N

Risk Assessor: _____ **Date:** _____

Risk Manager: _____ **Date:** _____

Reviewed September 2019 or when needs change

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

Appendix 3 Five Steps Management Procedure

Five Step Stage Management Process

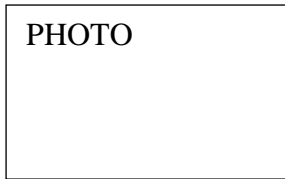
Stage	<u>What should we do?</u>	<u>Consequence?</u>
S1	<ul style="list-style-type: none"> • Praise • Tactical ignoring! • Gentle reminders 	
S2	<ul style="list-style-type: none"> • “This is your 1st reminder. I want you to.... It is your choice. If you don’t will lose 1 minute of GT. • “This is your 2nd reminder. I want you to.... It is your choice. If you don’t you will lose 1 minute of GT” • You have lost one min of GT <p>Give child the opportunity to talk to a member of staff on their Helping Hand or a learning mentor for a calming chat in a convenient space.</p> <p>If calm – Return to Class and S1. If still angry/non compliant – S3</p>	Lose One min GT (record on Behaviour Watch)
S3	<p>Child to be sent to a member of the Senior Management Team</p> <ul style="list-style-type: none"> • You have lost 5 mins Golden Time because you have had to be removed from your class and the learning • SMT ask child to continue working in a quiet corner of the room. • After an agreed time child to return to class if calm <p>If calm – Return to class and S1 If still non-compliant – send to another Phase Leader or to DHT</p>	5 minutes loss of Golden Time
S4	<p>Child to be sent to DHT</p> <ul style="list-style-type: none"> • You have lost 5 mins playtime because you have had to come and see me. • DHT then asks child to explain why they are in trouble and can spend some time ‘unpicking’ the issue. • Help the child to identify how he/she can best resolve the situation and think how to avoid the same thing happening in the future. <p>Then, learning mentor will pop back in 5 minutes for a chat. If calm – Return to class and S1 If still non-compliant – send to Headteacher</p>	5 minutes loss of that day’s playtime. (am play, lunch play or assembly)
S5	Child to see Headteacher- Mrs Carter	Loss of privilege/play Parents might be informed.

Appendix 4 Behaviour Record

LONGWILL SCHOOL FREQUENCY BEHAVIOUR RECORD is recorded electronically using Behaviour Watch

Longwill Behaviour Frequency Chart															
	Running Off	Rudeness	Throwing/Up Ending	Falling to Floor	Non-Compliance	Disruption	Impulsive Behaviour	Self-Harm	Hurting Adults	Hurting Children	Vandalism	Spitting	Safe Space	Safe Space Time	Comments
● After School															
● Before School															
● Assembly															
● Lesson 4															
● Lesson 3															
● Lunch															
● Lesson 2															
● Break															
● Lesson 1															
● Singing Assembly															
● Morning Play															

Pupil Behaviour Risk Reduction Plan



Pupil Name		Year Group		Assessor		Date of RRP:	Review of RRP:
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Priority Behaviours:				
1. In Taxi			2. In class	3. Outside
<ul style="list-style-type: none"> When guide speaks to him about his behaviour he tries to slap out at them 			<ul style="list-style-type: none"> Retaliates to other pupils and staff with extreme aggression Damage to property- throwing objects across the classroom 	<ul style="list-style-type: none"> Running off and wandering around the school grounds when he has had an argument with a friend at playtimes
Target Behaviour	What Pupil's behaviour looks like:	Triggers	Proactive Strategies	Reactive Strategies
Preferred Handling Strategies:	(Describe the preferred holds; standing, sitting, ground, stating numbers of staff, what 'get outs' can be used when holding, etc)			
	<ul style="list-style-type: none"> None- he does not like to be held but has needed to be Pupil really dislikes the wrap and does not respond well or calm quickly when used. 			
What has been done so far to remove or reduce these risks?				
Universal Response			Proactive Response	
<ul style="list-style-type: none"> Giving clear explanation of the consequences of his/her chosen behaviour before it takes place Let pupil know that it is our duty to keep them safe and that could mean holding him in a TT hold Whole school staff meetings to make all staff aware of strategies Class routines well established. Staff skills have been appropriately matched to meet his needs Inform parents via phone call or home-school book 			<ul style="list-style-type: none"> Level of staffing in the classroom has been raised Referral to Deaf CAMHS Maintaining consistency with staff approach to his non-compliance or aggressive behaviour Putting him in positions of being a positive role model Circle times e.g. understanding the temperature/feelings of anger Learning mentor 	
Re-active Response			What further action is required to reduce the risk further?	
<ul style="list-style-type: none"> Team Teach hold administered Social stories Mentor time to discuss his response to situations 			<ul style="list-style-type: none"> Deaf CAMHS need to be involved Learning Mentor re-instated Ensure staffing ratio is optimised when on educational visits to safeguard Pupil and other pupils. 	
WHAT Pupil is going to do to improve his behaviour-			Communication with home:	
			Achieved Y/N	
Agreement to be signed by all involved:				
Name : Pupil		Signature		Date
Pupil:				
Parent:				
Class Teacher:				
Head Teacher/SENCO	Alison Carter			

Appendix 6 Taking Control Book

Taking Control Book for : _____

	Mon	Tues	Wed	Thurs	Fri
Taxi					
Lesson 1					
Break					
Lesson 2					
Lunch					
Lesson 3					
Lesson 4					
Taxi					
Comments					

Positive behaviour seen



Some positive behaviour seen



Challenging behaviour seen



Date: _____



LONGWILL SCHOOL HOME – SCHOOL AGREEMENT

CHILDREN

To help me do well at school, I will do my best to:

- always try my best and take responsibility for my learning and actions
- work hard at my literacy and numeracy targets
- talk at home about what I learn at school
- do all my home work and hand it in on time
- not to miss school
- wear my school uniform with pride
- be kind to others
- behave well and obey the school rules
- be polite and helpful to other pupils and grown ups
- to enjoy school and help other children to do the same.

If I am unhappy or need help, I will talk to my teacher.

Signed

(pupil).....

PARENTS

To help my child at school, I will do my best to:

- give my child every help with his/her schooling
- learn to sign with my deaf child
- see that my child is ready for school each morning
- inform the school by letter, telephone or through the guide escort when and why my child is ever absent from school
- work with the school to ensure my child behaves well
- to make sure that my child wears his/her school uniform
- attend Parents' Evenings and annual review meetings about my child's progress at school
- support my child with his/her home activities
- talk to the school if my child is worried about attending school or if something happens to affect my child's learning
- reply to any school correspondence

If you have concerns, please speak your child's teacher, Mrs Day or Mrs Carter

Signed

(parent).....

SCHOOL

The school will do it's best to:

- look after your child's safety
- deliver a rich, varied and enjoyable curriculum which meets with the needs of your child and the requirements of the National Curriculum
- contact you if we have worries about your child's work, health, well-being or behaviour
- set appropriate and relevant homework that meet the needs of your child
- contact you if we are concerned about your child's attendance
- set challenging targets for your child, irrespective of their gender, race, beliefs, social background or abilities
- provide a range of activities designed to enrich your child's experience
- deal firmly with bad behaviour and bullying
- celebrate and praise efforts and success
- create a happy school by establishing a clear framework of school rules and promoting high standards of behaviour
- maintain close links with the Birmingham Institute for the Deaf and the Deaf community
- welcome you into the life of the school and keep you informed on the work that is planned for your child and their progress.

Signed

(Teacher).....

We recognise that the education of your children is a venture shared between you, the parents, and us the staff of the school.

We each have our part to play. We welcome your support, value your involvement and are always pleased to see you in sch

Levels of Severity and Action

3	4	5	6
<p>Isolated incident and breach of CRC charter</p> <ul style="list-style-type: none"> • Low level physical or verbal aggression to another pupil, • Misbehaviour or insolence to adult • Refusal to work/ low level disruption • Preventing the learning of others • Some other low level incident 	<p>Isolated incident and breach of CRC charter</p> <ul style="list-style-type: none"> • Physical or verbal aggression to another pupil or adult, • Misbehaviour or insolence to adult • Disrupting the good order of school • Frequent disruption of the learning of others • Some other low level incident 	<p>Significant or risk of ongoing incidents:</p> <ul style="list-style-type: none"> • Physical aggression to another pupil or staff • Serious misbehaviour or insolence to an adult, • Serious damage to property, or breach of the good order of school • Peer on peer abuse, bullying, racism or other serious unacceptable behaviours towards pupil or staff • Preventing the learning or risking the safety and/or wellbeing of others • Safe Space used • Some other serious incident 	<p>Significant or risk of ongoing incidents:</p> <ul style="list-style-type: none"> • Physical aggression to another pupil or staff • Serious misbehaviour or insolence to an adult, • Serious damage to property, or breach of the good order of school • Peer on peer abuse, bullying, racism or other serious unacceptable behaviours towards pupil or staff • Preventing the learning or risking the safety and/or wellbeing of others • Safe Space used • Some other serious incident • Team Teach hold used
<p>Report on Behaviour Watch and monitor</p>	<p>Report on Behaviour Watch Taking Control Book Risk Reduction Plan Behavioural Support</p>	<p>SENCO/SLT Support Involvement with parents Risk Reduction Plan is developed and reviewed Formal behaviour letter issued Involvement of external agencies Report on Behaviour Watch</p>	<p>Possible Fixed Term Exclusion Report on Behaviour Watch</p>



Longwill Playground Charter

A Right to Play

Adults will teach us games that help us to play with each other and get along.

We will play by the rules and allow others to join our games.

A Right to be Safe

Adults will ensure we are safe when playing or using equipment

We will use equipment sensibly and treat friends well

A Right to be Heard

Adults will help children to respect each other and sort out their differences

We will be honest, listen to and respect the views of others.

A Right to Medical Care

Adults will help us when we are hurt

Adults will help us to follow routines and instructions

We will play sensibly and accept help from others

A Right to Join Groups

Adults will run lunch time clubs for us

We will respect those in the group and welcome all newcomers



Longwill Playground Behaviour Charter

Article 31:

Adults will help us when we are hurt

Adults will ensure we are safe

Adults will help children to respect each other and sort out their differences

Adults will help us to follow routines and instructions

Adults will teach us games that help us