

Robson House
Primary Pupil Referral Unit

BEHAVIOUR POLICY

Behaviour Policy

Adopted
1st February 2018

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Statements

This policy is written in the context of and with regard to the statements below:

At Robson House we aim to meet the academic, social, emotional, and behavioural needs of children excluded from mainstream schools.

We seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child and in doing so will enable them to fulfil their potential and become successful young people.

We believe that children learn, and can be taught, skills to regulate their emotions, to interact positively and to behave appropriately. Therefore, when we use the term 'learning', we refer to the development of social, emotional, and behavioural skills, as well as progress in academic domains.

In order to facilitate academic progress, behaviour support processes at Robson House are designed to clarify needs and to implement strategies to address social, emotional and behavioural difficulties.

Robson House offers high quality provision based on a holistic and developmental perspective of pupils' needs, educating pupils in a setting as close to mainstream as we can.

We work to ensure that all children re-engage with their learning, by providing a stimulating and exciting curriculum where pupils make accelerated progress, and where children and families feel included in the school community.

We have a highly skilled and knowledgeable multi-disciplinary team who provide support to children and families to make positive change.

Equality Statement:

All who work at the Robson House are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms. These values are explicit to the ethos of Robson House and implicit in all policies and practices. This policy applies to all children who attend Robson House and should be read in conjunction with the Anti-Bullying Policy.

Aims of the Behaviour Policy

At Robson House we aim to encourage the social, emotional and behavioural development of all pupils. We try to ensure that the wider curriculum meets the diverse needs of all our pupils. The ultimate aim is that all pupils attain independence in all areas of their lives.

The Behaviour Policy emphasises the importance of acknowledging academic, social and emotional progression, and of involving pupils, parents and carers to provide a safe, welcoming and inclusive environment.

Whole School Approach

The 4 'R's: Rights, Responsibilities, Routines and Rules

Rights and Responsibilities

- Rights and responsibilities are two sides of the same coin. They refer to both staff and children and are the basis on which school relationships, teaching and learning are built.
- Adults' rights: to be able to work without hindrance, to feel safe, to be supported by colleagues, to be listened to.
- Adults' responsibilities: to enable all children to learn, to seek out and celebrate improvements in learning to treat children with respect, to create a positive school environment in which children feel safe and able to learn.
- Children's rights: to be treated with respect, to be safe, to learn, to be listened to.
- Children's responsibilities: to be willing to learn, to allow others to learn, to cooperate with staff and peers, to do their best.

Routines

Routines are the structures which underpin the rules and reinforce the smooth running of the school. At Robson House we work to ensure that the routines become habitual so that they are more likely to be adopted.

Rules

Rules are the way that rights and responsibilities are described in terms of specific adult and child behaviour.

The rules that adults are expected to follow at Robson House are as follows:

- Model expected behaviour
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Have high expectations of pupil behaviour and encourage positive behaviours
- Deliver lessons that encourage positive behaviours and where anything unacceptable is challenged
- Deliver a curriculum that is carefully planned to ensure coverage of personal, social and emotional issues that may affect the children at Robson House
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis with each other to share good practice, to ensure difficulties are contextualised and that well-focused support strategies are implemented
- Foster close links with parents/carers to ensure mutual and effective support for all pupils

- Ensure, both formally and informally, the maintenance of close links between home and school
- Work closely with external agencies to provide support for all pupils

Learning Together at Robson House

The rules that children are expected to follow are described in detail in the document *Learning Together at Robson House*. They are set out in Appendix A.

Choices and Consequences

Choices

Children are encouraged to make choices about their behaviour and so to take responsibility for their own actions. Choice will be guided by their responsibilities, and will lead to positive or negative consequences according to the nature of the choice.

Consequences

The consequences of good or bad choices are explained to the children. Responsible choices lead to positive consequences, while if children choose to behave inappropriately there will be a known negative consequence.

Positive consequences

At Robson House we understand that rewards are more effective than punishment in promoting the social, emotional and behavioural development of children. For this reason, we strive to recognise and reward positive behaviour. In addition to on-going praise, the following processes are used:

- In every lesson, pupils can earn token rewards that equate to minutes of time at the end of each week when they can choose preferred activities.
- In every session the teacher and pupil reflect on whether the pupil has met their own specific behaviour targets and stickers are awarded for success.
- Positive behaviour during lunch time is also recognised with stickers that accumulate to earn treats, such as lunch out at a restaurant.
- Certificates are given to pupils during assembly at the end of each week to recognise their achievements
- Pro-social behaviour (such as sharing or helping others) is also recognised and recorded on leaves that are handed out during assembly and attached to the Learning Together Tree
- Sometimes pupils may be awarded a Head Teacher's Certificate, for example for sustained positive behaviour.

Negative consequences

- Where pupils are not able to meet their responsibilities they do not earn rewards.
- If pupils choose not to work during lessons, they may be kept in during playtime to complete it.

- Although the withdrawal of activities such as play time, swimming, sports, trips etc. is not used as a punishment, pupils whose behaviour has raised doubts over their capacity to meet their responsibilities or to remain safe when off-site may not be permitted to engage in these activities. For example, if a pupil has run off during a trip, it may be decided that it is not safe for them to be taken off-site until they have demonstrated progress in their behaviour.
- Where pupils are withdrawn from such activities, they may work with an adult using *Learning Together at Robson House* to support them in developing more positive behaviour.

Restorative Approaches

Wherever possible, Robson House will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. During restorative meetings pupils are encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened
- how they feel about it now
- how the situation might be repaired in the future
- how such a situation might be avoided in the future

This process may be repeated with as many pupils as were involved in any incident and it may culminate in a group session where everyone is encouraged to contribute to the repair process. Where there has been conflict between an adult and a child, the restorative conversation will involve both, usually facilitated by another adult. By using this approach pupils are taught to take responsibility for their own actions.

Time-Out and Withdrawal

Withdrawal rooms (Breakout Room / Quiet Room / Soft Room) may be used to manage behaviour and reduce risk. Pupils may be asked to work in a room away from the other children as a consequence for negative behaviour (Time Out). Time Out is used as part of a planned behavioural programme. They may also be asked to take themselves to a separate room to calm themselves down. If pupils are in emotional crisis and /or displaying dangerous behaviour, physical intervention (see below) may be used to remove them from the situation and escort them to a separate room, where they are observed and supported until they are ready to rejoin the group. This is called withdrawal. If a pupil is attacking the adult who is supporting them, the adult may withdraw and close the door until it is safe to enter the room again. Throughout this process the adult will continue to observe the pupil and will encourage the pupil to calm.

Physical Intervention

Robson House's Behaviour Policy requires all staff members to work with children in such a way that physical intervention is used as a last resort and only in

emergency situations, where the usual methods of negotiation or direction are not appropriate. Procedures are in harmony with DfE guidance on the 'Use of Reasonable Force' (issued in July 2013 and reviewed in July 2015). Adults have a duty of care to make sure that all children are kept safe and are not out of control. Physical intervention is only ever used to minimise risk to the child and others.

Physical intervention may be necessary to prevent children absconding, injuring themselves or others, to prevent destruction of property, or to stop prolonged disruption of others' learning. Physical intervention will only be used after other strategies have been tried first. All adults working at Robson House receive training on how to use physical techniques properly from Team Teach which is an accredited programme.

If a physical technique is used with a child it will always be recorded. There will be a record of who was involved, what led up to it and what happened afterwards. Incidents of physical intervention are recorded using the Bound and Numbered Books, and are reported on a termly basis to the PPRU Management Committee. Any injuries relating to incidents of physical intervention are recorded in the accident file.

Following any use of physical intervention, pupils are offered medical checks and de-briefing on the incident. The views of children are recorded using the Bound and Numbered Books. Also, at a time when everyone is ready, the positive relationships between children and between children and adults will be restored by talking together about what happened using Restorative Approaches.

Individual Behaviour Approaches

Within the overarching systems described above, all pupils receive personalised support for their social, emotional and behavioural needs. This is based on a comprehensive and holistic assessment of the factors contributing to their difficulties.

Initial Assessment of Needs

Information is gathered about pupils prior to their referral to Robson House.

Information already available about pupils who are referred to Robson House will include that which is gathered as a matter of course about any pupil, such as attendance data, assessments of attainment, and teacher reports on academic, personal, social and emotional development.

Where schools have recognised the special educational needs (SEN) of a pupil, for example in terms of Social, Emotional and Mental Health (SEMH) Needs, there should also be an Individual Education Plan (IEP) and/or a Pastoral Support Plan (PSP), and there may be an Education, Health and Care Plan (EHCP).

Pupils referred to Robson House will often have had involvement from other professionals, who will have provided reports; such sources of information may include reports by educational psychologists, speech and language therapists, occupational therapists etc. Child and Adolescent Mental Health Services (CAMHS) and Social Care: Family Services and Social Work division (FSSW) may also have conducted assessments.

Robson House Behaviour Outreach Team may also have worked with the pupils before referral to Robson House and will be able to provide assessment information and a Behaviour Support Plan, which can give useful insights in to what strategies have been tried and what has or has not worked for the pupil concerned.

Baseline assessments and information gathering on entry to Robson House

To ensure a fuller understanding of pupils' needs and to provide clear baseline data against which progress can be measured, existing information is supplemented by means of the following assessment processes.

Before the arrival of a pupil at Robson House, a member of the Robson House team visits the referring school and meets with a key member of staff. During this visit the pupil's file is reviewed and the following assessments are completed:

- Information Passport. This is a set of information used to support effective transition. The information can be provided in whatever format is most convenient. The Information Passport Checklist is used to ensure that all necessary information is included, and to reference where this information is provided, if multiple documents are included in the Information Passport.
- The Behaviour Assessment Form. This focuses on 3 key areas: learning behaviour, social behaviour and emotional behaviour. Staff at the referring school provide baseline ratings across these areas.
- The Strengths and Difficulties Questionnaire (SDQ). This assesses emotional symptoms, conduct problems, hyperactivity, inattention, peer relationship problems and prosocial behaviour. Staff at the referring school provide baseline ratings.

Within 12 weeks of the arrival of a pupil at Robson House, the following assessments are conducted:

- The Social Worker meets with the parent(s) or carer(s). During this meeting, the Social Worker explores family influences, developmental history, and goals.
- The views of the pupil are sought in relation to possible goals and effective support. This is achieved by means of an Induction Booklet and a structured interview covering key issues adapted to the developmental level of the child.
- The Psychotherapist meets with each pupil for three assessment sessions. This provides a non-directive environment through which insight may be gained into underlying needs.

Integration of initial assessment information and planning of support

Information about pupils prior to their referral to Robson House is integrated with information from baseline assessments and information gathered on entry to Robson House. The first phase of this integrative assessment is carried out by the Educational Psychologist, whose formulation is then brought to the other team members for discussion and development. The integrative assessment seeks to explain how a range of influences interact to produce the difficulties observed and thereby to suggest appropriate strategies. This process is structured using the Interactive Factors Framework. A meeting is held to plan support for the child, attended by a Deputy Head, Class Teacher, Child Support Worker, Social Worker, Learning Mentor, Child and Family Mentor, and Psychotherapist, plus Clinical Psychologist, Speech & Language Therapist, and other agencies as appropriate

At this stage an initial Integrated Plan (IP) is put in place. The IP includes academic targets and behaviour targets. Targets are co-created with the pupil and form the basis of the Personal Learning Goals which pupils are expected to achieve in sessions. Behaviour targets are focused on the priority areas of need identified by the Behaviour Assessment. This involves a comparison between categories to identify area of highest need, followed by a comparison between descriptor scores to help identify specific targets.

It should be noted that some behaviours are targeted even when not identified by scores as a priority, for example if the type of difficulty presents a problem for others (e.g. “Is physically peaceable” vs. “Has good learning organisation.”). It should be also be noted that targeting some areas sometimes leads to progress in others (e.g. “is an effective communicator” may be linked to “is emotionally stable and shows good self-control” if a child’s frustration with difficulty in communicating leads to outbursts of anger or aggression.)

Decisions about strategies to help the pupil meet the targets are informed by the integrative assessment. In addition to general approaches to be used in class and around the school, the IP will describe the specific interventions to be delivered by the Class Teacher, Child Support Worker, Social Worker, Learning Mentor, Child and Family Mentor, Psychotherapist, Clinical Psychologist, and Speech & Language Therapist.

As well as this, a Positive Handling Plan (PHP) is put in place to set out agreed responses to pupil behaviour during and after a crisis. It describes strategies for managing challenging behaviours and displays of anger, based on understanding triggers and moods. Based on this, a ‘Pupil-Friendly PHP’ is developed with each pupil, which is then displayed in the classroom to support pupils in identifying their feelings and in using strategies to manage their behaviour.

On-going Monitoring, Review and Intervention of Social, Emotional and Mental Health Needs

At Robson House there is a robust system of on-going monitoring, review and intervention to support the social, emotional and behavioural development of pupils. This includes the following:

Daily Review

The debrief at the end of the day includes structured feedback from staff drawing on their observations and reflections about each pupil's learning and behaviour during that day.

The team provides feedback focused on each pupil's targets for learning and behaviour, but also on any other information that is considered important. This qualitative information is recorded on the Weekly Behaviour Record. This feedback includes information from the Learning Mentor and Psychotherapist regarding any individual sessions. Each target in the pupil's IP is considered and a judgement made as to whether the targets were met.

This quantitative information is recorded on the Personal Learning Goal Monitoring Sheet. This sheet is also used to record whether exceptional measures were needed to manage the pupil (such as physical intervention or removal to the soft room). The sheet can also be used to indicate whether any safeguarding information came to light during the day. (Such information is held outside of the main pupil's record.)

The Personal Learning Goal Monitoring Sheet thus charts progress in learning and behaviour, with the possibility of scanning a complete half term at a glance in order to allow the identification of patterns. This facilitates measurement of progress and supports the review of the Behaviour Assessment. At the same time it provides a mechanism to cross-reference and access more detailed descriptions of pupils' behaviour for any given day (held in the Weekly Behaviour Record). It also provides a way to map external factors (changes of teaching strategy, arrival of new pupils in the group, events in the home etc.) onto changes in a pupil's behaviour.

Scheduled Review

During each week a meeting is held to allow more in-depth discussion of the progress of one of the pupils. The Interactive Factors Framework model is used to generate hypotheses about emerging behaviours and responses to intervention. This is also the forum where the initial group discussion of new pupils takes place in order to explore case formulations about pupils and develop strategies to support them. The meeting is attended by a Deputy Head, Class Teacher, Child Support Worker, Social Worker, Learning Mentor, Child and Family Mentor, and Psychotherapist, plus Clinical Psychologist, Speech & Language Therapist, and other agencies as appropriate.

The termly review is the forum at which progress in behaviour is evaluated to determine whether new targets need to be set and/or new strategies adopted. The termly review considers the following information:

- Overall success in meeting behaviour targets as identified from the collated data from the Personal Learning Goal Monitoring Sheet.
- Trends and patterns illustrated by the Personal Learning Goal Monitoring Sheet.

- Information recorded in the Weekly Behaviour Record.
- Re-assessment using the Behaviour Assessment framework (informed by the information recorded on the Personal Learning Goal Monitoring Sheet).
- Views of the pupil about their behaviour.
- Views of the parent / carer.
- Updates from other professionals involved.
- Any other new information received by the Robson House team.

Emergency Review

When a pupil's behaviour and/or emotional well-being continues to cause very significant concern (or shows rapid deterioration) despite existing support, an emergency review is convened. The information considered is the same as in the scheduled half-termly review, and decisions are made about what new targets need to be set and/or new strategies adopted, including the involvement of other agencies not currently involved (e.g. Social Care / CAMHS). This forum is also used for an Interim Review of a pupil's Statement of Special Educational Needs when a change of placement is being considered.

Transition Review

When a pupil's progress in terms of social, emotional and behavioural development suggests that his or her needs may be met within a mainstream school, a review is convened. This review is intended both to make an informed judgement regarding the likelihood of successful re-integration and (if agreed) to plan for this. If a place is not available at the school preferred by the parent(s)/carer(s), this may involve use of the Fair Access Protocol.

A similar process is followed for those pupils who are moving into special provision. In this case, however, the transition review constitutes a Review of a pupil's Statement of Special Educational Needs or EHCP (since a change of placement is being considered) and the decision about placement rests with the Local Authority's Special Educational Needs and Psychology Service. In either case, the focus of this review is to develop a Transition Plan and the information gathered is used as part of the Information Passport that is passed to the new school, whether this is to a mainstream or a special school.

Robson House Behaviour Policy

Pupil & Parent / Carer Agreement

I have read the Behaviour Policy and understand the rules of Robson House. I agree to support Robson House in upholding these.

Signed Pupil

Date

Signed Parent/Carer

Date

Appendix A: Learning Together at Robson House

Our Rights

- To learn and achieve our best.
- To feel safe.
- To be treated with thoughtfulness, kindness and respect.
- To be listened to, valued, included and cared for.

Our Responsibilities

Caring for Each Other

- To look after each other.
- To say nice things to others.
- To pay no attention to other children who are not managing.
- To use our hands and feet kindly.

Carpet Time

- To sit quietly on the carpet.
- To keep our hands and feet to ourselves.
- To put up our hands if we want to speak.
- To listen to each other.
- To walk sensibly to and from the carpet.

Learning Together

- To be ready to learn.
- To always try our best.
- To stay where to have been asked to work.
- To use quiet voices to allow everyone to work.
- To listen to each other and share our ideas.
- To take turns.

Looking after Equipment

- To look after our resources and equipment.
- To share equipment with each other.
- To put equipment away properly when we have finished with it.

Moving Around Our School

- To walk calmly around our school.
- To respect other people's work and property.
- To make room for everyone without pushing or touching.
- To always ask before we leave the classroom.
- To always leave the building with an adult.

- To always go up and down the stairs with an adult.

Tidying Up

- To take pride in our school.
- To put things back in the right place.
- To put our rubbish in the bin.
- To tidy up quickly when asked.

Eating Lunch

- To wash our hands before to have lunch.
- To collect our food from the trolley when we are asked to.
- To eat sensibly and talk quietly to those at our table.
- To ask permission to leave the table.
- To make sure our lunch space is clean and tidy when we have finished lunch.
- To only leave the dining room with adult permission.

In the Playground

- To walk calmly to and from the playground.
- To always use appropriate language.
- To treat everyone in the playground with respect.
- To take turns and play nicely with each other.
- To let the adults know if something is wrong.
- To use equipment sensibly and give it to an adult at the end of playtime.
- To sit on our class bench at the end of playtime.

Out and About

- To be polite to everyone.
- To listen to the adults.
- To stay where we should be.
- To stay safe.
- To use good language.
- To walk with an adult.

Swimming

- We are sensible on the bus
- We look after our swimming things
- We get changed quickly and quietly
- We are polite to everyone
- We listen to the adults.
- We stay where we should be.
- We stay safe.
- We use good language.
- We walk sensibly from the bus and at the swimming pool.