Promoting Positive Behaviour Local Procedures

Aurora Ivy Lane School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Ivy Lane School - Local Procedures

Code of conduct/ school values –

Our student council have met to share the views of themselves and children from their classes on what they felt make a school feel safe, happy and a great place to learn! After two meetings they agreed these school values with staff, all students and the headteacher

- We are kind to other students, staff and visitors.
- We are responsible for our actions and joining in positively with learning opportunities.
- We are safe where we learn and with our actions.
- We are proud of our achievements and the achievements of others
- We hand our mobile phones to staff when we arrive at school and they look after them until the end of the day.

Classes personalise the presentation of these rules to meet the needs of their individual students. The rules are adapted for display and use in a range of locations including the playground, dining room, sports hall and minibuses. The values are reviewed annually by student council with the next review due in October 2026.

Rewards - Site Specific e.g. points systems, trips, etc related to behaviour

All students have access to regular praise and recognition for their positive behaviour and the achievements it leads to including:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Additional privileges and opportunities for additional responsibilities (e.g. lunch with a school leader or preferred staff, supporting staff with an event).
- Access to reward activities, trips or visits

Where it supports student need students are given points out of five in lessons with one point being allocated to displaying each of our values. A fifth point is allocated for exceptional effort above and beyond that expected. Children liaise with their teachers to agree rewards for consistently positive behaviours. These could include extra trips, reward time or social time with peers.

Sanctions

At Ivy Lane School punishments are not used. When a child's behaviour is not aligned to the school wide PBS values, such behaviour is treated as a learning opportunity through staff interrupting the behaviour, redirecting to/modelling a behaviour aligned to school values and reinforcing that behaviour through praise and recognition. A child's access to an activity is based upon the child's ability to be safe at the time of the activity and not based on

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previous behaviour. It is only in very exceptional circumstances that a sanction would be applied for a child's behaviour and represents the least restrictive and most effective option available for that child at that time. If this occurs it should immediately be reported to the headteacher. The headteacher will then ensure the sanction is recorded in the school's central record alongside any professional actions which follow the sanction.

Supporting Positive Behaviour

School-wide positive behaviour support (SWPBS) is an evidence based framework that brings together the school community to develop positive, safe, supportive learning cultures. SWPBS assists a school to improve social, emotional, behavioural and academic outcomes for children. At Ivy Lane School we provide child centred – compassion focused and trauma informed support placing relationships and a child's sense of safety and security at the heart of classroom management through:

- An understanding that all behaviour has meaning.
- Quality first teaching – Universal/core support of good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning. Teachers use assessment information to adjust their teaching strategies, with the emphasis on progress and achievement, rather than failure. Providing targeted support through additional interventions and specialist additional and highly personalised interventions.
- Encouragement, nurture, warmth and empathy
- Promoting a sense of community belonging
- Taking individual circumstances into account
- Supporting autonomy, choice and control – children have influence over their day to day lives and learning
- Building rapport - trusting relationships between and with children and each other

An interdisciplinary individual positive support plan (IPS) plan which draws together all assessment information from Ivy Lane School's inter-disciplinary team behaviour therapy, speech and language therapy, occupational therapy, and Thrive assessments and interventions contribute to the development, implementation and review of IPS plans ensuring that proactive and preventative strategies are informed by an understanding of each pupil's social and emotional needs, developmental stage and underlying functions of behaviour and the EHCP information is developed. The IPS plan contains

- teaching and learning outcomes,
- strategies for communication
- strategies to meet sensory needs
- strategies to support emotional regulation
- environmental adaptations,
- known setting conditions/slow triggers and Antecedents/fast triggers
- active strategies to prevent crisis from occurring,
- reactive strategies to safely manage a crisis
- recovery strategies to re-enter a child in to the school day.

Where possible the plan is co-produced with the child, their teacher parents/carers and key worker. The plan is shared with other professionals involved in the child's life.

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Physical Intervention

The agreed approach to physical intervention used by Ivy Lane School is Team Teach. Staff should be adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures.

At Ivy Lane school staff are trained in breakaway techniques, restrictive interventions and restraint. Staff should be adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures.

Interventions are detailed in the child's individual positive support plan if it is assessed that they may be required for that child. Restrictive interventions are occasionally used when not detailed in a child's plan. Staff make a dynamic risk assessment of the potential risk and use their professional judgement on how best to respond. All planned or unplanned interventions are used as a last resort and must be appropriate and proportionate to the level of risk to the child and or others and used for the least amount of time necessary to reduce stress and risk.

Parents/Carers

Ivy Lane School uses daily notes home to feedback on everyday behaviours and activities. Behavioural incidents will be communicated to parents/ carers and when appropriate professionals on the day of the incident. Depending on individual communication preferences this may be written, telephone or in person communication as agreed on admission. Records of communication will be kept alongside incident reports. Class teachers will lead on ensuring all communication takes places in line with the above and will escalate more complex issues as required to school leaders.

Ivy Lane school follows the Department for Education statutory legal duty to record every significant incident involving force, restraint, or seclusion, and to report them to the parents/carers of the pupil involved as soon as practicable after the incident and should endeavour to do this no later than the same day.

The Behaviour Curriculum

Expectations and societal expectations with regard to positive behaviour are taught across the PHSE curriculum. Classroom based sessions are supplemented by opportunities to practice skills developed in a range of community based situations alongside members of the public and peers. The weekly SMSC/ assembly program promotes positive behaviour across the year with regard to areas such as bullying, safe behaviour online and tolerance of the values and beliefs of others.

Specialist staff

Assistant Headteacher (Pastoral): Working alongside the headteacher the senior teacher (pastoral) will take the lead on day to day behaviour management across the school day. This will include preparations before the school day to ensure the school is well resourced and prepared to help meet students individual and collective behavioural needs; staff being effectively briefed and deployed to meet student need; incidents being effectively responded to ensuring students receive effective support and that debriefs capture and action any lessons learned. Where incidents occur or behaviours change the assistant headteacher (pastoral) will work closely with the headteacher and classroom staff to ensure the situation is communicated accurately in a timely and accurate manner to

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parents/ carers other group professionals and external professionals as required. The assistant headteacher (pastoral) will oversee the set up and application of reward schemes across the school

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The Assistant Headteacher (Pastoral) will work closely with trained Thrive Practitioners and the interdisciplinary therapeutic team to ensure that social, emotional and behavioural needs are identified and supported through a graduated and therapeutic approach. This will include the implementation of Thrive assessments and action plans, monitoring pupils' emotional development, and ensuring that Thrive-informed strategies are embedded within Positive Behaviour Support Plans (PBSPs) and everyday classroom practice. The Assistant Headteacher (Pastoral) may use information gathered through the Thrive Approach to inform pastoral interventions, support early identification of need, and strengthen positive relationships that promote engagement, emotional regulation and successful learning outcomes.

Interdisciplinary Therapeutic Team

The interdisciplinary therapeutic team assesses each child to understand the child's strengths and difficulties and the impact these may have on their learning and behaviour. Such assessments will inform the child's positive behaviour support plan.

Collaborating with the headteacher on the whole-school approach to positive behaviour support.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of supports for communication, sensory differences, and emotional regulation.

- Supporting staff to provide a high standard of education and care to all children. Training staff to use de-escalation techniques, positive behaviour support strategies and school based specific approaches including, for example, total communication', 'sensory regulation', and the trauma-informed Thrive Approach. The Thrive Approach supports staff to understand children's social and emotional development, identify unmet needs, and implement targeted strategies that promote emotional regulation, engagement, and positive relationships."

Behaviour Therapists

Collaborating with the Headteacher and school leadership team, to outline and strategically develop behavioural policies and procedures.

Undertaking day-to-day responsibilities for the successful implementation of school wide positive behaviour support.

Working with staff, and families/carers to analyse behaviour, and overseeing the monitoring of Behavioural incidents, IPSPlans/Risk Assessments (Engage incident reporting, Interdisciplinary IPS Plan, student risk assessment), to ensure effective implementation and review.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of behavioural supports.

Ensuring that the arrangements in place to effectively assess, plan, monitor and review the use of physical intervention practice, are followed by all. Overseeing the outcomes of interventions on pupils' behaviour, education, and wellbeing.

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