1. PRINCIPLES

Pendle Community High School &College's (PCHSC) positive relationships and behaviour policy is based upon the following principles:

- A happy, safe, positive, and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotional literate and solution-focussed organisation which fosters positive and desired behaviours, including how to effectively manage conflict and repair harm.
- A restorative culture i.e. working 'with' students to effect change rather than doing 'to' them.
- A personalised approach to negative behaviour i.e. support will always be designed around individual needs and the likely functions of behaviour of an individual, which is subsequently well-planned, implemented, monitored and analysed at various levels and in different ways across school and college.
- For experiential learners we check in with pupils at a level appropriate to them e.g. via home diaries and general presentation including physical needs.

2. EXPECTATIONS

This policy reinforces our core expectations and underpins our values which are at the **HEART** of our school and college community.

Honesty – To be able to trust each other and for everyone to always tell the truth
Embrace diversity – Include everyone, don't leave anyone out
Ambition – Which includes achievement; for everyone to have high expectations of each other and to always try our best
Respect – Being respectful, kind, listening to each other etc.
Togetherness – Teamwork, supporting, helping and looking after each other

At all times: we care for and respect ourselves, other people, our environment and always try our best.

3. UNDERSTANDING BEHAVIOUR

At PCHS&C we believe that BEHAVIOUR is a form of COMMUNICATION and as such purposeful behaviour generally meets some kind of need. Such underlying reasons and factors which affect these responses can depend upon the significance and complexity of the individual's needs, combined with a variety of contextual factors. Examples for why behaviours may occur for different types of young people and other associated factors are outlined below.

The complexity of the individual's needs may include autistic spectrum conditions, attachment disorders or other diagnoses.

a. **Experiential Learners** (and those with complex learning and medical needs)

The reasons why 'behaviour' occurs include the following:
- To obtain something
- To reject or maintain something
- To gain attention from another person
- To stimulate a sensory need
- As a basic form of communication

Factors that can affect such behaviours include:
- Physical or sensory needs including cognitive functioning
- Basic needs such as hunger, thirst, pain / discomfort
- Emotional context of a young person (also linked to cognitive functioning and previous experiences)
- Environmental and/or external influences e.g. loud noises; bright/changing lights; other people present or historical impact.
- Generally, with such learners there is a limited number of alternative communication skills available to the young person to enable them to get their needs met.

b. More independent and supported learners

The reasons why 'behaviour' occurs can include one or more of the following:
- To gain attention (i.e. I want to keep others busy and keep them noticing me)
- To gain power and/or control (i.e. I want to be in charge to make or stop someone doing something)
- To gain revenge (i.e. I want to try to get even or pay back/ hurt others)
- As a display of inadequacy (i.e. I want to be left alone or to give up/not try)

Factors that can affect such behaviours include:
- Individual or personal strengths, abilities and other needs including social, emotional and mental health such as anxiety, attachment and trauma.
- Contextual issues such as social standing, peer pressure etc. We appreciate that all such behaviours instil different feelings in the people displaying them and in those experiencing them. However, we also acknowledge that the way we respond can shape the outcome and the likelihood of this happening again.

4. PROACTIVELY DEVELOPING A CULTURE OF POSITIVE RELATIONSHIPS & BEHAVIOUR

In order to further support positive behaviour within school a variety of additional strategies are used. At the most fundamental level this includes the delivery of a stimulating, engaging and appropriate curriculum, appropriately differentiated to meet need.

This also includes regular community building activities, such as the use of pro-active 'check in' circles - giving students the opportunity to get to know each other and establish positive connections, including agreements on how to treat each other. It should be used to check how students are feeling each day.

There are a range of approaches for "check in" circles, at the beginning of the week/ day as well as following a structure for "check out" during form time at the end of day 3:00pm to 3:10 pm.

Check in circles

Examples include

- Start of the week use the Restorative Thought

- Pick a question for everyone to answer as we do at briefing on Mondays.
- There is also the Blob tree that can be used for everyone to identify where they are on the tree, this can then lead to further discussion or exploration on an individual basis
- The Blob tree can also be used for pupils to individually identify where they see the rest of the pupils (and maybe staff) on the tree. These can then be looked at and explored further with individuals or as a class, for example how pupils perceive particular pupils' behaviour etc. These perceptions can then be further explored and discussed with the class and or individuals.

<u>Check out circles</u>

Each day the checkout should include a reflection on some examples / demonstrations of behaviour relating to the school's values:

Honesty – To be able to trust each other and for everyone to always tell the truth
Embrace diversity – Include everyone, don't leave anyone out
Ambition – Which includes achievement; for everyone to have high expectations of each other and to always try our best
Respect – Being respectful, kind, listening to each other etc.
Togetherness – Teamwork, supporting, helping and looking after each other

And/ or one of the following: -

For pupils and staff
- something they will try to do differently / better next time
- something they noticed someone else did well
- something they enjoyed today
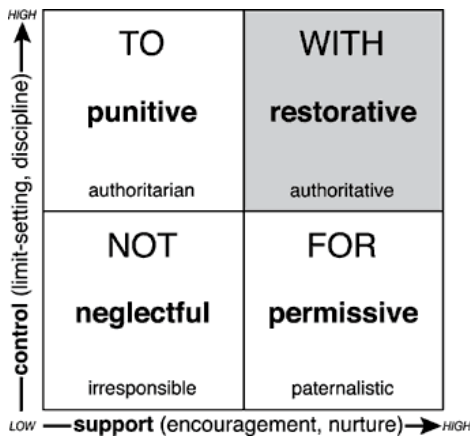- something they achieved / did well

A personalised approach ensures that specific behaviours are addressed as priority, sometimes it is prudent to select the behaviours needing to be tackled, are not the most challenging.

To further embed the culture of positive behaviour and provide a structure in which teachers can work with class groups, a structure of recognising "ready to learn" behaviour is used. The approach is flexible enough to capture the wide range of learner's needs. To further promote behaviour for learning within the classroom environment, some classes, if appropriate, are using behaviour for learning charts. The charts serve as a visual motivator and structure to encourage pupils to have the best attitude for learning which particularly applies to 'Ambition' as pupils can earn merits for trying their best / being challenged in lessons.

We have a culture of high expectation around appropriate behaviours, nevertheless to further motivate exceptional positive actions and celebrate achievements, PCHS&C reward based system is linked to core expectations outlined in Section 2. This is detailed in Appendix i and ii.

5. THE USE OF RESTORATIVE APPROACHES TO ADDRESS NEGATIVE BEHAVIOURS

The aim of all restorative work is to work 'with' the students as opposed to doing 'to' or 'for' them. This is shown in the Social Discipline Window (Wachtel and McCold)

HIGH

control (limit-setting, discipline)

TO	WITH
punitive	restorative
authoritarian	authoritative
NOT	FOR
neglectful	permissive
irresponsible	paternalistic

LOW — support (encouragement, nurture) → HIGH

Central to restorative work is the notion of fair process, that all interactions around relationships and positive behaviour should be explored in an engaging, open and transparent manner. Restorative practice is based on the premise that, where conflict occurs, either or both parties and their relationships are harmed and it is this harm that needs to be addressed. The objective of a restorative approach is to ensure that ownership of the behaviour and/or conflict rests with those directly involved and that it is also their responsibility to find a resolution to the problem. In particular, the perpetrator is responsible for repairing harm and working towards positive outcomes and opportunity is always given to make amends and expressing remorse.

Developing a restorative culture means teaching and ensuring pupils have the language they need to express themselves (which is central to all restorative strategies). The more adults are aware of their own language, use restorative vocabulary and model desired behaviours, the more young people will mirror this.

Examples of this are:
- Affective statements – including a 'feeling' in a description of behaviour in order to support communication e.g. 'You made me feel sad/angry/embarrassed when you …..'
- Re-framing – i.e. focussing upon the key aspects of what is being said, e.g. 'So I heard you say that you get angry when Mrs X does….'. This demonstrates to the speaker you have listened and reduces the emotional impact of language used.

Key questions are asked in a circle following an incident –
- What happened? How did you get involved?
- What were you thinking and feeling when you...?
- What have you thought about/ felt since?
- Who has been harmed and/ or affected? How do you think they felt?
- What needs to happen now? What can we do to make this better?

Essential to all restorative work is also the use of circles.
These include: -

Restorative circles – responding to harm: discussing specific incidents that have harmed someone and looking to move forward in an agreed and positive way

Informal or 'small' circles' – quickly formed, responding to harm: as restorative circles, formed to solve a small issue involving a limited number of people. Students can call these independently to quickly solve an issue

Restorative conferences – 'formal, well planned circles using an impartial facilitator: - for bigger, more serious incidents that involve several parties. These circles generally require a trained facilitator.
This approach should be adapted according to the differing needs of our pupils.

<u>Independent learners</u>: Young people should engage explicitly with the restorative process, use all or some of the strategies described above.

<u>Supported learners</u>: staff will use circles to proactively build relationships and to repair harm in ways that are appropriate to the individual needs of the young people. Pupils will need to develop the language and communication skills necessary to engage in a restorative process.

<u>Experiential learners</u>: staff will use circles to greet or dismiss students etc. Our Restorative culture uses the "Repair" structure to managing incidents and developing opportunities for teaching appropriate skills to our pupils.

Our Restorative approach includes a wide variety of positive behaviour strategies such as mindfulness, 'head space' app, listen and move, friendship groups, drawing & talking, why worry work, Lego therapy, My Star, individual counselling sessions, social stories, sensory stories/ desensitisation, TACPAC and a total communication approach.

We use the THRIVE programme, the Alert approach and Transporters programme to further develop our techniques and strategies to support pupils social, emotional and mental health needs.

6. THE USE OF ADDITIONAL POSITIVE BEHAVIOUR STRATEGIES

Staff and students at PCHS&C wish to retain a personalised reward system and in consultation with the School Council have agreed the reward systems for:

- School aged - Independent and Supported Learners (see Appendix i for details)
- School aged - Experiential Learners (see Appendix ii for details)
- College - All learners (see Appendix i for details)

Whilst retaining a highly restorative approach, PCHS&C also recognises that a variety of sanctions may be appropriate in order to enhance accountability i.e. reflect on this impact, repair harm and work towards positive outcomes. Where possible, we would advocate that sanctions are as personalised as possible to the individual concerned, the behaviour presented and the context in which this occurred. For example, swearing or threatening another student during lunchtime football may result in missing the next game, in addition to an apology etc. Wasting significant amounts of time in a lesson may require catch up time during a break-time or after school etc.

The following strategies may also be considered as suitable options in addition to restorative strategies outlined (although are certainly not designed as an exhaustive or hierarchical list).

<u>Low level problems</u>
- Non-verbal cues/ Planned ignoring
- Non-work comments/distraction
- Reinforce desired behaviour (potentially highlight difference in observed behaviour)
- Informal circles

<u>Mid-level problems</u>
- Restorative circles
- Change of environment / task

<u>More serious, higher-level behaviour</u>
- Restorative conferences
- More significant change of environment / task/ timetable etc.

7. SUPPORTING BEHAVIOURAL INCIDENTS

Staff in the class team intervene to support behaviour for individual pupils in class. Where additional support is required staff will call for support over the radio from the wider staff team '**staff help needed in X class/ location**' and staff from nearby classes will go to give support. Should further support or advice be needed, a radio call should be made to **SLT** who will then attend.

All significant behaviour incidents are recorded on the Onwards and Upwards system.

Physical intervention would be only used as a last resort, when considered reasonable, appropriate and necessary to prevent harm to the young person, others or property.

Students who exhibit a high frequency of mid-level behaviours or several higher-level behaviours within a term, would have a multi – element intervention plan developed (outlining behaviours exhibited and associated proactive, de-escalation and reactive strategies). These are produced by the Deputy Headteacher in conjunction with the class teacher. If individuals require care and control /physical intervention on a regular basis it would be anticipated that these individuals would require a Positive Handling Plan. This would be devised by the Deputy Headteacher in conjunction with the Team Teach Trainers and the class teacher.

8. A TRAUMA INFORMED APPROACH

Staff at PCHS and C are aware of and have been trained in a range of issues that potentially affect a young person's behaviour. CPD and training includes: the THRIVE approach, courses on the Me Learning and MindEd training platforms on Attachment, Trauma, mental health and Adverse Childhood Experiences (ACE's) including living in Domestic Abuse environments and sensory processing and sensory regulation needs. A programme of annual INSET training is delivered on Attachment and Trauma. Staff are familiar with the effect of Attachment, Trauma and ACEs on the development of the brain, emotional regulation and the effects on relationships.

All staff are aware that a "trauma informed" approach benefits all young people and ensures behaviour is seen in its wider context. A "trauma informed" approach encourages active listening and curiosity by looking for the meaning of behaviour beyond what a young person superficially presents.

All staff have contributed to a document of good practice focusing on the "strategies to bear in mind", as well as specific examples of Changing the conversation – what we used to say and what we will say and do more consistently to ensure we strive to shift from blame to compassion, disconnection to connection, hopelessness to hope.

Pendle Community High School and College recognise and understand the 6 Key Principles of Trauma informed practice from the Office for Health Improvement and Disparities 2022 which are;

- **Safety** – staff and students feel and know they are safe.
- **Trustworthiness** – transparency exists within the schools policies and procedures.
- **Choice** – staff and students are supported in shared decision making.
- **Collaboration** – staff, students and external agencies work together.
- **Empowerment** – staff and students are given a strong voice in decision making.
- **Cultural Consideration** – consideration and responsiveness is given to all staff and students regardless of gender, age, religion, disability, sexual orientation, race or ethnicity.

9. HEALTHY AND RESPECTFUL RELATIONSHIPS

The underpinning principle of healthy and respectful relationships in our school and college comes from our **core values** and that at all times we care for and respect: ourselves, other people, our environment and always try our best.

Central to healthy and respectful relationships is the promotion of a strong sense of community where mutually beneficial relationships and positive attitudes, values and beliefs facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
Students and staff alike can nominate anyone for a Pendle Community Cup shout-out in assembly in recognition of having been kind, helpful or demonstrating the core values.

Showing respect for the rights of others is important and helps all people to feel safe, happy and cared for.

Child on child abuse It is essential that all staff understand the importance of challenging inappropriate behaviours between peers which may potentially be abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Any child-on-child abuse must be reported to the DSL in line with Safeguarding and Child Protection procedures.

10. ANTICIPATED OUTCOMES

- Students are happy to come to school and feel safe when they are here.
- Students having a genuine sense of responsibility for their own behaviour.
- PCHS&C will be a strong community where the responsibilities of the individual and the community are continually revisited and refreshed.
- A reduction in frequency and severity of inappropriate behaviours, especially in any incidents leading to positive handling, restraint or time out.
- Staff, students, visitors and stakeholders will regularly see the values in practice around school.

This document should be read in conjunction with the following;
Safeguarding and Child Protection policy
Promoting positive well-being and mental health policy
Anti-bullying policy
Physical intervention policy
Curriculum policy
Exclusion
[Working definition of trauma-informed practice - GOV.UK (www.gov.uk)](www.gov.uk)

Policy approved by governors:	September 2024
Review Date:	August 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	

Merits are earned over the day for displaying examples of behaviour that fulfil our core values and expectations for behaviour. It is possible to gain 1 merit for each value demonstrated **throughout** the day.

	For independent/ supported learners examples may look like:	For highly supported and experiential learners examples may look like
Honesty	trust each other and for everyone to always tell the truth, doing the right thing, not telling tales/ gossiping, speaking up, being fair	Showing my likes and dislikes, making choices
Embrace Diversity	everyone is included, don't leave anyone out, treat everyone the same, accept differences, everyone is included, equal	Interacting with different people, taking notice / being aware of others
Ambition	high expectations of each other, to always try our best, try new things, Have the courage to try something new. Don't give up, try your best. Self motivation and passion	Trying to do something new or different, demonstrating progress in engagement steps criteria
Respect	Being respectful, doing good listening, not talking over people, wearing correct uniform, being polite, using manners Treat others the way you want to be treated. Be kind. Listen to others. Be friends. Set examples to others, following school/ college rules	Using manners – smiles, sharing resources, simple gestures – thank you, hello, please etc.
Togetherness	Being kind, being a good friend, helping each other Team work, working together, helping each other, include others into your games, being a community.	Joining in , kind hands, taking notice / being aware of others, being a good friend, helping where possible

The 'Merit Earner of the Week' for each class will be further recognised in the following ways:

- In Friday's celebration assembly 'Merit Earner of the Week' certificates given out to each class and the students invited to explain how they gained some of their merits
- The merit tree will display the names of all students on leaves, which symbolize the HEART. These leaves will change in colour to represent when students have achieved bronze, silver, gold and platinum awards throughout the year.

Certificates will be issued for each award as detailed below:

150 merits	Bronze award	certificate
350 merits	Silver award	school branded prizes e.g. pencil cases, water bottles
650 merits	Gold award	morning or afternoon activity e.g. go-karting, sailing, laser quest, bowling
850 merits	Platinum award	All students achieving this will select an appropriate day trip / city break

N.B There is a possibility to gain 950 merits over the year with full attendance

Celebrating achievements

Students who demonstrate significant work-related achievements or contributions are nominated by staff for highlighting within Friday's celebration assembly. In addition, there is a board to display work or state something that the students or staff working with the students feel proud about. These will be noted down and added to each pupil's end of year reflections.

Whole classes can also take it in turns to demonstrate and celebrate an example of class work they have undertaken that half-term, during Friday's celebration assembly.

Appendix ii (Experiential learners – School and College)

There is no one system to reward behaviour for our experiential and some supported learners as it is inextricably linked to specific teaching techniques (e.g. task analysis, prompting, reinforcement, fading or reducing prompts) that are useful, for example, in developing self-help skills, rote skills and for the initial teaching of some skills before they are applied more widely, in real life situations.
Our interactive approaches incorporate a broader framework for learning and take cognitive processes into account.

The principles of our interactive approaches are:
- Learning depends on good interpersonal relationships with sensitivity to feedback from the learner as part of each interaction and continually promotes the cycle of positive reinforcement / reward
- The focus is on promoting understanding as well as on gaining skills for the learner
- The emphasis is upon respect, negotiation and participation to motivate learners without the need for extrinsic (external or artificial) rewards. Rewards/ praise are integral to learning and often incorporate external rewards such as the 'Golden Hat' and Pendle Pounds

As part of celebrating achievements, experiential learners receive certificates and photographs which are a great way to share their achievement with their peers and parents / carers through Class Dojo

For some learners it is appropriate for a personalised reward system to be introduced, this may be for a short or long term period and these systems will vary according to the individual needs of pupils and students. For example the system might include access to particular activities e.g. music, computer, iPad, other favoured object etc. for a specific amount of time. A system may be developed to include stickers/ tokens for the learner to achieve in order to gain access to a specific reward, again dependent on the particular needs of the individual learner. The class teacher will discuss such systems with the DHT to ensure any system introduced is implemented with due regard to this policy.