THE ASPIRE HUB

BEHAVIOUR POLICY

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Children who attend The Hub have been identified as having emotional and developmental needs; this may be displayed in aggressive, violent, withdrawn, or un-communitive behaviours. Please see our Admissions Policy for criteria to attend The Hub.

The importance of good behaviour

Aspire believes in a nurturing practice and that a positive behaviour management approach will foster cooperation, willingness and responsibility thus building a sense of community for our children to learn. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all the adults to help the children to learn from their mistakes using a restorative practice. We aim for our children to become independent and self-disciplined learners.

The Aspire Hubs ethos is based upon nurture theory and practice along with a positive, consistent, and structured approach to appropriate behaviour management where expectations are high, clearly modelled and communicated to provide a secure, safe base. The ability to learn how to adapt your behaviour, which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at The Hub, at their mainstream school and as future citizens.

In implementing this policy, The Principal will:
- Establish systems which are consistent throughout The Hub and which are clearly communicated to children, parents and Key Worker
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout The Hub
- Consider the needs of all individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives

ROLES AND RESPONSIBILITY

The Directors should:
- Ensure that the policy is updated and reviewed regularly by the Aspirations Room Leaders and that it reflects the ethos of The Hub.

The Hub Lead & Room Leaders should:
- Promote a consistent approach throughout The Hub
- Support Key Workers in their implementation of The Hub's policies
- Quality assure the implementation of the policy throughout The Hub
- Provide behaviour management training yearly
- Ensure that the policy is reviewed and revisited annually
- Tracking and monitoring rewards and consequences systems
- Devising and implementing strategies to improve behaviour choices where required.

All Key Workers should:
- Implement The Hub's policies in a fair and consistent manner
- Establish and encourage positive relationships
- Understand individual development need
- Ensure the classroom becomes a safe base
- Act as a positive role model
- Assist the children in completing passports, which indicate triggers and 'how best to support me' etc.

- Encourage the pupils to meet individual targets; earn smiley faces and busy box time, class rewards and individual certificates.
- Input positively to the child's Golden Book

Parents/Carers should:
- Take part in all activities offered by The Aspire Hub to help improve and develop managing their child's behaviour in the home and community
- Support the implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour
- Work in partnership with The Hub to maintain excellent standards of behaviour
- Inform the staff about any changes at home that could impact learning or behaviour.

Children should:
- Complete a passport to indicate triggers and 'how best to support me' etc.
- Follow the expectations of the Hub
- Work on their individual targets
- Take responsibility for their actions.

Our Hub Rules

KIND WORDS

By using kind words, we have the **Right** to be heard

KIND HANDS

By offering a kind hand we learn and show **Respect**

KIND FEET

By walking safely, we show we can be **Responsible** for our actions

Encouragement

It is our belief that encouraging high expectation in a calm, positive nurturing approach will empower our children to be the best they can be. Showing displays of helpfulness, cooperation and problem solving. We will all pay close attention to ongoing day to day rules and responsibilities in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour language and management strategies to:

Establish positive relationships
- Spend time with the child
- Be available to them
- Encourage children to move around The Hub appropriately with consideration for others
- Encourage children to show care for our environment

Descriptive praise

- Be clear and specific
- Describe the behaviour you like
- Reinforce the codes of common decency and courtesy in order to help the children to grow up to be polite and caring members of society
- Be enthusiastic, mean what you say

Teach new skills and behaviours
- Teach the Rule of The Hub
- Establish routines
- Use Ask, Say, Do

Teaching new skills for behaviour

- Set a good example

    o Unconditional positive regard for all pupils
    o A focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). The main reasons for using a language of choice are:
        ➢ self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
        ➢ any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
        ➢ Recognising, acknowledging, and rewarding pupils for their positive choices, use of our values and behaviour.
        ➢ Consistency in behaviour management based on our Nurture principles where all staff are expected and empowered to effectively manage behaviour.
        ➢ Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.
        ➢ The use of key values to underpin our choices, actions and on how we reflect on negative choices.

Use incidental teaching this promotes language creativity, independence a, general knowledge and problem solving and promotes positive language.

Use Incidental teaching for:

    o Why questions
    o Mispronouncing a word
    o Wanting to show you something
    o Asking for help when frustrated
    o Focus on choice: we refer to good choices (remind the child when they made a good choice)

Use Ask, Say, Do Example:

    o Ask "*What is the first thing we do when we start a piece of work*"?
    o Say "*First we write our names on the back*". "*Show me how you do it*".
    o Do *Guide the child through the task. Give as little help as possible.*
    o Praise cooperation and success
    o Repeat Ask, Say, Do for each step of the task

Behaviour charts
    o Describe the behaviour – state it positively
    o Decide how often a smiley face is earned
    o Set a goal (easy at first)
    o Decide on rewards
    o Decide on consequences
    o Get everything ready

Unacceptable behaviour includes:

- Ignoring reasonable instructions.

- Behaviour which disrupts a group or class activity and prevents others from getting on with their work
- Physical or verbal bullying
- Behaviour which shows disregard for property
- Use of rude or abusive language
- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others on the grounds of race, culture, gender, or ability
- The playing of rough or dangerous games
- Leaving the classroom without permission

Once a behaviour has been identified adults must use the following approaches to allow the child to have a clear understanding of logical consequence or reward. The use of direct discussion give's children take-up time to think through their actions. See Appendix **A** and **B**

Directed Discussion

> **example running in the Hub**
> Gain the child's attention:
>> Carl…
> State the problem briefly and calmly:
> o You just ran in the corridor.
> Explain why the behaviour is a problem:
> o You might break something or hurt yourself.
> Ask the child the correct behaviour:
> o What is our rule about moving in school?
> Have the child practise it:
> o OK, show me. Go back and start again.
> Praise the correct behaviour:
> o That is much safer. I like it when you walk tall like a soldier.

If behaviours continue, use the following strategy continue to focus on the primary behaviour. "**You have not done as I ask"** this phrase will help the adult stay focused on the primary behaviour and help stay calm and clear with the instruction not followed. This will also give time to allow the child to make the right choice.

How we should use Clear Calm Instructions
 Adults should be aware how they give instructions, if you give the instruction as a question, "would you like to tidy up now" the likely answer you will get is "no". Giving clear calm instruction, waiting for compliance will encourage respect. Remind the child of the times when they have complied with the instruction, describe how they appeared, remind them of the rewards and benefits.

Clear calm instructions
> o Get close – within an arm's length
> o Get down to the child's eye level
> o Gain child's attention – say their name
> o Get eye contact if possible
> o Use a calm voice
> o Say exactly what you want the child to do
> o Pause briefly to give time to comply
>> - Use the compliance routine
> o Repeat a start instruction once –
> do not repeat a stop instruction

Logical consequences

- o A child is playing with their drink at the dinner table
  - Give the instruction to **stop** or it will be removed (Logical consequence)
- o A child is playing roughly with a toy
  - Give the instruction to **stop** or it will be removed (Logical consequence, redirect)
- o A child is wandering away from you on a walk
  - Give the instruction to **stop** and walk beside you or hold your hand (Logical consequence)
- o A child is playing dangerously outside
  - Give the instruction to **stop,** or go inside (Logical consequence, redirect)
- o A child is drawing on the wall/someone else work
  - Give the instruction to **stop** and clean or repair the work a (restorative practice, Logical consequence, redirect)
- o A child refuses to complete work
  - After following procedures above suggest they complete the task at another time (Logical consequence) it is then the responsibility of the adult to follow this up.
- A child is refusing to join in
  - Given an option to sit out. You have not joined in making these cakes so you can have a biscuit at snack time instead (logical consequence)

Planned to ignore

Once you know a child you may decide to plan to ignore any low-level misbehaviour, however you must decide as a team

- which behaviours you can ignore?
  - minor behaviours
- when you will stop ignoring a behaviour?
  - once a behaviour stops focus on the positive, describe how they may join back in
- what would stop you from using planned ignoring
  - escalation or dangerous behaviour

Quiet time

If a child is reluctant to join in or is in need to be moved away from the group or activity. offering a child a safe place in the classroom or common room gives them the opportunity to move away from the situation and will help encourage them to regulate their behaviour, giving time for them to step back and see what is happening letting them feel safe about what's happening now and next will reduce anxiety. Children watching other children enjoy, have fun, complying and taking part in tasks and activities builds reassurance and confidence. It is important that the child continues to feel safe and valued in the classroom, and where possible they should be

- o Any space in the classroom could be used?
  - Move the child to the edge of the activities or a space where they can see
- o What can you say as you take the child to quiet time?
  - "You have not done as I have asked", "take some time to think about your choice"
- o What can you say as you put them in quiet time?
  - sit here for one minute and you will need to stay quiet
  - When a minute is up, I will ask you to join us
- o How long will the child need to be quiet?
  - One minute of quite time can be enough for minor behaviour problems

- o When can you talk to your child again?
  - After one minute of them sitting quietly, encourage them to join in
- o What happens if they do not want to come out of quiet time?
  - Let the child stay there (Enforcing a logical consequence complete work at break or at home)
- o What can you say to your child when quiet time is over?

- Thank you for staying quiet in quiet time
- Are you ready to join us now?
- Let us go and complete the task we should have been doing
  o What if the child is noisy or does not stay seated in quiet time?
    - Then you move to time out/ reflection chairs

Time out

When behaviour escalates, we should continue to use the language of choice, following the clear calm strategies. You should then direct the child to complete a time out. This can be completed in the classroom on reflection chairs or in the reflection room. These chairs will be in the classroom and strategically placed around the building

- o What space could be used?
  - Reflection chairs could be used, an adult will sit with the child to help de-escalate and reassure. Before starting the timer
  - If behaviour becomes aggressive the child should be asked to move to the reflection room. Safe Schools Positive handling should be used as a last resort.
- o What can you say as you take the child to time-out?
  - You have not done as I have asked, you need to have time out
  - You have broken the rule Kind hands, your behaviour is dangerous you need to have time out
  - You have broken the rule Kind feet this behaviour is dangerous you need to have time out
- o What can you say as you put them in time-out?
  - You need to sit quietly before time out starts
  - Once you are quiet, we will start the timer
- o How long will the child need to be quiet?
  - you need to sit quietly for 5 mins
- o When can you talk to the child again?
  - Do not engaging in conversation until the time out had been completed
  - Once they have completed 5 minutes of quite time, reflect and restore
- o What can you say to the child when time out is over?
  - Thank you for sitting quiet in time out
  - Let's talk about what happened?
  - How can we make it right?

Procedure for The Reflection Room

For many of the children that attend The Hub, The Reflection Room can be used as an alternative to positive handling when a child is in crisis and is a danger to themselves or others.

Some children may not be in crisis but will ask to use The Reflection Room to enable them to regulate their own emotions.

Please ensure you follow this procedure:

- ➢ Go into The Reflection Room with the child unless they do not want you in there or are being violent towards you. If they are violent you need to call for help and use Safer school strategies.
- ➢ remind children
  - "If you hurt me, I will hold you"
- ➢ It's OK to be angry it's not OK to
  - Hurt others
  - Hurt yourself
  - Damage property

- ➢ If 1 adult is in the room, ensure that the door is left open (if able) or another member of staff is outside.

➢ If you're outside the room:
  - Stay within distance to respond for calls for help
  - Do not watch
  - **You may need to offer assistance with a hold**

X Do not engage in conversation with the child.

✓ "Are you ready to do your time out?"

Reflection with the child once they have completed the time out.

  - What happened?
    - Can they use their words?
    - Can they draw what happened?
    - Can they complete a comic strip?
  - How did you feel?
    - Acknowledged how they felt
  - How do you think that made "????" feel?
  - How do we make this right?
    - Think of a logical consequence that all parties will be happy with
    - Consider restorative approaches

Physical Intervention (Safer Schools)

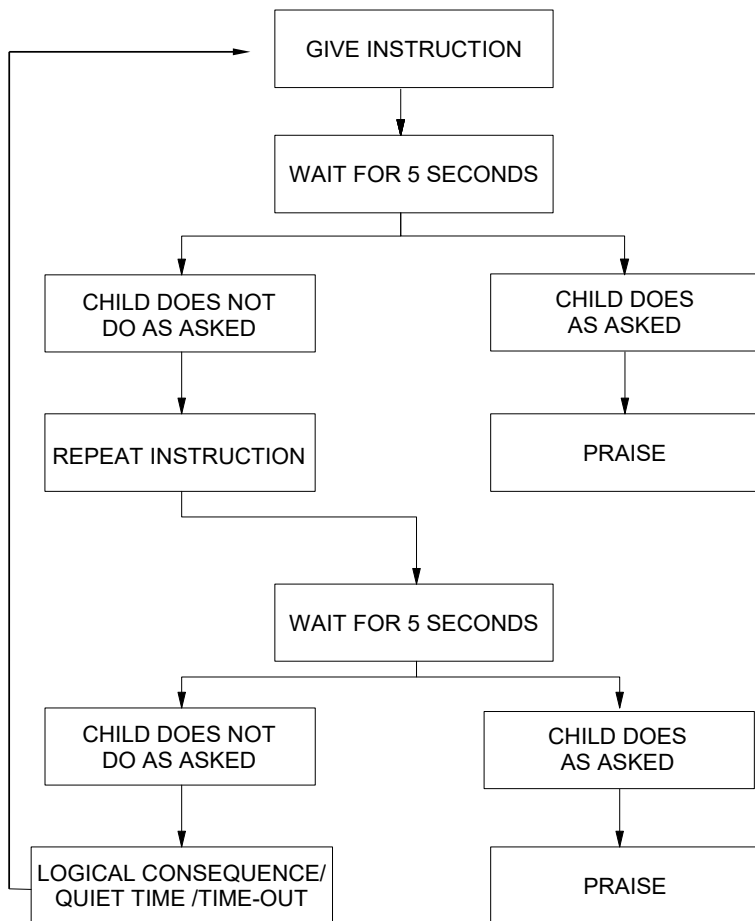In extreme circumstances where a child is a danger to themselves or others, physical intervention procedures safer schools will be implemented for the health and safety of others, other pupils, and staff. This is always a last resort when all other strategies have been exhausted.

The actions that we take are in line with government guidelines on the physical intervention of pupils. (see Physical Intervention Policy).
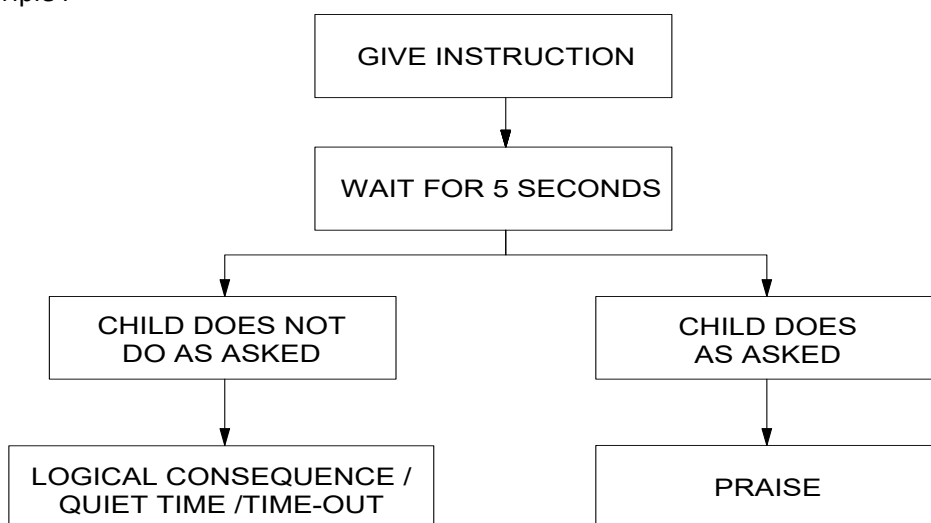
Appendix A

Start routine for Compliance
Triple P

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         ┌───▶│  GIVE INSTRUCTION   │
         │    └─────────────────────┘
         │               │
         │               ▼
         │    ┌─────────────────────┐
         │    │ WAIT FOR 5 SECONDS  │
         │    └─────────────────────┘
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         │  ┌──────────────┐  ┌──────────────┐
         │  │CHILD DOES NOT│  │  CHILD DOES  │
         │  │  DO AS ASKED │  │   AS ASKED   │
         │  └──────────────┘  └──────────────┘
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         │  ┌──────────────┐  ┌──────────────┐
         │  │    REPEAT     │  │    PRAISE    │
         │  │  INSTRUCTION  │  │              │
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         │ │CHILD DOES NOT│ │  CHILD DOES  │
         │ │  DO AS ASKED │ │   AS ASKED   │
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         │       │                 │
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         │ ┌──────────────┐ ┌──────────────┐
         └─┤   LOGICAL     │ │    PRAISE    │
           │ CONSEQUENCE/  │ │              │
           │QUIET TIME /    │ └──────────────┘
           │  TIME-OUT      │
           └──────────────┘
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Appendix B
Stop Routine behaviour correction
Triple P

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              ┌─────────────────────┐
              │  GIVE INSTRUCTION   │
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              ┌─────────────────────┐
              │ WAIT FOR 5 SECONDS  │
              └─────────────────────┘
                  │           │
                  ▼           ▼
          ┌──────────────┐  ┌──────────────┐
          │CHILD DOES NOT│  │  CHILD DOES  │
          │  DO AS ASKED │  │   AS ASKED   │
          └──────────────┘  └──────────────┘
                  │                 │
                  ▼                 ▼
          ┌──────────────┐  ┌──────────────┐
          │   LOGICAL     │  │    PRAISE    │
          │ CONSEQUENCE / │  │              │
          │QUIET TIME /    │  └──────────────┘
          │  TIME-OUT      │
          └──────────────┘
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Supporting pupils with SEND:
Expectations for managing behaviour of pupils with SEND:
For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the Pupil Intervention Plan and Pupil passports and use suggestions on these. Keyworkers need to use Passports to understand what works and what does not work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, the child does not necessarily need a consequence as the not focussing could be part of that child's need. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their Intervention plan. Children's triggers for negative behaviour need to be on their Passports so everyone can be aware of these.

Staff who are preparing their rooms to be covered by someone else must ensure learning plans and adapted approaches are left out and communicated so the approach to managing their behaviour is more consistent. Staff will need to be particularly aware when leaving a child with attachment needs or have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:
- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be, so they feel noticed and to also feel reassured

Actions for teaching a child with SEND/ potential SEND who is showing challenging behaviours:

- Look at previous schools' notes, files and plans for that child to see what has worked before
- Evaluate when negative behaviour is happening and why. Use ABC to Identify any key triggers
- Seek advice from SENCO and Assistant Principal for support if needed
- Speak to child - What works for them? Update passport
- Evaluate how much of current behaviour system is working for them.
- Adapt approach to behaviour and record on child's PIP & tracking
- Share approach to behaviour with family and any other adults involved in caring for and teaching that child (after school club, specialist teachers, supply teachers, support staff)
- Adapt behaviour script for that child if needed
- Review approach for behaviour- is the new approach working for the child?

Systems for positive Behaviour Management

Emotional rewards
At the Hub, it is important to for us to emphasise the understanding of emotions and their impact on ourselves and on others. To embed this, we use an emotional intelligence story built around happiness and positive interactions

called **"have you filled a Bucket today? by** *"Carol McCloud' the stories teaches children that other people's happiness should matter to them. It promotes how-to become 'bucket fillers,' or people who live a happy, rewarding life. It builds upon the idea that we all carry around an invisible bucket to 'hold your good thoughts and good feelings about yourself.' A full bucket means that you're happy; an empty bucket signifies sadness or loneliness.* 'Have You Filled a Bucket Today?' *is helpful for our children and teaches them about how to be happy in their daily lives, demonstrating its tools in action and leaving children with actionable advice."*– Rebecca Montressor,

Staff will continually use the language of Bucket filling and dipping throughout the day **"wow John that was so kind allowing Dwaine to go first in line, you have filled my bucket making me feel happy". "How do you think Dwaine is feeling? How does that make you feel now"? "fill our buckets with hearts , thank you. "**children will be rewarded with hearts to put in there and other people's buckets. Spreading and embedding happiness for small acts of kindness. over the morning or afternoon children can be rewarded with as many hearts as they are kind. once they have received 5 this will allow them to have a bucket filler note home. If a child has been bucket filling all day earning 10 or more hearts this will be acknowledged with a bucket filler certificate and recording this on Scholarpack. Children will also be rewarded with stars to add to their buckets for kind actions, "**wow Johnny thank you for letting Dwaine go first"** once a child has received 5 stars in there bucket they will be given a raffle ticket and at the end of the week there will be a draw.

If children are unkind to others using their words or actions they will be identified as being a bucket dipper. **"Oh, dear John your words where unkind, you have dipped into my bucket and have made me sad?".** for children to learn the effect and understand the concept of emotional consequences **c**hildren may be asked to take out a heart, this will bring a tangible realisation to the act of unkindness. However, by identifying the unkindness and rectifying it will a logical consequence the heart will not be lost, these interactions will identify and support individual interventions. As part of building resilience children will learn how to put a lid on their emotion buckets, this will help them to rebuff unkind comments and build strength and resilience towards others.

Individual Task Rewards
Each child will be set personal targets to achieve, Individual targets will be set by taking information from the Boxall profile and creating an Individual Intervention Plan. these tasks will be broken down into achievable chunks using an immediate reward or logical consequence. On top of this for finishing tasks during the day children earn smiley faces. These are given out by all members of staff when positive appropriate and are linked to tasks Once a child reaches 5 smiley faces, they will receive 5 minutes busy box time. To encourage compliance and build on self-esteem this reward can be received several times a day and should be recorded on Scholarpack.

Group reward /Golden time

Each room will have a system that enables the children to gain rewards for working as a team. The Room Leader will identify a specific target for the group to achieve, imposing rewards to build incentives to reach the target. Once the target is met the room can receive the reward of golden time. Room points are awarded by all adults for completing busy box time, sharing, taking turns, and working together as part of a team.

Below is a list of suggestions which is used to guide decisions about behaviour when using logical consequences. It is by no means exhaustive and should be interpreted in a way which considers the differing needs of individual children.

Procedures

- The Aspire Hub's ethos is that reward and praise are more effective in the long term. Staff working directly with children should develop their own strategies for encouraging positive interaction and appropriate behaviour.
- It is important that all Key Workers should establish a positive and welcoming atmosphere for children by welcoming them inside The Hub and classroom on their arrival.

- Emotional rewards and logical consequences using Bucket filling and dipping language and stars and hearts.
- Smiley faces can be awarded when tasks are completed. When a child earns 5 smiley faces, they will be awarded with 5 minutes busy box time (this will be differentiated for the individual child)
- Descripted individual behaviour can be rewarded with a bucket fillers note /certificate to take home.
- Class/individual rewards are to be awarded by all Key Worker and visitors.
- All Key Workers are expected to insist on correct codes of behaviour and to issue routine rewards and/or consequences.
- Where unacceptable behaviour occurs the adult in charge will make the initial decision regarding the appropriate course of actions (see also Anti-Bullying Policy).
- The Aspirations Room Leader/Key Worker will inform parents about behaviour issues on a daily basis if necessary.
- The Aspirations Room Leader/Key Worker will inform parents by writing in the golden book positives that happen in the day

When sanctions are necessary they may include:
- Removal of a heart
- A child being withdrawn from the classroom*
- A child being withdrawn to the Reflection Room*
- Keeping a group of children indoors under supervision to discuss behavioural issues
- A child missing an activity whilst completing a reflection task
- Sending incomplete work home for completion
- Parent's being verbally informed by the Key Worker with the Hub Leaders knowledge
- Parents being informed by the Room Leader either verbally or in writing

Exclusion of placement
In a very small number of cases, a child's behaviour can deteriorate to the extent that their behaviour then endangers the health and safety of the child themselves, other children in The Hub and/or The Hub Key Worker. We are mindful of the range of reasons why this situation may develop, and every effort is made to support the child and work with the parents/carers to improve this set of circumstances. However, If this difficult and worrying behaviour is sustained over a maximum period of half a term AND does not respond to the additional support interventions put in place by The Hub, then The Hub will close the placement. The child's school and parents/carers will be fully aware and kept updated of the difficulties and attempts to resolve and improve the situation. If the decision is made to close the placement, an urgent review meeting will be held.

Supervision during lunch/playtimes
It is essential that adequate and effective supervision is provided. To this end the following systems are in place:
- Key Workers on supervisory duties during playtimes should engage positively with both child and other members of staff.
- Pupils should be discouraged from re-entering the building during break times but should be encouraged to ask permission to use the toilets during playtime and lunchtimes.

Playground Issues
Because behavioural issues are most likely to arise during unstructured break times The Hub has the following procedures in place to ensure a positive playtime experience:
- Room Leaders/Key Workers will ensure that break times are structured to keep the children engaged
- Equipment is provided by The Hub and is stored securely
- The Key Workers are on duty every lunchtime and playtime to support positive behaviour

Strategies to encourage and support good behaviour

- Key Workers to spend regular one to one time with a small groups for a specified period, or to hold small circle-time group sessions
- Adopting a more proactive approach during circle times and raising behavioural issues, perhaps using puppets for younger age groups
- Giving learners an overview each morning of the day ahead to alleviate anxieties and insecurities

Dissemination of Rules and Regulations

All staff are asked to reinforce rules on an as needs basis but to avoid negativity and actively promote positivity. The Aspirations Hub Leader may communicate with the whole Hub where necessary, again in a positive manner. All staff working with children are provided with training in Positive Intervention Programmes, Behaviour Management, De-escalation Techniques, Safer Schools and Safeguarding.

* Withdrawal involves assisting a child to move away from a situation they are struggling to cope with to a safer place under the supervision of a qualified adult.

Date	Ratification	Reviewed by
February 2017	This policy was ratified by the board of Directors	Directors
August 2017	Updated	Lauren Bullock
December 2017	Updated – Reflection Room Procedure	Lauren Bullock
May 2020	Revised to remove traffic light system and reduce the need for positive hand lining	Gill Bullock
September 2020	Change lollipop sticks to stars and hearts	Louise English