

PLEASE NOTE THIS POLICY IS CURRENTLY UNDER REVIEW TO REFLECT RECENT TRAINING ON ATTACHMENT THEORY AND THE PRINCIPLES OF RESTORATIVE JUSTICE. IT HAS NOT BEEN RATIFIED BY GOVERNORS

Heart of the Forest Community Special School
Behaviour Policy

This policy promotes a positive approach and attitude towards pupil behaviour. Praise, rewards and encouragement are regarded as the most effective ways of supporting pupils to manage their behaviour well.

This document is to be read in conjunction with the School's policy on the Use of Positive Handling to Manage Challenging Behaviour (in operation from October 2011) and we fully adhere to the Guidance for schools in England document 'Use of reasonable force. Advice for headteachers, staff and governing bodies' July 2013.

Please also refer to the Keeping Children Safe in Education Document (2016), the Child Protection/Vulnerable Adult Policy and the Anti Bullying Policy.

Introduction

Promoting positive behaviour is the responsibility of the school community as a whole. We recognise that there are a wide range of behaviour strategies that may be used, given that our age range is from 3-19 years, but the underlying principles remain the same. It is important to recognise and respond to the individual needs of the pupils and to recognise that some pupils will have a greater need for behavioural support than others.

We aim:

- To provide an educational environment that is sensitive to the needs of all our pupils
- To create a calm, purposeful and happy atmosphere within the school.
- To foster caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and a sense of personal responsibility.
- To encourage tolerance, kindness and respect for others, as well as self-respect

- To reinforce appropriate behaviour thus encouraging positive attitudes in pupils.
- To work in partnership with parents, governors and external professionals
- To consistently apply the behaviour policy throughout the school.
- To ensure that we understand the causes of behaviour in order to respond sensitively and to use strategies that build trust and safety. This may include the use of therapeutic interventions including music therapy, play therapy, and drama therapy.
- To utilise all available resources to support the pupils

Our responsibilities

The Governing Body

Is responsible for

- Defining the underlying principles of the policy, supporting the Head teacher and staff in its implementation, and for reviewing it annually.

The Head

Is responsible for

- Ensuring that the policy establishes an environment that encourages positive behaviour, discourages bullying, and promotes equality for all pupils.
- Ensuring that the policy is adhered to.
- Agreeing all individual behaviour plans before they are implemented.

Staff are responsible for

- Ensuring that the policy is fairly and consistently applied
- Encouraging appropriate behaviour
- Providing mutual support and modelling the high standards of behaviour expected from the pupils
- Liaising with parents and professionals about behaviour.
- Keeping detailed records of behaviour issues.

Parents/carers

Are responsible for

- Working in partnership with the school to maintain high standards of behaviour.
- Liaising with teachers and agreeing/supporting individual behaviour plans where appropriate.

Our expectations of our pupils are that they will:

- be kind and caring towards each other.
- help those less able than themselves.
- show respect for adults and other pupils.
- Look after their environment.
- Take responsibility for their actions
- Be as independent as possible

Effective behaviour management strategies

Basic principles

- It is far better to prevent inappropriate behaviour from occurring than to have to react to it afterwards.
- All behaviour strategies need to be differentiated to the individual needs of the pupil and to their age.
- Rewards are much more effective than punishment in motivating pupils to behave.
- It is essential to work as a team to ensure a consistency of approach and clear parameters.

Preventative strategies

We try to:

- Ensure that rules and routines are well established, understood and consistently applied
- Be aware of group dynamics within the class and working to eliminate potential tensions
- Be sensitive to pupil's background and emotional needs
- Understand and divert individual trigger points
- Raise self-esteem through appropriate praise, reward systems and giving earned responsibility
- Use humour
- Encourage independence
- Have high expectations of standards of behaviour

- Liaise with parents/carers through home/school diaries
- Teach behaviour requirements through PSHE and citizenship in particular and through all areas of the curriculum as and when the opportunity arises.
- Provide pupils with an appropriate and challenging curriculum that is stimulating and exciting.

Re-focussing negative behaviour

Our focus is on helping the pupils to be calm and to manage their own behaviour

Any strategies must take into account the pupil's age, developmental level and particular individual need.

Strategies may include:

- Reinforcing positive behaviours
- Reminder of expected behaviour
- Agreeing the priorities for changing behaviour
- Agreeing which behaviours can be ignored
- Understanding what motivates individual pupils and using those motivators to encourage the pupil to behave appropriately
- Removing triggers including those caused by peers. This may mean removing the pupil displaying negative behaviours from the classroom/hall/playground
- Using physical intervention - this should only be necessary if a pupil is in danger of injuring self or others, damaging property or severely disrupting good order within a group. (refer to the positive handling guidance)

It is imperative that strategies are deployed that build trust and foster safety whilst being sensitive to the underlying causes of the behaviour.

It is sometimes necessary for a pupil to have a calming down period in a distraction free environment as an emergency measure or as part of an individual behaviour plan. The pupil must never be unsupervised and it must only be used to help the pupil regain control.

The following strategies are specifically prohibited:

- Corporal punishment
- Deprivation of meals and drink
- The wearing of distinctive or inappropriate clothing
- The use of accommodation to physically restrict the liberty of any child
- The use of derogatory language to reprimand or undermine a pupil
- Pupils must not be left unsupervised during a behaviour management incident

Bullying

Bullying is not tolerated at The Heart of the Forest. It occurs less in our school than in mainstream schools because of the high levels of supervision. The greatest risk of bullying occurs at playtimes and staff must intervene immediately, imposing one of the above acceptable sanctions. The class teacher must be informed. The victim must be comforted and the pupil who has bullied must be made aware of the hurt/upset caused. Bullying is addressed during the PSHE curriculum. Parents and carers must be informed.

Individual Behaviour management plans

There are pupils for whom the general behaviour policy is not enough to manage their behaviour and they need an additional plan.

The criteria for pupils who need an individual behaviour plan are:

- Pupils whose behaviours prevent them accessing the curriculum
- Pupils whose behaviours seriously disrupt other pupils' learning
- Pupils whose behaviours are a danger to themselves and/or other pupils/staff
- All pupils who have 1:1 support who would exhibit unacceptable behaviours if they did not have that 1:1 support

A suggested format for writing individual behaviour plans is available on the network and it can be altered to suit the needs of the individual. All plans must include an introduction as appropriate, a list of behaviours in order of impact and a list of strategies for each behaviour. The Headteacher must agree individual behaviour plans before they are implemented. They need to be signed by parents. They must be informally reviewed at the same time as IEPs are written and formally reviewed in October. A signed copy must be given to the Head teacher.

The Use of Physical Intervention

At the moment we use Team Teach, a system of positive handling which includes a wide range of supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation through modifications to the environment, routines and improved communication. In a small minority of instances physical interventions may be used, as a last resort, to keep people safe, while other positive handling strategies continue. None of the holds used inflict any pain on the pupil and are designed to make them feel safe and supported. Staff are trained on a two year cycle.

Those staff trained to use Team Teach holds may physically escort or hold pupils using the prescribed techniques. Staff using these techniques should ensure that their certificate is up to date. Appropriate records must be kept when holds are used (the bound book) and the Headteacher must be informed. If holding a pupil forms part of a pupil's individual management plan then parental permission must be given, as well as the agreement of the Headteacher.

If Team Teach holds are used during a crisis situation that are not part of an individual behaviour plan the Headteacher and parents must be informed and strategies must be put in place to attempt to prevent the crisis from occurring again. There must be a team meeting with a member of the senior leadership team after any major incident.

The Law forbids any form of corporal punishment.

We can use "reasonable force"

- To prevent a pupil injuring themselves or others
- To prevent a pupil damaging any property
- To prevent a pupil behaving in a seriously disruptive way
- To prevent a pupil committing a criminal offence

All school staff or personnel authorised by the Headteacher can use "reasonable force" in the above circumstances but it must be considered a last resort strategy.

Recording

- A copy of all up-to-date individual behaviour plans must be given to the Headteacher for approval and must be signed by parents/carers.

- Major incidents must be recorded on the Major Behaviour Incident Form. It must be reported verbally to the Senior Leadership Team who will decide the next steps. The form must be given to the Head teacher who is responsible for summarising all incidents.
- If a major incident results in an injury this must be recorded on the Staff and Pupil Serious Accident, Incident and Near Miss form or on the Minor Injury form.
- ABC charts can be used to ascertain causes of inappropriate behaviour and to inform Individual Behaviour Plans.
- Frequency recording charts may be used to accurately chart frequency of certain behaviours to ascertain whether particular strategies and policies are having a positive impact.

Support systems for staff dealing with inappropriate behaviours

It must be recognised that dealing with challenging behaviours on a day-to-day basis is extremely demanding and will have an effect on staff morale. It is essential for us to operate as a mutually supportive team to ensure that staff have the necessary support and guidance to cope with the daily demands placed on them. The Senior Leadership Team are responsible for the emotional health of their team and are there to give advice and support. All SLT members can be approached by staff who need to discuss any issues in confidence. Staff involved in a serious incident must be offered time away from the situation and offered opportunities to talk through the incident with a colleague of their choice.

Class team meetings are held fortnightly and part of the time is committed to discussing behaviour strategies of individual pupils. Minutes are taken of these meetings and any major issues arising from these discussions are referred to the Senior Leadership Team. At the beginning of each academic year it is the responsibility of the teacher to ensure that all of their class team are supported to acquire the behaviour strategies needed to manage all individuals within the class in an appropriate manner, adhering to this policy.

Exclusions

The Governing Body and Head teacher retain the right to exclude a pupil from school should it be deemed necessary.

If a pupil's behaviour is noticeably deteriorating, it is vitally important that staff keep records of such, so that a whole picture of the pupil is available should an exclusion be considered.

If a pattern of behaviour is placing a pupil at risk of exclusion, the Head teacher should make parents aware of this and enlist their support.

The school will follow all LA guidelines relating to exclusions procedures.

Induction of new staff

All new staff will receive a copy of this policy and will sign that they have read it.

Monitoring, Review and Evaluation

This policy will be reviewed by the Learning and Teaching Committee of the Governing Body on a rolling programme. It will be reviewed within three years of the last review date. The Governing Body, together with the Head teacher monitors the effectiveness of the policy.

Ratified on:

Chair of the Governing Body:

March 2017