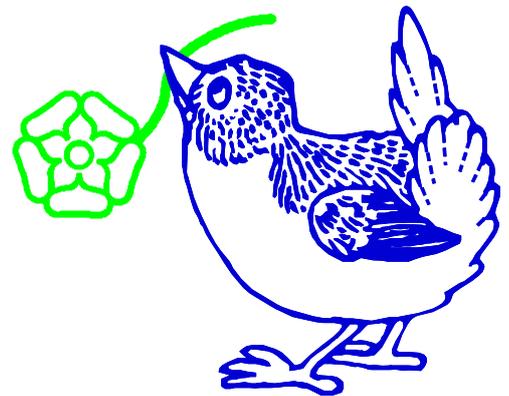


BEHAVIOUR POLICY AND PROCEDURES



Behaviour Policy

Introduction

Behaviour management in a school for pupils who have complex needs and learning difficulties is concerned more with resolving individual needs than with social control and discipline

Taking the above as a given, respect for others remains a key value in school, and good behaviour is expected from students.

Children with complex needs and learning difficulties do not easily perceive the structure and purpose of the world they live in, and they may experience difficulty in focussing attention on meaningful activities for even a short period of time. They may be hyperactive, or conversely, lethargic, and are easily distracted. They may also resent intrusion into their own world and resist attempts to direct their activities or restrain their behaviours.

At Wren Spinney we aim to be positive and proactive in our practice, and use a system of

- Reporting
- Recording
- Monitoring and
- Evaluating

Aims

We aim to reduce the barriers to learning that result from behaviours related to complex needs and learning difficulties, by

- Identifying and reducing the incidence of events likely to “trigger” aggressive and/or violent behaviour
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing pupils to focus their attention on learning activities

Reducing aggressive and violent behaviour

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Providing high staff to pupil ratios. Groups are assessed and reviewed by the head teacher and SLT in consultation with class teachers to evaluate the pupil/staff ratios in place

- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid pupils' anxieties about what happens next.
- Using augmented communication, so that pupils understand what is expected of them and so that they can express their needs
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings
- Providing daily opportunities for physical exercise to increase fitness and reduce stress
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress
- Analysing pupils' individual behaviour to identify possible causes or triggers
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans
- Ensuring new and temporary staff members are briefed about behaviour issues and strategies before working with any pupil

Responding to aggressive and violent behaviour.

Responses should focus immediately on making sure that everyone involved is safe, then at a later time problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual pupils and can include:

- Firm and clear instructions to stop, supported by appropriate aids to communication
- The application of rewards and sanctions (e.g. using favourite activities, choosing time etc)
- Physical intervention to protect other pupils or staff
- Diverting the pupil to an alternative activity/area
- Use of "quiet" words, objects of reference, reassuring physical contact etc
- Withdrawal to a safe area or quiet-room

Obsessive behaviour

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to the pupil or others, or take over so completely that the pupil concentrates solely on the behaviour, excluding all other stimulus, and becoming aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged and it is better to try and avoid the onset of behaviours that restrict the social life of the pupils and the pupil's family.

Strategies to reduce obsessive behaviour include:

- Reducing the time available for them by providing a busy timetable
- Allow allotted time for any "essential" obsessive behaviour during certain activities as a reward for not engaging in it at other times
- Direct pupil to an alternative activity

Rewards and Sanctions

Rewards and sanctions are used to help pupils to make connections between their behaviours and the consequences in order to promote good behaviours and deter undesirable ones.

Reward systems are linked to individual pupil's personal motivations and may include:

- Being given access to favoured activities/items.
- Primary reinforcers as appropriate – food, drink etc.
- Consistently applied phrases/comments that convey praise.

Sanctions are used in a carefully managed way and may include:

- Withdrawal from favoured activity/item.

The pupil is made aware of why the sanction is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate. This is done with due allowance for the student's ability to understand the meaning of any sanction – there is no sanction applied if understanding is not there.

At no time is food deprivation used as a form of punishment.

Exclusions

Occasionally pupils may be temporarily excluded by the head teacher if their behaviour is highly challenging, and presents a high risk of injury to themselves and others. Permanent exclusion is possible but has not been used to date.

Bullying

This section should be read in conjunction with the school's Anti Bullying Policy.

'Bullying' can be defined as being a deliberate hurtful behaviour against those who find it difficult to defend themselves. Pupils with complex needs and learning difficulties, particularly autism, may engage in behaviours against others that could be construed as being 'bullying' in nature if not in intent. Individual pupils may be targeted due to a long-standing association with a past event, or due to a misinterpretation of intent, or because of an individual's low tolerance of behaviours exhibited by the other pupil, or as a means of eliciting a predictable response from the pupil being targeted. The potential for "bullying" to occur is reduced by the strategies noted in this behaviour policy.

Patterns of behaviour and common antecedents involved in any targeting of an individual by another, are detailed in the pupil's behaviour management plans. Strategies are consistently applied to help minimise the frequency of incidents and the pupil may have specific behavioural targets written into their termly individual targets. Pupils are closely supervised at all times and where appropriate, specific individuals may be timetabled to spend significant amounts of time away from each other. The interaction between students is a key factor that is taken into account in setting class groups.

Behaviour Plans

Each pupil who requires the use of behaviour strategies in addition to normal classroom routines must have a written behaviour plan. It is also useful to have "pen portraits" of students available to give a background to their general behaviour.

Updated behaviour plans are shared with parents regularly, and if management strategies are likely to include positive handling techniques, these must be explained in the behaviour plan.

Any proposed use of a quiet room or safe space must be written in the behaviour plan, with the reason for the proposed use, and the monitoring and strategies in place when used.

Positive handling

All staff in school are trained using the 'TEAM TEACH' method which is based around current thinking on the psychology of behaviour management and de-escalation.

Physical restraint must only be used when a pupil is:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities)
- self-injuring or placing him or herself at risk
- injuring others or placing them at risk
- causing significant damage to property, including that belonging to the pupil
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of physical restraint must be recorded on an incident form.

Quiet Rooms

Quiet rooms and safe spaces provide an opportunity for pupils to work through aggressive and violent behaviour without harm to themselves or others. Their use must be tightly monitored.

A pupil can be placed in a quiet room only if that is the best possible strategy available to protect the pupil or others from harm.

The interior of quiet rooms must be visible at all times from outside. A member of staff must supervise a pupil using a quiet room for 100% of the time spent in the room, either from inside or immediately outside.

The time a pupil spends in a quiet room must not exceed the minimum required to resolve the immediate danger of harm to self or others. This does not apply if a student is choosing to spend time in the quiet room.

The head teacher and governing body are aware of human rights legislation. They will not support the restriction of a pupil's right to freely leave a quiet room, unless there is an immediate danger of harm to the pupil or others. Such restriction will be treated as a physical restraint by the member(s) of staff involved.

Any restriction of a pupil's freedom to leave a quiet room should be continuously reviewed and should cease immediately that the danger to the pupil or others is sufficiently reduced. Each use of a quiet room should be decided according to the current situation and should never become a routine activity.

On occasion a pupil may request a period of 'time out' in a quiet room to avoid over stimulation, quiet time, or time away from other pupils. A distinction should be made between time out and withdrawal for each pupil.

Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or pupils resulting from the pupils' challenging behaviour must be recorded and reported to the head teacher, as described in the school's health and safety policy.

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, the use of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be dated and signed

All behavioural incidents by individual pupils should be recorded in class records, depending on the frequency in which they occur.

Monitoring and evaluation

Class teachers keep simple individual records in the class behaviour management file about the frequency of incidents of challenging behaviour, so that they can evaluate the success of behaviour management strategies.

Parents are informed of progress made with the reduction of their child's challenging behaviour during regular meetings, and will also have access to records e.g. restrictive intervention slips.

The head teacher will monitor the content of incident forms and the use of safe spaces via the school's regular safeguarding meetings, to identify trends and to inform strategic planning.

The head teacher will report on any issues relating to pupils' challenging behaviour to the governing body each term.

Training

All staff members receive training in positive handling techniques, with regular and frequent refresher courses.

New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless absolutely necessary (under a general duty of care).

Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a teaching assistant needs further training in behaviour management techniques, this should be discussed with the class teacher in the first instance. Teachers should discuss their training needs at appraisal or as issues arise, depending on importance.

Home-School Partnership

Parents and carers (e.g. in respite or other residential care establishments) are consulted about the strategies used in school. School staff members offer suggestions to parents and carers about management of their child's behaviour at home, and also seek advice on issues.

Teaching Opportunities to reinforce good behaviour

Staff members are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum e.g. through a strong emphasis on the importance of self-management and independence in the community.

Classroom strategies will be part of activity planning and may include a wide range of approaches tailored to the needs of individual students at particular times.

Review

The Behaviour Policy is subject to regular review by the Head teacher, and reviewed annually. Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

Approved: S BISHOP

Dated: 12.06.17

Review: June 2018