Behaviour & Positive Handling Policy

The Chiltern School

The Behaviour Policy is set within the framework of Chiltern School, and aims and reflects County advice on physical interventions. Its purpose is to promote a climate which enables all staff to feel secure and enable pupils to learn effectively and have full access to the curriculum.

PHILOSOPHY

The attitude and behaviour of every member of the school community is vital to positive behaviour. Behaviour is a whole school issue. Everyone should feel supported when managing challenging behaviour. It is everyone's responsibility to identify challenging behaviour throughout the school community. A holistic approach is the most effective way of dealing with problems.

Work presented to the individual pupil should be appropriate to his/her ability and emotional needs.

The pace of the school day and that of individual lessons should be appropriate to the ability and needs of the individual pupil. Individual pupils should have as clear an understanding of the structure of the school day as possible, through the use of spoken language, written language, signs, symbols, objects, cues and pictures.

Pupils will be treated consistently by all staff whether in the classroom, moving around school, and at break times.

Pupils will be respected as individuals by all staff.

Pupils will be expected to respect each other, staff, visitors and the school environment.

Staff are expected to show an example by acting in a calm manner, making sure classrooms are prepared for the pupils, developing positive relationships with pupils, showing an interest in the pupil's world and their own interests.

STATEMENT OF PURPOSE

Our aims:

1. To create a warm, calm and orderly atmosphere that positively promotes learning and a sense of community.

2. To achieve a consistency of attitude and approach by staff that gives a sense of security, safety and clear expectations to the child.

3. To promote the well-being of the school community.

4. To promote, in all pupils, a sense of self-discipline and an ability to take responsibility for their actions acknowledging their level of development and age.

5. To promote the communication skills of all pupils.

6. To create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment.

7. To create a climate that is safe, physically and emotionally, for everyone in the school.

8. To promote the continual development of all staff in the understanding and working with children who present challenging behaviour.

9. To develop a partnership with parents in the behaviour management of their children.

PLANNING FOR THE MANAGEMENT OF PUPIL BEHAVIOUR

The School has in place the following procedures to ensure the effective and safe management of challenging behaviour. If any member of staff is concerned about the management or reasons for pupil's behaviour, they should in the first instance work as a class team to devise management strategies. If the usual classroom management strategies used by a teacher are no longer effectively meeting an individual pupil's needs, they should seek the advice of the behaviour lead.

When sufficient evidence has been collected, a meeting will be arranged by the behaviour lead to include the class teacher, parents and other professionals where appropriate. At this meeting, a behaviour plan will be drawn up. A review of the plan will follow in 8-12 weeks where any revisions necessary will be made. Behaviour support plans will identify the triggers for behaviour and will devise a strategic target to reduce the behaviour through the use of proactive and reactive strategies.

Promote positive behaviour by:-

All staff will promote positive behaviour by:

- Rewarding good work and behaviour with the use of praise, certificates, house awards and positive individualised rewards.
- Sharing achievement in the assemblies.
- Writing positively about pupils in the home/school diaries.
- Celebrating pupil achievement by displaying work around school labelled with their name.
- Promoting pupils' achievements through links with the community.
- Being positive role models.
- Value and respect all pupils.
- Work collaboratively with parents and other professionals to foster positive behaviour.

All pupils will be encouraged to:

- Learn a range of strategies to which that will enable the pupil to self-manage their behaviour as much as they possibly can.
- Be respectful of others, both staff and pupils.
- Work and play co-operatively with others.
- Behave appropriately and safely at all times during the school day.
- Use resources and equipment with care.

Recording

- The school uses an online system to record behaviour incidents and record instances of positive behaviour or good work.
- Incidents will be written in a way that records what has happened before during and after the incident and will not blame the pupil.
- Monitoring of behaviour incidents will be done to help establish triggers for the behaviour and to come up with proactive and reactive strategies.
- An accident/near miss form may need to be completed

LEGISLATION

The School Policy recognises Behaviour and discipline in schools advice for Head teachers and school staff January 2016.

At Chiltern School we follow the TEAM TEACCH philosophy and strategies to promote positive behaviour and manage challenges. Prevention is the best form of intervention.

The justification of 'reasonable force' for teachers is detailed clearly within the Circular and staff are receiving various training in the use of 'breakaway', 'escorting', 'holding' and 'restraint' as is pertinent to their role.

The Head has authorised all staff to use 'reasonable force' if necessary, and as part of the training, examples of its use and the responsibilities of authorisation are explained.

Mid-day Supervisors will be trained to understand the benefit of positive behaviour management. They will not be expected to restrain pupils. The training in these areas is ongoing for all staff and is provided by trained members of the staff.

Staff who have not completed training should not use methods of restraint, unless in an emergency situation where a pupil is about to place themselves or others at a great risk of injury.

Incidences of challenging/difficult behaviour should be reported in an appropriate way e.g. home school book - telephone school for an interview.

<u>Challenging behaviour.</u>

Challenging behaviour is behaviour of such intensity, frequency or duration that causes either:-

- The physical safety or emotional well-being of the person or others to be placed in jeopardy.
- The behaviour is likely to seriously limit or delay access to the curriculum or the use of ordinary community or school facilities.
- The behaviour is likely to cause serious damage to property.

Behaviours that may present a challenge include:-

- Aggressive behaviour.
- Destructive behaviour.
- Self-injurious behaviour.
- Repetitive stereotypical behaviour.
- Socially inappropriate behaviour.
- Verbal abuse and/or bullying
- Behaviour or characteristics

Possible causes of Challenging Behaviour:-

- Child's failure to understand what is asked of him/her.
- Work is too hard.
- Work is too easy.
- Child is unable to communicate needs or feelings.
- Change of class.
- Change of timetable.
- Change of staff or staff/pupil relationship.
- Change of peer group.
- Home circumstances.
- Inconsistent approaches within school and between school and home.
- Illness or change of medication or diet.
- Confrontations.
- Unclear or unrealistic expectations.
- Behaviour related to pupil's condition.

Promote positive behaviour by:

- ⚔ Clear rules and expectations for the pupils.
- ⚔ Careful preparation of lessons, equipment, apparatus and resources which will enable staff to minimise and avoid many behaviours.
- ⚔ Staff being aware of the effect of their own behaviour on the behaviour of the child.
- ⚔ Being aware that the style of language and intonation used will affect the pupils' response.
- ⚔ Developing skills in self-evaluation and self-appraisal to identify positive strategies and isolating areas of difficulties.
- ⚔ Keeping calm in difficult situations.
- ⚔ Being consistent.
- ⚔ Giving pupils time to respond
- ⚔ Develop strategies with the support of colleagues for dealing with challenging behaviour.
- ⚔ Recognising when you need support, e.g. withdrawing from difficult situations.
- ⚔ All staff agreeing to and understanding, any changes that may take place to routines and classroom management strategies.

Physical Intervention

The School recognises the TEAM TEACH (The approach advocates, and teaches positive strategies for helping pupils regain self-control at various stages of a crisis. This policy is to be used in association with Use of reasonable force within schools July 2013 and Behaviour and discipline in schools advice for Head teachers and school staff January 2016. Staff will only physically intervene if there is a risk of injury to themselves or others and is only used as a last resort and will use interventions that are reasonable, proportionate and necessary. All physical interventions will be documented within at least 24 hours of the incident and parents will be informed of the incident and why intervention was necessary.

Each half term an overview of incidents will be sent off to the independent local authority representative for Team Teach. Force cannot be used as a punishment. The Chiltern School use the following definitions for seclusion, time out and withdrawal. We will not seclude pupils in the school.

Seclusion

Forced to spend time alone against will

Time out

Restricting positive reinforcement as part of a planned behavioural programme

(Requires written agreed plan)

<u>Withdrawal</u>

Removed from the situation but observed and supported until they are ready to resume

<u>Good practice and the Ethos of the School</u>

It is recognised that the ethos of the school, the morale of staff and the support available are all important elements in the success of managing pupils. It is the responsibility of each class teacher, supported by senior members of staff to encourage and maintain positive patterns of behaviour and good order within the school.

1. To follow guidelines and procedures for managing pupils who present challenging behaviour.
2. To reinforce appropriate behaviour
3. To help pupils to establish positive relations with adults

The principles relating to the use of physical restraint may be summarised as follows:

i. Staff should take steps in advance to avoid the need for physical restraint e.g. through dialogue and diversion; and the child should be warned orally that physical restraint will be used unless he or she desists.

ii. Staff should have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves, others or causing serious damage to property, that there is no alternative approach which could be adopted, and that such action would be likely to help and that staff would not be endangered by taking action.

iii. Every effort should be made to secure the presence of other staff before restraint. These staff can act as assistants and witnesses.

iv. As soon as it is safe, restraint should be gradually relaxed to allow the child to regain self-control.

v. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

vi. A pupil should be contained for the minimum amount of time necessary for the pupil to regain self-control.

<u>Date of Policy</u>

Original Policy:

Reviewed by Governors: October 2016

Date approved by Governors: 7th December 2016

Date of review: 7th December 2019