



# Oakdale School

*To be the best we can be*

BEHAVIOUR POLICY

## BEHAVIOUR POLICY

### INTRODUCTION:

- This policy will be kept under review and updated as necessary.
- This policy will aim to promote good behaviour, self-discipline, respect and prevent bullying.
- This policy will provide guidance to staff and inform parents and visitors about the processes, attitudes, organisational structures and strategies that contribute to the development of an ethos that encourages good, appropriate behaviour and reduces the likelihood of difficult or challenging behaviour occurring in the first place.
- It reflects the guidance given to the Headteacher stating the principles the Governing Body expect to be followed. (See Governing Body Behaviour Principles Written Statement).

At Oakdale our population of pupils is ever changing. We have children with Autism, severe and complex learning needs as well as medical, physical, emotional and sensory needs. We believe behaviour should be addressed proactively not reactively and that prevention is better than cure. Problem behaviours usually serve a purpose / form some sort of communication to the person displaying them. We aim to identify this purpose / communicative function and to teach pupils new ways of interacting so that problem behaviours are no longer necessary and are replaced, with more acceptable interaction / communication. Respectful behaviours are encouraged at all times.

Although inappropriate behaviours can be reduced through the schools overall ethos, high expectations and 'school rules' some pupils will need direct support in adapting their behaviour.

It is recognised that behaviours can also be a result of medical and psychiatric conditions as well as environmental factors. The underlying cause of the behaviour may require a different support and intervention system be put into place to decrease the behaviour. Children's individual needs will be planned for. As far as possible pupils are taught to take responsibility for their own actions and behaviour.

The behaviour of staff and pupils towards each other creates the boundaries within which learning occurs. A positive ethos of sharing, supportive attitudes and modelling appropriate interactions enables pupils to develop a sense of self, which reflects these qualities. The attitude of staff toward each other, particularly in reconciling differences of attitude and opinion should be courteous and supportive. We promote constantly high expectations of staff and pupils.

Through the production and practice of this policy it is envisaged that the management and handling of behaviour is positive, consistent and provides protection to all pupils and staff at Oakdale.

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**AIMS:**

- To promote and sustain positive behaviour of staff and pupils
- To demonstrate good practice in a positive way through:
  - respecting individual needs and abilities of all
  - knowledge of the pupil
  - knowledge of a range of behavioural theories
  - building pupil and staff confidence and trust
  - taking account of functional communication skills
- To provide consistency through:
  - positive behaviour management strategies agreed by parents
  - agreed class rules
  - regular class / family discussion meetings
  - systems of communicating behavioural issues to all staff
  - involving other multi-agency workers i.e. ISCAN, CABs or CAHMS
- To give a positive, consistent approach in dealing with pupils and their behaviours. Once an episode of inappropriate behaviour is over pupils have a fresh start.
- Consequences will be communicated in sadness NOT anger.
- Assessing additional sensory processing needs that need addressing.
- To protect the pupil through:
  - clear written guidelines
  - agreed strategies, including handling strategies if required
  - regular review
  - guidelines of positive practices
  - agreement between parents and school
  - training for staff
  - SLT overview
  - Maintaining an environment where pupils can move readily regulate their own behaviour
- To protect staff through:
  - providing regular training and support
  - agreeing strategies with parents
  - a process of risk assessment
  - the collection of data in a variety of ways through observations, frequency charts, ABC charts and the IRIS data base.
- To protect the community:
  - through a sensitive system of risk assessment. General and specific risk assessment's will be written and reviewed regularly
  - communicate and offer contact details to members of the public should they observe challenging behaviours or be affected by them.
  - prompt and effective action is taken, followed through and reported.

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**The role of the Headteacher:** is responsible for ensuring this policy is effectively implemented and adhered to on a daily basis. The Headteacher will report to the Governing Body, the impact of pupil behaviour, policy and changes that are made. The responsibility for excluding pupils once all other avenues have been explored belongs to the Headteacher.

**The role of the senior leadership team:**

It is vital that the Senior Strategy Group and Senior Leadership Team has a clear, shared understanding of how the organisation of classes, staff teams and the curriculum can have a direct impact on maintaining good behaviour. It is important that the SSG and SLT are responsive to any concerns or ideas that individual staff members may have. Regular class, school and management meetings are therefore important, as is the creation of an atmosphere free from judgement, coercion or intimidation in order that all members of staff feel free to raise issues informally as well as through the processes provided by the regular meetings. It is part of the role of senior and experienced members of staff to set an example in their attitude and behaviour towards pupils and staff, respect and support being key in both. The SSG is responsible for ensuring all staff members are inducted and supported / trained in order to support pupils in this school.

**The Role of Organisation / Teacher and Support Staff:**

There are a number of organisational issues that can contribute greatly to the creation of consistent and calm approach that will help avoid the need for reactive measures to be taken concerning the behaviour of pupils. Across school we are mindful of all children’s individual needs. Children on the Autistic spectrum may need additional consideration to ensure their specific needs are met the environment adapted and sensory processing challenges assessed and catered for. It is important to remember that when working with pupils with complex, severe and / or profound learning difficulties flexibility of organisation is extremely important and at all times individual pupil’s special needs should be borne in mind. Staff if not satisfied with the responses to any issues raised can refer to Whistleblowing and Complaints policies.

**The Role of Parents:**

A shared understanding between school and home about behaviour is extremely important. Opportunities for parents to openly discuss problems and successes with staff and other professionals are provided in both formal; parents’ evenings, workshops, annual reviews etc., and informal; coffee mornings, social events, after school events and fund raising events. The consistent and sensitive use of texting service, the class “Dojo” and direct telephone conversations plays an important part in this. If behaviour management strategies are implemented parents must agree these, sign and date them. Parents are central in this process

**The Role of the Environment:**

The learning environment is central to promoting positive behaviour. We recognised with a diverse population due care and attention needs to be given to respecting the sensory processing needs of pupils. Creating calm, distraction free environments across school will help some pupils self-regulate more readily. The corridors and shared spaces are decorated sensitively to ensure pupils work is valued and celebrated but are not over whelming for some pupils. Adequate facilities/areas across school are designated to allow some pupils access a variety of contexts, that might include space to “let-off steam” (outdoor areas) or calm themselves down (quiet space) or have their sensory needs met (sensory room / hydro / play equipment/ work stations / workrooms). Resources may also be used to support the pupil’s sensory needs which might include ear

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defenders, weighted blankets and weighted backpacks. Parent's agreement is sought before these are introduced.

### **The Role of the Curriculum:**

The schools topic based curriculum is flexible to meet the needs and interests of all learners. It can be adapted to support all pupils learning. The teaching and learning approach can also be flexible to harness all opportunities to promote learning. For some pupils the curriculum is a vehicle to develop learning to learn /readiness for learning skills. These skills are a prerequisite to learning concepts within the school curriculum.

### **The Role of Reward and Celebration:**

We believe that a pupil is less likely to exhibit negative behaviours if their self-esteem is high and achievements recognised and celebrated. The awarding of badges, showing work to the friends, or being taken to a senior member of staff for praise all significantly contributes to a pupils sense of worth and so reduces the feelings of frustrations. Sharing this success with parents is vital text messages home or messages on the Class Dojo ensure parents are aware of their child's 'good work'. Golden time on Fridays has proved very motivational for many. Reward systems can be personalized to motivate and support pupil's e.g. 'First then', 'working for boards', self-regulation visual support dials', as well as strong motivators and rewards. Staff will use positive language to encourage pupils to sustain their success.

### **The Role of Rules:**

A number of procedures and policies (most relating to health and safety issues) are outlined in the staff handbook. We have a set of school rules which apply to pupils in the classroom. It is important, however when working with pupils with severe learning difficulties and autism to remain flexible. For example, over rigid application of a 'rule' to some pupils may create more difficult behaviours than it was designed to avoid. All staff takes a flexible approach determined by the individual needs of pupils and circumstances. Consequences of behaviour will be communicated to the child in sadness not anger.

Classrooms are complex environments. They contain pupils with wide ranges of abilities and a variety of special needs. Within this conflict, confrontation and challenging behaviour can arise. It can be minimised however if careful consideration is given to a number of issues. For clarity these issues have been put in one of the following categories:

- a) pupil and staff organisation
- b) teamwork
- c) curriculum
- d) working in small groups/splitting the class
- e) a flexible timetable

### **Organisation:**

Many potential difficulties can be avoided by teachers spending time in the organisation of:

1. **Grouping;** avoiding, when possible, combinations of pupils that may distract others.
2. **Timetabling;** awareness that different activities may demand different standards of behaviour and self-regulation from pupils. Some pupils may, for example need a period to calm down between an exciting, physically active session and one demanding more controlled/focussed calm behaviour. There is little point in a pupil engaging in an activity or situation in which it is known that they will become frustrated or will find it difficult to manage emotionally. If the

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timetable demands this, then it is important to look at creating more flexibility within the timetabling process.

3. **Time;** Staff can adjust the length of time pupils need to stay on task. They can be flexible depending on the pupils' emotional state. 'Little and often' work sessions can sometimes ensure success and meet the fluctuating attention span of pupils spent on specific work tasks.
4. **Furniture and equipment;** many difficult situations can be avoided if careful consideration is given to how the classroom environment is arranged
5. **Sensory processing needs.** Considering the pupils' sensory processing needs should be considered as preparing children so they are ready to learn can reap the benefits.

#### **Staff:**

All staff will work to provide a calm, consistent approach to learning with realistic but high expectations of individual pupils. A positive sense of humour, teams working together and a solutions orientated response is important and can help to reduce tension and promote a sense of confidence and security for pupils and staff. We all have a responsibility to maintain high standards of social interaction.

#### **Behaviour Management:**

Promoting and maintaining positive behaviour is an integral part of school life and our curriculum. Our pupils will learn skills that will allow them to participate in daily life in a range of contexts. We recognise that some behaviour does not respond to the general discipline across school e.g. aggression; biting; self-harm etc. This type of behaviour does require careful and documented management. We regard this behaviour as challenging. We will collect data and information about the behaviour and in consultation with parents, staff and other involved professionals devise positive behaviour management strategies which aim to reduce incidents of behaviour help the child manage their behaviour. These will be documented, implemented and evaluated. Our IRIS data base will help identify any trends and we will aim to see a reduction in such behaviour once strategies are implemented.

Key staff in school are Team Teach trained and will advise on positive handling strategies which if used are recorded.

A positive behaviour management programme may be necessary for a variety of reasons including the following: -

- To ensure the safety and wellbeing of that pupil
- To ensure the safety and wellbeing of other pupils
- To ensure the safety and wellbeing of members of staff or the general public
- To protect the public from pupil-inflicted harm or injury
- To divert a pupil from self-harm or injury
- To divert a pupil from an inappropriate to an appropriate behaviour
- To shape or replace an obsessive behaviour that may be blocking learning.
- To teach pupils to self-regulate and communicate their anxiety or needs in a proactive / positive way.
- To help pupils understand that actions and choices have consequences
- To allow a pupil to develop and demonstrate positive abilities and attitudes
- To ensure continuity of approach in all contexts.
- To reflect resources and environments used to support the pupil.
- To document strategies to be used.

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- To reflect consequences / sanctions / praise / rewards.
- To evaluate impact of interventions.

Pupils are encouraged to respond to verbal and/or gestural prompts from adults. We recognise that some pupils require adults to physically support/guide or prompt. This will be kept to a minimum and sensitive, measured, age appropriate physical prompting will be carried out e.g. holding a child by the hand, hand over hand support, guidance by placing a hand on the child's shoulder. Whenever a physical prompt is required it is important that this level of prompting is reduced or removed as soon as possible. In high risk settings e.g. near roads, water or if a child is at risk of significant harm physical prompting/handling may be given to prevent an accident, as a one off response which will be recorded.

Some pupils may be encouraged to wear a back pack / haversack with a detachable adult handle. This will be offered to children (with parental permission) if their behaviour is unpredictable. These back packs would be worn in the community as part of the teachers risk assessment. It could prevent running into the road or absconding.

### **COMPLEX AND CHALLENGING BEHAVIOUR:**

Some pupils will exhibit behaviours to which normal management rules do not apply. These are termed complex and challenging difficulties as being "behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, behaviour which is likely to seriously limit or delay access to and use of ordinary community facilities."

Broadly these behaviours can be defined in the following categories: -

- Violence/aggression towards others
- Self-injurious behaviour
- Destructive behaviours
- Repetitive stereotypic behaviour
- Disruptive/anti-social nuisance behaviour
- Sexualised behaviour

Complex and challenging behaviours are likely to include the following: -

- Stubbornness or refusal to move (which could prove dangerous to the pupil or others)
- The presence of certain medical conditions (which means that a pupil may be unable to control his / her actions or realise the consequences of them)
- Uncontrolled running away
- Scratching, pinching or spitting at others on a regular basis
- Deliberate hitting, kicking, head-butting others
- Obsessive behaviours e.g.; rocking, hand regard, mouthing hands which impede learning
- Ritualistic behaviours e.g.; tidying away, refusal to take clothes off or put them on
- Biting (self or others)
- Throwing objects / Destruction of objects / displays
- Refusal to eat, deliberate vomiting, compulsive eating or drinking
- Loud or persistent shouting/screaming (which upsets others or prevents them from learning)
- Self-injurious behaviour e.g.: eye-poking, gnawing parts of own body, punching own body (especially the head), head-banging, picking own skin
- Inappropriate sexual activity

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- Psychiatric / mental health conditions problems (e.g. ADHD)
- Emotional instability

### **POLICY INTO PRACTICE:**

Positive behaviour strategies will fail if not devised properly and when they are not put into place consistently. It is of the utmost importance that systems are in place to ensure consistency of approach when dealing with specific behaviours in specific settings. The following procedure is to be followed when setting up and implementing positive behaviour programmes.

- a) A pupil's behaviour is identified as needing addressing - any person linked with that pupil can do this. The class teacher will, in consultation with the parents and SSG / SLT develop positive behaviour management strategies that meet the pupils' needs. Involvement from CABs (Children and Adolescence Behaviour Support team) based with ISCAN (Integrated Children with Additional Needs team) (and / or CAHMS) may support the process if they are involved with the family or additional support is requested by school. Discussions about difficult behaviour should, where possible, focus on questions such as 'how can we ensure it does not arise and 'can we understand what is causing this pupil to behave in this way?' rather than simply rushing to discover 'what can we do when this behaviour occurs?' School will use data and observations which may include incident sheets to analyse the behaviour. ABC charts and other paper based document may be used to get a picture of what might be causing the behaviour, how it is dealt with and any consequences. If behaviours can be prevented this is preferable than dealing with an incident of unacceptable behaviour. School has recently introduced an electronic data base to help our analysis. And help us look for trends overtime. Analysis will be done as required for each pupil and termly for a school overview.

### **Positive behaviour strategies should:**

**Set the scene and give an over view about the child that gives insight into their age, diagnosis, personality and functioning.**

- Identify the behaviour required in measurable terms its frequency and a context when it might be evident. It is important to note that behaviours are not usually just 'lost' but are replaced by other behaviours. Identifying the preferred positive behaviour and ways in which that behaviour can be developed, shaped and reinforced, may mean that undesired behaviour is more easily reduced.
  - Identify ways of rewarding the required positive behaviour
  - Document how staff can manage the environment to prevent outbursts
  - Identify consequences of the undesired behaviour happening. These should be relevant and realistic.
  - Identify ways of recording improvements in behaviour/tolerance
  - Review strategies as required and add and remove as needed. To be shared with parents at parent meetings to check do behaviours in the home /school setting remain the same.
  - Record incidents on incident sheet and ensure IRIS data base is also completed
- b) Dissemination of strategies - all persons working with that pupil will be aware of the contents including support staff and visiting professionals where appropriate. Parents, in all cases, will be informed of the strategies.

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- c) **Implementation** - all persons involved with the pupil have a responsibility to follow it as it should impact on promoting positive behaviour. If anyone does not feel the programme is appropriate then it needs to be evaluated, discussed and amended as needed.
- d) **Evaluation** - should be continuous and the management strategies will be amended whenever necessary.

Guidelines for the management of complex and challenging difficulties are found in the appendices to this policy.

### **BULLYING:**

Definition:

Bullying is the conscious desire to hurt, threaten or frighten another individual. Pupils are encouraged to behave towards each other with kindness and gentleness and all episodes of bullying are strongly discouraged. Pupils with Complex additional needs including severe learning difficulties and Autism may not intentionally bully another child but their behaviour can be perceived as bullying.

In Oakdale pupils are never unsupervised and any negative interaction will be discouraged and alternative models of positive behaviour offered. The school would provide personalised support in a manner most appropriate to the child's needs and levels of understanding

### **THE ROLE OF SSG:**

SSG / SLT will:

- Advise and support staff initially through informal discussion re; pupils with challenging behaviour
- Monitor records on those pupils identified as having challenging and complex difficulties
- Liaise with the head teacher re; the involvement of parents and outside agencies
- Assist in the development of the Individual Behaviour Strategies
- Maintain regular meetings re; current individual pupils
- Keep abreast of current developments and practice
- Disseminate information to colleagues re; current developments and practice
- Ensure staff induction and training needs are provided as required and kept up to date

### **THE ROLE OF THE CLASS TEACHER**

The class teacher will:

- Inform SSG / SLT of concerns
- Keep regular records of incidents and include the pupil's reaction to management strategies - (IRIS)
- Inform other staff, welfare assistants, escorts and visiting professionals as to specific management strategies
- Keep regular contact with parents

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## MULTI AGENCY SUPPORT

Some pupils that exhibit challenging behaviour may have medical or underlying emotional issues that can impact on behaviour.

ISCAN, CABS, CAHMS can provide multiagency support and advice to support management of challenging behaviour offering support to the pupil, family and school.

We have identified that a number of pupils who have sensory processing needs may display behaviours that block their openness to learning. An Occupational Therapist may assess their specific needs and offer advice to help them access learning. A Making Sense document can document activities that can support positive engagement in learning opportunities.

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# APPENDIX 1

## **GUIDELINES FOR THE MANAGEMENT OF CHALLENGING AND COMPLEX BEHAVIOURS**

Staff should be aware of the need to adopt avoidance strategies and the importance of de-escalation. It is however recognised that it may be necessary to face a stressful situation so that progress can be made.

- All positive behaviour management strategies should initially set the scene about the child's age, diagnosis and the current level of functioning. It will go on to describe the behaviours that are cause for concern these must have clear aims, objectives and strategies. The programmes must state any materials, rewards; sanctions used and set out the methods to be employed.
- Where possible observations of the particular behaviour giving concern should be undertaken. The exact behaviour should be recorded as well as the antecedents and consequences. This structured observation and recording may well indicate either causes of the behaviour or rewards which might lessen it. This is a functional analysis of the behaviour
- Certain behaviours may be due to medical conditions, allergies, or medication being taken. In these cases the advice of the school, doctor, or another suitable professional should be sought
- All behaviour management programmes **MUST** be shared with staff and reviewed regularly at a class staff meeting.
- Any changes in strategies or programmes must be made with agreement of parents and shared with the wider staff team.
- An evaluation column is to be completed to reflect progress and changes.
- Strategies must be readily available and be displayed in a discreet area (e.g. inside a cupboard door) so new staff or visitors can become familiar with the advice if appropriate
- It is essential when staff have been in a challenging situation that they are supported by other members of staff. Changes of face may help both child and staff to get the best positive outcome from the incident. Pupils/staff must be allowed a dignified exit from the situation. Staff may meet as a class team to debrief and share any information which could positively reduce any subsequent incidents
- It is recognised that some pupils are very unpredictable and may suddenly exhibit behaviour of a violent or challenging nature without prior warning. Members of staff present at the time will need to make instant decisions on the necessary course of action giving paramount consideration to the safety of all concerned. However actions should be based on previous experience of the pupil, the type of behaviour and the setting.
- It is recognised that all staff are able to call on a senior member of staff to assist in challenging situations.
- Major incidents of challenging behaviour should be recorded on IRIS.
- Any team teach handling strategies will be recorded.

### ACCEPTABLE STRATEGIES OR PROGRAMMES

Any sanctions or controls used should be part of a management programme working towards elimination or diverting the challenging behaviour. They should never be seen as an end in themselves.

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Any positive behaviour management strategies must have rewards and praise built into it so that the pupil has positive experiences and learns that appropriate behaviour has more rewarding consequences.

It should be made clear to pupils that it is the behaviour which we do not approve of and not the pupil himself i.e. the behaviour is bad, NOT the pupil. We will find a way for the child to be successful and build self-esteem. Once the episode is over pupils have a fresh start.

Providing that all the above guidelines are implemented the following will be deemed acceptable sanctions: -

- The removal of shoes for the physical safety of that pupil or other pupils
- The use of take a distraction techniques e.g. turning chair away from the group, removing pupil to other side of room / class, removal of adult attention requesting a break from the situation.
- The use of a quiet space. Although there is a stable door on this room it will remain open and a member of staff positioned at the threshold, visually supervising the pupil. (See use of Quiet space policy) but able to clearly observe what is happening and within easy reach.
- The use of high handles on classroom and exit doors
- Withdrawal from participation in specific parts of the curriculum where this is for their protection or the protection of others e.g. severe anti-social behaviour when out of school or not letting a pupil use the bikes at playtime if he is continually running others over with them
- The use of woollen gloves and on pupils who self-harm, but only for specific and pre-determined periods of time and after consultation with parents.
- Positive handling strategies are only used in the most exceptional or circumstances to keep the child and others safe (refer to Team Teach) and MUST ALWAYS be recorded / reported.

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# APPENDIX 2

## **GUIDELINES FOR MANAGING BEHAVIOUR**

### **Read the guidelines:**

Please ensure that you have read the BEHAVIOUR POLICY, particularly the guidelines for managing complex and challenging behaviours.

Listed below are a number of things you need to think about for general behaviour issues but if there is anything more you would like to know, please speak to your class team or assistant head teacher. Don't struggle on when there is information and advice available to help you.

### **Think about your body language:**

- Is there a mismatch between what you are saying and what your body is doing?
- Is there a smile on your face when you are reprimanding a pupil?
- What is the tone of your voice like - is it soft and gentle when you are trying to be cross with a pupil?
- Children can get confused when the signal is mixed - be an actor / actress and really use the resources of your body - use your facial expression, the tone of your voice to make it absolutely clear what you are saying.
- Save your voice - vary your tone, if every time you speak you are raising your voice the pupil will shut off - shout/raise your voice only when you need to. Then it will be effective.

### **Pick your battles:**

Only intervene if safety is an issue and you can really make a difference in what is happening.

- E.g. if you are working with another pupil and see difficulties elsewhere alert another adult but don't keep saying things like "put that down" unless THERE IS SOMETHING YOU CAN DO ABOUT IT! Threats are meaningless unless you can follow them through.

### **Mean what you say and say what you mean:**

- Avoid making empty threats and think about the things you say - don't threaten a pupil with "no dinner" because you obviously don't mean it.
- Don't threaten what you cannot follow through - e.g. there is no point in saying "no playtime" if you are not in a position to keep a pupil inside the classroom at playtime.

### **Catch them being good:**

- Look around; see if you can catch the pupils on task and praise them, praise is an effective tool - USE IT. It creates a pleasant environment.

### **Tell them what you want them to do:**

- Try not to mention negative behaviour - instead tell them what it is you want them to do e.g. "Walk" not "Don't run". They may only hear the last thing you said!
- It is more positive to be told what to do rather than what not to do and at least the pupils know what you expect of them.

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**Phrase the praise:**

- Think about how you praise a pupil “Good boy” “That’s nice” etc. are all well and good but what exactly are you praising - Sharing? Waiting? Listening? Helping? Then tell them so - they don’t necessarily know what you know about what is happening and for some pupils, particularly those with autistic spectrum conditions they don’t know what they need to do in a range of situations. E.g. “listen to me - then you’ll know what’s happening” or “Look at me when I speak to you - then I’ll know that you’ve heard me”. Tell them why what you are rewarding is clever or kind - they may not know!

**If he didn’t see it - you didn’t say it:**

This is particularly so for pupils with Autistic Spectrum Conditions (ASD)

- Have you used every available clue?
- Does he/she need an object of reference/sign/symbol?
- Please remember that specific communication systems are essential for some pupils - they are their independence aids - you would not remove a wheelchair or a walking frame from a pupil - why take away the system they use to make the world understandable? It is their right so please make sure you know what system they need and USE IT!

**What did you do wrong?**

- Please look at your own behaviour - most challenging behaviour is a form of communication so what have you missed?
- What are they trying to tell you?

**How do I handle this?**

- There are certain strategies in place for a number of pupils - make sure you know what they are for the pupils in your class
- If you are involved in a situation with a pupil you do not know - try to ask someone who knows him or her what you should do or ask for help. A member of the senior leadership team can be called if class staff are not available
- If the situation gets physical make sure you have **BACK UP** and use the 3-foot-rule - that is make sure you and others are 3 feet away from harm - out of reach of a kick or a child lashing out.

**NB**

**We recognise that certain behaviour can create a domino effect and that staff can accept that a session is lost - irretrievable. Lessons should be learned from it but it is important not to agonise.**

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## APPENDIX 3

<p><b>BE A BETTER COMMUNICATOR SUMMARY</b></p>
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1. GET DOWN TO HIS/HER EYE LEVEL
2. GET HIS/HER ATTENTION
3. PREPARE HIM/HER for what you are going to say and give him/her time. Flag up changes of topic. "I'm going to ask you a question now" - pause "Here it comes ... the question is ..."
4. SIGN AS YOU SPEAK - it will slow you down and give him/her time. Use meaningful gestures and think about what your hands are doing - make them purposeful
5. USE TOTAL COMMUNICATION - signs, symbols, props, writing, your body
6. SPEAK SLOWLY AND CLEARLY
7. LIMIT what you say to essential information (Don't barrage him/her with sound)
8. BE PATIENT - give him/her time to process what you have just said
9. PROMPT ONLY IF NEEDED - wait expectantly but WAIT!
10. Make sure THE END IS CLEAR to him/her. Keep going - take your time, adapt if necessary and end the interaction on a positive note.

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## APPENDIX 4

### Supporting pupils to Learn Appropriate Actions:

*For any lasting change to a person's behaviour they must find value and reward in that change.*

Positive reinforcers can be very individual to a pupil and the situation. The following are examples of rewards: a smile, verbalisation, physical contact, signing, a token, food / sweet / toy, being left alone, a change of activity or a choice of what to do.

*Through the reinforcement of positive interactions people are able to appreciate their role and place within society with a strong sense of self-worth and enjoyment in living.*

To avoid undesired behaviours and the resultant reactions to those behaviours we need to set appropriate clear expectations, targets and activities for the pupil to follow. When a pupil is obviously leading up to displaying unwanted behaviours then every effort should be made to divert the pupil's attentions away from that outcome. This can be done through 'geeing' through an activity or if it is not necessary for the pupil to complete part of the task a replacement activity can be given (as long as you are not setting the pattern to use the behaviour to get out of the task). When the behaviours are more reactionary than planned i.e. a pupil with PMLD biting, a replacement can be given such as a teething toy (age dependant).

When developmentally young pupils display an undesired action if there is a lack of consequence this can be interpreted as acceptance and non-disapproval of the action. In certain circumstances the behaviour displayed is considered acceptable, in that situation. It is important to show/tell a pupil, in a way they understand, disapproval of behaviour if it is not acceptable. Compliance may need to be physically enforced i.e. holding and removing a pupil to prevent them from biting another person. Staff should always make it clear that it is the behaviour that is disapproved of, not the pupil. All instances of restraint must be part of a planned risk assessment and behaviour programme agreed by parents.

All significant incidents of challenging behaviour are reported to SSG on the incident report sheet.

As the pupil matures and grows in understanding they become aware of whether their actions are acceptable or not in a situation. At this point it is important to encourage the pupil to become more responsible for their actions. We can encourage this by reminding a pupil of possible consequences to their actions. Consequences given must be followed through so the pupil will "trust" that there will be a consequence next time.

It is also at this stage some pupils use an undesirable behaviour to gain attention. It needs to be decided whether attention will be given to the pupil or not. If not then all other consequential behaviours MUST be ignored also or the pupil will learn to go to the behaviour that will get the attention (often a lot worse than the initial behaviour).

If a pupil is using behaviour to gain attention we must examine why that method is used to gain attention ....

- Are we setting their work at the right level?
- Are we supporting them through their learning and life in school to the level they need?

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- Are they able to know how to gain your attention through other methods?
- Do they know another way of 'being' with you?
- Do they need a break from the activity with agreed boundaries
- Are we reading signs that may indicate increased restless behaviours, do we respond to these in a proactive way?

It must also be recognised that some pupils deliberately go to the limit to find YOUR limit. This limit is best low or you could end up reinforcing only the most severe behaviour getting the reaction they require, hence they will display the most severe behaviour.

We can address these types of behaviours through teaching an alternative behaviour or skill, which achieves the same function as the problem behaviour (for example teaching a pupil to communicate their desire for an activity to stop instead of upturning the table).

Additionally we can reinforce acceptable behaviour(s) that are incompatible with the problem behaviour. (E.g. teach stroking to replace smacking, if a pupil throws bricks encourage and promote their proper use.)

*If a person only finds struggle and rejection in their interactions they will either learn to interact through negative reactions or withdraw and create their own sense of self as a separate and unsupported individual.*

Most difficult behaviour can effectively be dealt with by sensitive and consistent use of these types of techniques, perhaps combined with some fair, sensitive and limited voicing of disapproval or reprimand. It is important to remember that some behaviour that may appear 'naughty' is typical of specific developmental stages, such as climbing and throwing. These stages may last longer in pupils with severe learning difficulties but are not necessarily naughty. There may be a problem that needs working on. It is advisable for staff to discuss specific incidents and experiences at class meetings so that a consistent approach is achieved and so that all staff involved has the opportunity to contribute.

Staff encourages pupils to develop positive interaction through:

- Supporting the development of friendships
- Encouraging pupils to enjoy their learning
- Fostering a desire to interact with those around them
- Supporting pupils to understand and accept age appropriate (developmental functioning needs some consideration) social rules and boundaries.
- Respond appropriately to positive attention
- Recognise own inappropriate behaviours
- Develop self-control / self-regulation
- Have a high self esteem
- Adapt to a range of environments
- Respect for pupils endeavour to avoid difficult situations that may trigger inappropriate behaviour

However, in a school for pupils with severe learning difficulties there will be pupils whose behaviour is considerably more challenging.

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## APPENDIX 5

There are certain instances when a pupil displays a behaviour that may require physical intervention. Staff involved must think through each instance of potential physical intervention. Questions that must be asked are:

- a) Are you sure it is necessary for you to become physically involved?
- b) Is there someone in danger if you do not become physically involved?
- c) Will the pupil behaviours escalate further if you do not become physically involved?
- d) Will the pupil significantly miss out in their education if you do not become physically involved? I.e. not come in from play?
- e) Does not becoming physically involved create significant management and organisational problems? i.e. not get onto the bus?
- f) Have all other options been explored?

Most misbehaviour is responded to when it occurs by the staff present at the time and will need no special intervention or advice from others. Staff should feel confident in their response and not fear judgement by colleagues.

Members of staff should never try to cope with a violent situation on their own. If it is known that a pupil often exhibits violent behaviour they should not be in a group with only one member of staff. If a violent situation threatens and a staff member is on their own they should immediately attempt to summon help by use of a whistle or by calling, and should delay, if possible any physical intervention until assistance is available. Physical intervention should aim to restrain and protect the pupil(s). A proportion of staff that supports pupils with CCD will undergo Team Teach Training.

The violent pupil should be away from the rest of the group as soon as possible, or if more practical the rest of the group should be moved. Before intervening staff should give warning to stop and known distractions offered and summon help if required.

While restraining a pupil staff must follow agreed Team Teach strategies:

- Use minimum force for minimum period
- Not use punitive violence
- Keep their temper under control.
- After a confrontational or aggressive encounter with a pupil staff should attempt to restore normal relationships as soon as possible.

Staff may also need a 'time-out' period, especially if the incident is prolonged or violent. In every case staff should be asked by colleagues whether they need a break or even to be told to go and have a break. Senior management need to be made aware of the incident and provide a debriefing session to the member of staff as soon as practical.

To support actions by staff, when in the public domain, a simple 'business card' can be given to concerned onlookers to explain the events they are seeing and to refer them to Oakdale School if they have queries about the handling of the situation.

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## APPENDIX 6

### INCIDENT REPORTING

Complete an Incident form on IRIS

- Name of all staff/children involved
- Location/place
- Date
- Time
- Description of how the incident began progressed and the conclusion. Describe known triggers
- Are you familiar with the positive behaviour strategies (check if not sure). Consider what you might learn from this. Share with class team
- Do you need ring home to inform the parents of the child who initiated the incident and any child that was injured / upset by the incident? Back up all actions in writing as a record of what you said/did. (NB Teachers will contact parents)
- Was a First aid/accident card needed?
- SSG will get alerts from your incident submission
- SSG will offer advice and support
- SSG will audit termly
- Data can be used at Annual Review / Parent / Professional meetings as evidence of challenges and progress

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# APPENDIX 7

## PARENT CONSENT FOR THE USE OF SAFETY RESOURCES

CHILDS NAME: \_\_\_\_\_

CHILD'S CLASS \_\_\_\_\_

I give my permission for my child to use the safety resources as stated below.

NAME OF RESOURCE e.g. back pack, Quiet space, weighted blanket/waistcoat, squeeze jacket etc.	
CIRCUMSTANCES FOR USE: Describe when it will be used / accessed.  How you will fade/reduce its use over time. E.g. with a back pack to walk reliably with an adult.	
RELATIONSHIP TO CHILD:	

I AGREE TO MY CHILD USING THE ABOVE SAFETY RESOURCE UNDER THE CIRCUMSTANCES OUTLINED ABOVE.

SIGNED: \_\_\_\_\_ (Parent / Carer) Date \_\_\_\_\_

## APPENDIX 8

### SCHOOL RULES

- Be Kind
- Be Gentle
- Kind hands
- Say Good things
- Help Each Other
- Work Together
- Say “Please” and “Thank you”
- Share with Others
- Walk in school
- Work Hard
- Have fun
- Talk quietly

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