Knowsley Central School

Behaviour Management Policy			
Date	Review Date	Coordinator	Nominated Governor
Sept 17	*Sept 18*	*Paul Lambert Lead D McConnell*	Personal Development, Behaviour and Welfare Committee

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Policy

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Teaching and Management Guidelines
Supporting Positive Attitudes and Good Behaviour

Behaviour Policy

1. RATIONALE - why worry about behaviour?
It is vital to underpin our aims and practice with an agreement and understanding **about why this aspect of our schools' work is so important:**

1.1 At Knowsley Central School the expected standards of behaviour are founded on:

The right to respect
The right to work
The right to be safe

- A negative social behaviour can be a real impediment to achieving this and can impede a pupils learning more than their primary disability.

- Good behaviour and good order is a necessary pre-requisite to effective teaching and learning.

- School is more than a forum for pupils to acquire skills and knowledge. Our aim is to develop whole pupils who are spiritually, morally and socially well rounded - this means teaching the value of:

    - **right and wrong, honesty, truth and fairness**
    - **respect for others**
    - **importance of positive relationships**
    - **self discipline and sense of responsibility**

- Pupils learning difficulties are not always solely the result of their disabilities. Poor practice can contribute to negative behaviours - for example where there is an inability to access a pupil's communication resulting in them becoming frustrated.

2. School Ethos
Every member of staff, without exception, has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of pupils, having respect for all, providing good social models for pupils, constantly looking to celebrate achievement, and looking to enjoy and have fun in school.

2.1 This policy will assist in ensuring that an orderly and disciplined ethos is maintained, where every child enjoys the freedom to learn unimpeded. We aim to provide a secure environment where children are encouraged at all times, to be kind to one another (refer to pupils Code of Conduct appendix 1) In this atmosphere pupils will develop self-control and discipline. At Central a positive, whole school approach will be taken to behaviour management and it is essential that all staff are consistent in their approach.

3. School Motto
'Everyone is a star and can shine in our learning community'

3.1 The school motto and values guide all aspects of the management of behaviour so we strive to:

- Achieve the highest level of social and moral development
- Provide a safe environment where every person is valued, able to learn and respected as part of the school community
- Recognise and value personal achievement
- Encourage increasing levels of independent learning
- Develop positive attitudes to all people
- Develop positive attitudes towards learning
- Prepare children for global citizenship

4. AIMS

The school community shares the same fundamental aims and we focus on the following aims when we talk about managing behaviour. We aim to;

- create a school culture that reflects our positive attitudes, values and beliefs, with respect for pupils at its centre
- create an environment of calm and good order with a purposeful and happy atmosphere within the school
- foster positive, caring attitudes towards everyone, where achievement at all levels are acknowledged and valued
- encourage increasing independence and self- discipline so that each pupil learns to accept responsibility for his/her behaviour
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- make boundaries of acceptable behaviour clear and to ensure safety
- raise awareness about appropriate behaviour
- help pupils, staff and parents have a sense of direction and a feeling of common place
- teach pupils to self regulate/learn strategies to manage their own behaviour
- provide a systematic training programme for all staff - particularly those working with pupils with severely challenging behaviour.
- work in partnership with parents and families and professionals from other disciplines
- have consistent and clear behaviour strategies, rewards and sanctions
- inform parents of the policy and guidelines

5. Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same
- To treat and respond to others with respect
- To co-operate with other children and adults
- To create a safe and pleasant environment by taking care of property in and out of school
- To follow the school code of conduct
- To take responsibility for their own actions to "tell" if they have or see a problem

6. All staff, regardless of role, have a responsibility:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To create a safe and pleasant environment, physically and emotionally
- To be a good role model
- To use rules and sanctions clearly and consistently

- To recognise that each child is an individual and to be aware of their (special) needs
- To "tell" if they have or see a problem

7. Through our Home/ School Agreement, we encourage parents:
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To "tell" if they have or see a problem
- To be aware of safe internet protocols outside of school

8. What we do to encourage good behaviour:
- We make clear our expectations of good behaviour, by agreeing and displaying the schools Code of Conduct
- We encourage social behaviour by encouraging mutual respect and an ethos where "telling" is good
- We work with parents to form good relationships so that all pupils can see that the key adults in their lives share a common aim
- We treat everyone equally, regardless of race, gender, class, religion or disability

9. What we do if a pupil misbehaves:
- We discuss incidents with the pupil involved
- We encourage pupils to try to resolve disagreements themselves
- We encourage pupils to take responsibility for their own behaviour

10. Repeated or persistent behaviour
Refer to Teaching and Guidelines

11. Supply staff and visiting professionals/voluntary helpers
All supply staff and all adults visiting the school will be made aware of our policy – its aims and responsibilities

12. The Governing Body's statement of General Principles on Behaviour
(View on next page)

Head Teacher	Daryl McConnell		Date	September 17
Chair of Governing Body	Karen Little		Date	September 17

Knowsley Central School

The Governing Body's statement of General Principles on Discipline and Behaviour

'EVERYONE IS A STAR AND CAN SHINE IN OUR LEARNING COMMUNITY'

Knowsley Central school aims … 'The schools culture and ethos centres around enabling pupils to manage their behaviour through staff developing positive attitudes and relationships based on respect and high expectations, to teach pupils the knowledge, skills and confidence that will enable them to lead as full, normal and independent a life as possible'…. behaviour can be a real barrier to achieving this and can disable a pupil more than their primary disability does. Good behaviour and good order is a necessary pre-requisite to effective teaching and learning.

The school employs a series of practical strategies to promote good behaviour particularly to encourage good order and conduct in the life of the school. For some pupils, possibly because of the nature of their disability or other factors, addressing their behaviour may require a more structured intensive approach. For such cases careful individual planning precedes a 'how, when and what' agreement to dealing with the behaviour. To ensure everyone employed at Knowsley Central remains concerned with this area of our work and to ensure all are familiar with school expectations and strategies, and regular training is provided for all staff.

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Teaching and Management Guidelines

Supporting Positive Attitudes and Good Behaviour

TEACHING AND MANAGEMENT GUIDANCE

SUPPORTING POSITIVE ATTITUDES AND GOOD BEHAVIOUR

1. General Order and Conduct

1.1   The schools motto, values and school Code of Conduct will be used as a focus for behaviour strategies. Daily routines provide structure and security. At Central we have high expectations of our pupils. With this in mind, it is essential that the children are informed or reminded of expectations, for example good order can be facilitated by:

- Expecting pupils to behave appropriately when entering and leaving the school premises

- Ensuring that on the playground, we expect the pupils to stand still when they hear the first whistle.

- Expecting pupils to walk in a single file on the corridors

   The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next e.g. the use of now and next, and personalised/individualised timetables to prevent times becoming challenging

- Effective class teams working consistently with clear high expectations, rules, routine and rewards (see Appendix 1 Classroom good order plan)

1.2   The Importance of Supervision

Good quality supervision is an important prerequisite for good behaviour management. Preventing and avoiding inappropriate behaviour should be an ongoing aim for all staff. The supervision of our pupils should be a continuous activity, starting as the pupils arrive at school and only stopping as they leave at the end of the day.

Children should be supervised at all times. This includes before school, during lessons, during break time and dinnertimes. A child who is unsupervised is a potential danger to themselves and to others. Particular attention needs to be paid to less structured periods of the school day. It is during playtimes, walking along corridors, visiting the toilets and during activity periods that children are more likely to behave inappropriately.

1.3   Procedures

It is important that all staff have a clear understanding of their roles and procedures.
- Staff on playground duty must be on the yard promptly to supervise the children
- The teacher on duty will blow their whistle twice, firstly for the pupils to stand still to indicate the end of playtime, secondly for the pupils to line up

- Use positive language for example state the expected behaviour not what you don't e.g. 'walk please' rather than 'don't run' or 'Can you remember how it's done'?
- Pupils remaining indoors during playtime will always be supervised
- During wet playtimes the pupils will be supervised by timetabled staff.
- Any incidents occurring during play or lunchtime should be reported to the Assistant head teacher.

2.   Applying rewards and sanctions to promote positive behavior and regular attendance

2.1   Rewards of positive consequences are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behavior or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning.

2.2   Rewards contribute to the overall policy on behavior and attendance because they;

- help to build and maintain positive relationships between staff and pupils and between all pupils;
- make the school experience more enjoyable for pupils and all staff;
- encourage pupils to repeat the desirable behaviours that earned the rewards;
- Using rewards and sanctions carefully and systematically contribute to pupils

2.3   It is important that there is a sense of fairness and there is consistent link between rewards and good behavior. Rewards and sanctions that could be used include:

social rewards -   verbal praise, messages to parents, message to favoured members of staff etc.

activities -   helping a class/member of staff etc, toys, games, outings, privileges, special responsibility etc.

material rewards   stars, tokens, certificates, merit awards, healthy snacks, special meals

2.4   Sanctions might be used only as a last resort, because using every opportunity to reinforce positive behaviour will have a greater and longer lasting effect than the constant use of sanctions.

2.5   Sanctions are rarely effective if used in isolation from rewards. We appreciate pupils need the opportunity to put things right, make apologies and understand their mistakes. We need to ensure a balance and as a consequence to unacceptable behaviour, a system of sanctions is used.

2.6   Most minor behavioural problems are managed within the classroom. Sanctions at this stage are at the discretion of the teacher, however linked to pupils who are high risk, the pupil's contract should outline sanctions, enabling the pupils to consider the consequences of poor behaviour

2.7   A Personalised Support Plan for behaviour is used for identified pupils and implemented between home and school. The aim is to support the pupil to recognise and manage behaviours that are causing concern.

2.8   Sanctions will include loss of privilege, loss of choice. If the problems persist the teachers will report to the leadership team and contact will be made with parents/guardians and possibly the pupil will have a behaviour contract initiated. A class team meeting will follow to ensure consistent implementation of actions identified.

3.   Purposeful Teaching and Learning

3.1   To minimise the opportunities of disruptive behaviour the following strategies are crucial for effective learning to take place:

- Purposeful teaching – a clear sense of what you want to teach and how you want to teach it. Motivating activities which encourage high levels of participation and enjoyment.
- Well planned meaningful lessons that are differentiated to meet the needs of the pupils diverse learning needs
- Connections should be made to previous learning/lessons
- Teaching resources required should be available before the start of the lesson
- The organisation of the environment should be purposeful for learning with consideration to organisation of furniture, displays, visual clutter, temperature, lighting etc
- Attention to learning styles and strategies to meet the needs of the pupils whilst ensuring appropriate activities for all. Careful attention to effective communication strategies is key to managing behaviour
- The importance of effective relationships which are underpinned by respect and where all feel safe, valued understood and supported. An important influence on relationships is the ability to see beyond the behaviour and understand the pupil's motivation for their behaviour. Encouragement to show compassion tolerance and forgiveness should be modelled by staff
- Pupils should be taught strategies to deal with anger and frustration
- Circle time/SEAL should be used within the classroom to encourage and develop social problem solving skills
- Some groups in school are able to use peer pressure and peer sanction as part of an approach to encouraging respect for others and good order. This is to be encouraged but care needs to be taken should the peer 'sanction' become too harsh.
- For ADHD pupils refer to the Knowsley guide **'A PRACTICE GUIDE FOR TEACHERS'**

4.   Individual Pupil Planning / PSP

Sometimes the general structure and ethos of the school will not be enough to maintain an individual pupil's behaviour within acceptable limits. The cause of the behaviour may be explainable and transitory in nature or may be deep seated and, more fundamentally, be a feature of that particular pupil's disability. Whatever the reason, that pupil's behaviour may need a more structured, systematic and intensive approach, which will be written as a Personalised Support Plan that may be accompanied by a risk assessment and action plan (See Appendix 2)

4.1 Analysing and Recording Behaviour

The first stage in changing an individual's unwanted behaviour will be to establish a careful ABC record:

A - the antecedents or events leading up to a behaviour, the context and background of it;

B - the behaviour itself, what actually happens, who is involved, how long does it last for;

C - the consequences of the behaviour, whether they are reinforcing or not. The log should be interpreted with accuracy - even if the interpretations change over time.

4.2 Intervention Strategies

The first stage of planning intervention strategies will probably be class based involving the class team. The class team may consider:

- Identifying one particular adult with whom the child can develop a positive relationship.
- Identifying times and ways in which that relationship can be fostered
- Arranging that a visual timetable is individual and accessible to the pupil **and using** it to ensure that the pupil knows what the expectations are.
- Making sure a timetable has regular opportunities for the pupil's strengths and interests.
- Providing activities where the pupil will succeed
- Structuring work activities which are motivating and purposeful
- Formalising a system of identifying and recording the level of positive and challenging behaviour.
- Setting up an individual system of rewards for good behaviour.
- Providing strategies in which the pupil can opt out of situations that they find challenging However care must be taken that all curriculum challenges are not avoided
- All class teams should use the **Preventative and Pro-active measures to support teaching interventions for pupils with behavioural difficulties.** This is an aid memoire to ensure that class teams have considered different strategies to support pupils. (refer to appendix)

4.3 Planning Meetings

- Informal planning meetings can be arranged between the class teacher, class team and members of the leadership team to discuss any pupils whose behaviour is causing concern.
- A further more *formal meeting* will involve parents (who almost certainly will have been involved by the class team already) and any other organisation or individual that has contact with the particular pupil or who could offer further advice.
- Specific Behaviour surgeries will have an agreed protocol. They will involve the class teacher and co-chaired by the Head teacher / Behaviour Lead / or Assistant head teacher. They will also involve Clinical / Educational Psychologists and when appropriate Family First Support Service or Speech & Language Therapist and other relevant agencies e.g.

CAMHS or social care. For additional specialist advice the school may choose to commission a service.

4.4   Inclusion Briefings
It is school practice to report on vulnerable pupils at the Termly Inclusion briefings and discuss Individual pupils with challenging behavior. Pupils will be discussed through a special advocate who is a member of the leadership team. The Inclusion briefings will be led by the Associate headteacher or in her absence the Assistant Head. The discussions include issues, actions and impact. The key member of staff will evaluate the progress of identified pupils and update their case study file. The briefings also celebrate improved behaviour which has enabled pupils to make progress with their learning.

4.4   Challenging Behaviour

Definitions
'By severely challenging behaviour we mean behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities. Severely challenging behaviour is not a transient phenomenon'.
                                                                                    (Emerson et al)

'The behaviour itself or its severity is inappropriate, given the person's age and level of development. The behaviour is dangerous either to the person himself or to others.

The behaviour constitutes a significant additional disability for the person by interfering with learning of new skills or by excluding the person from important learning opportunities.

The behaviour causes significant stress to the lives of those who live and work with the person, and impairs the quality of their lives to an unusual degree.
                                                                    (Zarkowska and Clements)

5.   Staff Strategies
The most effective coping strategy is the attention given to **being proactive and having strong positive attitudes**

5.1   There are no foolproof solutions to challenging behaviour. Coping or 'dealing with the here and now' is the first step to responding positively. The following are features often associated with coping, along with some suggestions on how to achieve them.

- Being positive. Practice, persevere and train yourself to be positive and optimistic. Resolve not to get into conflict but send signals that you really enjoy your relationship with the pupil. Work at building a positive relationship.
- Coping with yourself. Means taking care of yourself. It's o.k. to be angry, frightened and frustrated but <u>not o.k.</u> to be driven by negative emotions / actions. Recognise that our own negative attitudes limit our capacity to be proactive and inspire team members.
- Discussing issues effectively is the basis for determining practical strategies. It is also invaluable for dealing with emotions, unloading, getting reassurance and building trust with a team. It helps form ideas and maintains consistency.

- Teamwork - <u>every</u> member is responsible for an effective team. The sense of team and morale starts with each member. Effective teams will probably have effective communication, shared values and systems and procedures.

6. Prevention

- Confrontation, or control of a person by more powerful behaviour, is sometimes used to check challenging behaviour. It usually means a win/lose situation with a focus on negative behaviour. It is usually stressful, often promotes challenging behaviour and is a single tactic leaving the protagonist nowhere to go!
  Try to avoid confrontation by not shouting; not disapproving of everything a child does wrong. A relaxed facial expression and relaxed body language will help as will trying to defer agreement (e.g. I'll come back and ask you later). Some people mistakenly confuse non confrontation with abdicating responsibility and walking away from a problem - nothing could be further from the intent.
- Being calm is the best working model for dealing with challenging behaviour. Being calm often means making the conscious decision to be calm and practising (breathing slowly, thinking calmly). Having a positive attitude about being here to help the person and having a detached interest about the behaviour should also help. When you're calm, you think better, you help others to be calm, you are less stressed.
- It may help to teach pupils to deal with their own stress by providing a variety of coping strategies - like music, aromatherapy, deep breathing and physical exercise including our **Take Ten programme.** It may also help to teach a pupil to be calm and how to ask for space and time away from the stressful situation. Teaching pupils to ask for help is an important skill.

7. Stages of Violence and Aggression

Being able to identify the stages of aggression can help in addressing the behaviour. The possible stages may be:

- Arousal/Triggers... minds and bodies are getting ready for supercharged activity. Triggers could be having desires blocked, distressed thoughts, being near angry people.
- Build up ....as arousal increases there are changes in behaviour. Maybe increased activity, rapid talking, sweating, non compliance etc.
- Crisis ... the crisis is the period of actual aggression/violence which maybe directed at self, others or objects. It is usually brief however can be hours/days if arousal is constantly being retriggered.
- Recovery... is the gradual period of returning to normal (if there are no further triggers!)
- Post crisis depression ... not all pupils seem to go through this stage. Those that do often withdraw from social contact and are difficult to talk to.

8. Incident Management

The main aim when managing an incident is to make the incident as brief as possible, for the consequences to be limited and to make the incident to be less likely to re-occur. Therefore:

- Try to remove triggers - or make a calculated decision not to remove them (you may wish to link your decision to the pupils target)

- Take action to reduce arousal (don't contribute to it with your behaviour) - use distraction techniques, calming techniques (face, voice, body, thoughts), respond to reasonable request. Remember the principle 'I am not a threat to you - 'you need not fear me'.
- Look for <u>effective</u> outcomes rather than winners and losers.
- In a crisis ensure safeguarding, protecting yourself and others.
- Don't expect to manage all incidents successfully (it's o.k. to be fallible) but do take time to think and reflect.
- Take extreme care in the post crisis not to introduce further triggers.
- An opportunity to encourage the pupil to talk about what has happened and why when the pupil is in a calm state is very important. The question 'what could you have done differently?' can enable pupils to self regulate and avoid future incidents

9. **Physical Contact and Restraint**

   Within the context of teaching pupils in a school such as ours, our pupils require physical contact in the process of learning and meeting their needs. The style of our relationships with pupils requires a degree of physical contact.

   - Many of our pupils require physical prompts to enable them to experience and learn new skills and concepts.
   - In our behaviour management plans, we may need to have physical contact to calm a pupil. Staff have had substantial training in the effective management of potentially confrontational behaviour. Pupils in distress, or in need of reassurance, may seek or need comfort through physical contact. Acceptable ways of comforting pupils will vary from individual to individual, and will depend on age, gender and maturity.
   - Physical contact is necessary to maintain personal hygiene or administer medication used to treat epilepsy for example.
   - Physical contact may be necessary to encourage pupils to make requests and develop other communication skills.

9.2   In respect of positive handling the same precautions, rules, guidelines and common sense prevails as for other kinds of physical contact.
   Holding/restraining may be a protective or supportive extension of touching. Where holding is part of a pre-planned behaviour management i.e.(positive handling plan) it should be carried out with the consent of the pupil's parents and must be clearly recorded as part of the pupil's IEP. The PSP (Personalised Support Plan), which makes specific reference to any potential use of restraint must be discussed with, and <u>authorised</u> by the Head teacher / Behaviour Lead.

9.3   The principles regarding restraint are: -
   - It must not be used when less extreme measures would effectively resolve the problem
   - It must be a last resort when other forms of intervention are impracticable or obviously not working
   - Under no circumstances should it be used in anger or with the intention to punish
   - It must involve the minimum effective force for the shortest period possible
   - Particular care must be taken to avoid inflicting unnecessary or deliberate pain or injury

9.4   The Education Act 1997, and the latest DfE guidance 2012 'The Use of Reasonable Force' is designed to empower school staff to make controlled and purposeful interventions when

- The purpose or restraint was to defuse or prevent a potentially more violent or dangerous incident
- Its purpose is to avert immediate danger or injury to anyone (including the pupil concerned,) or serious damage to property
- Means other than force have been attempted and proved ineffective
- It was justifiably considered to be the only effective means of intervention to render the situation safe

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation

Refer to Positive Handling Policy and the Use of Reasonable Force

10.   Self Harming
Self injurious behaviour is extremely difficult to understand and it presents many challenges to those of us who are supporting someone who presents such behaviour. It is essential to show sensitive support and empathy for pupil who self harm. Opportunities to discuss behaviour of this nature could happen at Liaison meetings and a possible referral to the school based planning and review meetings, or the Family First team or CAMHS

11.   Bullying
As pupils in the school are always supervised it is unlikely that bullying would go unnoticed. Should bullying occur the probability is that it would involve a single individual. When bullying does happen it is more likely to occur for older pupils who are taking part in community based learning opportunities. It is essential that we support the individual pupil and give them strategies and confidence to deal with such incidents. This individual would then become subject to the individual pupil arrangements described above and those arrangements would specifically address that behavior (Refer to Anti Bullying Policy)

I2.   Exclusions
Permanent exclusions will be extremely rare and a course of absolute last resort. A permanent exclusion would never be arrived at without planning meetings and consultations with parents, psychologists and LA representatives. It is however, a course of action available probably at a point when pupil or staff safety is severely compromised.

Fixed term exclusions may be used, again after planning meetings and discussions and probably only after an exceptional incident where a pupil or member of staff has been violently assaulted and a cooling off period is needed.

13.   Staff Well-being
Managing pupils, particularly those who exhibit severely challenging behaviour, is a physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress which must be

recognised and managed appropriately. Many staff recognise this but usually put their efforts into planning for pupils. Class teams must be the first point of support with <u>effective</u> team discussion playing a major part in reducing anxiety and stress. Remember <u>every</u> member is responsible for an effective team!

There is a strong staff ethos about providing mutual support to each other. It is good practice to make a member of the schools leadership team aware when staff are involved in situations causing stress

All incidents of violence must be logged using the official forms found in the office. The Associate Head teacher / Headteacher monitors the forms and they are forwarded to the Health and Safety team in Knowsley. A synopsis of the forms will be provided to the full governing body every term.

14.   Continuing Professional Development
There are 2 strategic planned opportunities for CPD.

CPD Plan 1:
A series of 4 staff meeting available for ALL staff covering
- Rational and Principles
- Classroom Climate and good order plan
- Positive behaviour management including rewards and sanctions
- Individual pupil recording and planning including Transition
- Challenging behaviour
- Staff care and well being

CPD Plan 2:
A programme developed into 5 levels which is dependent on the needs of individual staff
1.)   Induction for newly appointed staff, and Governors
2.)   Foundation – see above for staff meeting
3.)   Intermediate level – extended Induction. This is offered to targeted staff
4.)   Advanced – all teaching staff delivered at Staff Meetings. Other staff may be specifically invited/or attend specialist courses linked to behavior management/ discussion at PM
5.)   Extended level – participation in Specialist Behaviour Management/Positive Handling

These Curriculum Guidelines should be read in conjunction with
- Equal Opportunities Policy
- Positive Handling/Use of Reasonable Force Policy DfE Guidance 2012
- Anti Bullying Policy
- Communication and the pupil with ASC guidance
- Teaching the pupil with ASC guidance
- ADHD 'A PRACTICE GUIDE FOR TEACHERS'

Appendix 1 -   Good Order Plan
Appendix 2 -   Guidance for writing a PSP
Appendix 3 -   Preventative and Pro-active measures to support teaching interventions for children with behaviour difficulties
Appendix 4 -   Pupil Code of Conduct

Appendix 5 –   Assessing and managing risk for those pupils presenting
                    challenging behaviour

Teaching & Management Guidance: May 2014   Review Date: May 2015
Curriculum Guidance May 2014 – Review Date: May 2015

CLASSROOM 'GOOD ORDER' PLAN

AIM	ACTION
1. Have clear EXPECTATIONS that are understood by everyone.	• Make a short simple list of 'rules' (make sure they are symbol supported) • Have a regular rehearsal of the rules (daily/weekly) • Rehearse what the breaking of a rule looks like (through role play)
2. Have clear and tangible ways to say well done to all those working hard and keeping to the rules.	• Create a 'token' system. Have a range of material / activity / social rewards • Have regular times to award tokens • Have special alternatives to 'compliment tokens e.g. surprise reward boxes, double points etc • Create special award ceremonies
3. Create simple routines (preferably with a visual element) at key times	• Share symbolised timetable at the beginning of the day. • Identify spiritual/reflective times and put a routine in place e.g. home time – candle Lunchtime – grace. • Make sure lessons, well-being sessions (morning and afternoon) have a clear beginning and end and are organised.
4. As a team agree some simple sanctions and employ	• Agree a simple list e.g. a) Positive language/telling off b) loss of privilege (what?) c) special chore d) time out period e) peer sanction

Guidance and Considerations when writing an PSP to support pupil's behaviour

The **process** to inform a PSP consists of

Behaviour analysis

Ensure strengths of the pupil always take priority
- Incisive description of all behaviours causing concern
- Frequency
- Possible needs fulfilled by behaviours
- Antecedents

Other questions …..
i. could a behaviour be averted by altering the preceding chain of events?
ii. Does the behaviour occur with everyone?
- refer to analysis of previous PSP

2. Choose the priority behaviour which needs to be addressed. It is critical that the behaviour which is most impacting on learning IS the priority

3. It is the very best of practice to discuss the behaviours and any possible strategies with the class team prior to writing the PSP

Recording Behaviour

1. Only record what is **useful** and what will **inform future planning**
2. What can the class team realistically handle on a day to day basis
3. Will the recording system easily (graphically?) show that the behaviour is improving
4. Is a 'scaling' system useful either to "gauge" the behaviour overall or to identify priority areas for support

Writing the PSP

Name   **Date**

Introduction
A pupil's PSP may begin in a positive way by writing an introduction based on their strengths, interests, favourite things etc and on how they communicate (both receptively and expressively) and make their needs known.

Objectives
Long-term (and possibly short-term) objectives

Proactive Management for managing the behaviour
Main techniques for averting behaviour (including strategies that support x's behaviour) e.g. giving **high** levels of praise to create a positive atmosphere, using a Social story to address the issues before they occur

Strategies

1. Main technique for managing the priority behaviour when it occurs. **Who** will do and say what Remember there should be a chain of events that come into play e.g. ignore > distraction > verbal prompt > a warning of a consequence. Remember consequences given must be followed through

2. Main techniques after behaviour has subsided e.g. rewarding a good choice made by pupil and then what should happen next to support the pupil in re-engaging with their learning

3. Ensure the aid memoir is used (Preventative and Pro-active measures to support teaching interventions for children with BD) to plan

Evaluation

An evaluation of how effective the PSP (see 'scaling' above).

Alterations to future PSP or further behaviour targeted

Parental support

Have parents been involved / informed?

Consistency of approach used at home.

N.B if the IPA includes a physical restraint or holding it MUST be agreed and signed off by Associate/Headteacher and a copy sent to parents

Appendix 3 PREVENTATIVE MEASURES: Name: D.O.B. Date:	P	A	I
• **Currently in place (P)** • **Currently being actioned (A)** • **Felt to be appropriate to the particular risks presented (I)** **Proactive measures**			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, SEN Officer, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice & structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents/carers			
Providing staff support at difficult times, such as start of day, change over between lessons, break times, specific lessons			
Systematically reviewing incidents in order to improve upon practice and learn from experience			
Identifying the message communicated by pupils behaviour	P	A	I
Eliciting pupil view in planning and review			

Behaviour Clinic Meetings Protocol

Referrals:

Pupils can be nominated for a Behaviour Clinic Meeting by:

- Class teacher at liaison meeting
- Recommendation at an Annual Review Meeting
- Class Teacher at a Teachers' Meeting
- A member of staff/therapist through briefing

The pupils nominated will be discussed with leadership and a pupil will be identified for the next Behaviour Clinic meeting and the remaining pupils and any issues will be discussed at the subsequent Inclusion Briefing Meeting

Informing Parents:

Parents will be notified that their child has been identified to be discussed at the next meeting, the issues to be discussed and parental consent will be sought.

Information Prior to the Meeting:

A pro forma will be completed by Head teacher or Behaviour Lead before the meeting in discussion with the class teacher outlining the issues to be discussed.

Behaviour Clinic Meeting:

The meetings will be chaired by Head teacher / Behaviour Lead / Assistant Head teacher and will be attended by appropriate professional specialist i.e. Educational Psychologist or Speech and Language therapist, the class teacher and teaching assistant.

They will follow an agenda as per the pro forma completed.

Next Steps:

The next steps will be identified and agreed by the group as a way forward. Feedback from the meeting and the next steps will be shared with the parents often at a subsequent planning meeting.

Risk Assessment 1
Pro forma for Assessing and Managing Risks for Children who Present Challenging Behaviour

Name: ....   Date: ....

Class: ....   Name of teacher: ....

Identification of risk	
Describe the foreseeable risk	Fighting Violent Aggressive Self harm
Is the risk potential or actual?	Actual
List who could be affected by the risk	Pupils Teacher Teaching assistant
Assessment of Risk	
In which situations does risk usually occur?	Class lessons Playtimes Taxi
How likely is it that the risk will arise?	Very likely Likely Possible Unlikely
If the risk arises, who is likely to be injured or hurt?	Pupils Staff SLT
What kinds of injuries	Verbal Physical Threats

Review