



Jack Tizard School BEHAVIOUR POLICY

Reviewed 2014

Aims

We believe that the successful positive management of behaviour is dependent on the ethos of the school. These guidelines and information are intended to inform and support staff in the management pupils with behavioural difficulties and to encourage them to continually evaluate their own behaviour and attitudes.

The policy is intended:

- To safeguard the rights of all pupils in school.
- To provide a safe, welcoming and happy environment conducive to learning
- To support pupils in communicating their needs
- To provide a supportive and non-judgemental environment for staff in which they are encouraged to be sensitive to the needs of individuals and reflective about their practice
- To help provide pupils with the best opportunity to manage and improve their own behaviour.
- To foster an atmosphere of awareness and concern for the needs of others
- To ensure consistency of approach and support from all staff in the promotion of socially acceptable, self-controlled and responsive behaviour.
- To set guidelines for all staff in promoting positive methods of reinforcing relationships.
- To ensure that our approaches are in line with the school's equalities policy

Successful behaviour management will depend on a consistent multi-disciplinary approach and working in close liaison with parents.

Challenging Behaviour

Challenging Behaviour is a term used to define a number of behaviours which:

- We may find difficult to cope with and that we do not like or want to happen.
- A child may use to achieve acceptable goals in unacceptable ways
- Are likely to threaten the physical safety and wellbeing of the child, of other children or adults
- Reinforce the child's low self-esteem

- Restrict the learning of new skills or exclude the child from learning opportunities
- Have a negative impact on the child's relationships with others

Such behaviours can include aggression, self-injury, anti-social behaviour, stereotyped behaviour and destructive behaviour.

We recognise that behaviours that we find challenging may occur for a variety of reasons.

Challenging behaviour may:

- Have a biological cause. For instance, Lesch-Nyhan syndrome is linked to self-injurious behaviour.
- Be the means by which a person maintains the level of stimulation or arousal they want For example, stereotyped behaviour (e.g. rocking)
- Be a means of communicating a range of emotions and feelings – e.g. anxiety, fear, abuse, distress, anger, frustration, discomfort or pain.
- Be a response to the environment. This could include under- or over-stimulation, poor physical environment (e.g. extremes in temperature or noise levels), inconsistencies in staff including the level of their awareness and their approaches to individual needs

Challenging behaviours are intended to communicate something to us that we may not always immediately understand. For example a child may be screaming because he is:

- pleased to see you
- unhappy
- hurt,
- hungry
- angry
- full of energy
- happy and excited

One child could use the same behaviour to express all of the above but the quality and intensity of screaming will vary according to the situation in which it occurs. Close observation and deep knowledge of the child are essential in trying to establish the reason for the screaming. It is important that we analyse not only the behaviour but all factors which may contribute towards it.

Individual Behaviour Management Programmes will be based on a thorough, multi-disciplinary assessment of the child's cognitive ability, communication skills/style, physical ability, personality, coping styles and his or her individual needs.

Promotion of Positive Approaches

In line with the aims and ethos of the school we want to encourage pupils to appreciate the ideas of co-operation and sharing, to develop their sense of self-confidence and to feel valued as individuals. Our approaches are based on:

- The right of children to be heard and respected
- The development of trust, respect and good relationships between staff and pupils.

- Understanding that children may behave in challenging ways for a wide variety of reasons
- Understanding that challenging behaviour is a form of communication
- Recognising that children's ability to understand the effect of their behaviour on others is dependent on their cognitive developmental level and adapt our strategies accordingly
- Providing an environment that is sufficiently flexible to meet the range of individual needs
- Liaising closely with parents and raising their awareness of the importance of positive approaches.
- Having a multi-disciplinary approach to behaviour analysis
- Sharing staff skills and expertise within, and across, the school e.g. through formal and informal coaching and mentoring
- Providing the child with alternative ways of communicating needs, feelings etc
- Ensuring that we are listening to what the child is trying to tell us and communicating in a way that the child understands.
- Being consistent in our management and responses to individual children's behaviours
- Placing the emphasis on praise and rewarding pupils through assembly, exhibiting good work, informing parents, taking good work to person chosen by the pupil, star charts, certificates, being given more choice of activities, helping with something special.
- Setting clear guidelines and boundaries
- Raising pupils' self esteem and helping them develop a positive self image.
- Providing a learning environment which is positive, fun and in which staff and children can ask for, and receive, help
- Providing opportunities for pupils to work in pairs or small groups in order to develop the skills of co-operation and negotiation.
- Developing good listening and communication skills. E.g. explaining to pupils why their behaviour is considered inappropriate and taking their views into consideration.
- Helping pupils develop strategies for making choices.
- Providing pupils with opportunities for positive interaction with others in school and in the wider community.
- Encouraging pupils to value the contributions of their peers and to make friendships
- Developing pupils' ability to evaluate their behaviour and work through person centred approaches
-

Systems of Implementation

- All staff will have access to the policy.
- Staff will be given an explanation of the policy.
- Senior staff will give guidance on the application of the policy and guidelines provided.
- All staff will implement the policy.
- The class teacher will ensure that the policy is adhered to their classroom.

- Copies of individual behaviour programmes will be available to other professionals dealing with the pupils in school. E.g. therapists or supply staff. This is to facilitate a consistency of approach.
- Parents will be kept informed of the process.
- Methods of recording progress will be agreed with the class teacher
- The Headteacher, Deputy Headteacher and Senior Teacher for Behaviour will keep a record of all Behaviour Management programmes.
- Relevant information regarding the strategies currently being implemented with particular pupils will be conveyed to all staff at department meetings.
- All Classes will have a file of current Behaviour Management Programmes
- The Class teacher will ensure that visiting professionals are informed of programmes in operation.
- A Risk Assessment form will be completed if appropriate and a Physical Intervention Plan drawn up if required
- A copy of all relevant information will be placed in the pupil file.

Monitoring Incidences of Behaviour

It is important to monitor incidences of challenging behaviour. Keeping track of behaviour incidences will help to identify patterns in behaviour; identify triggers and causes of challenging behaviour; help with developing appropriate behaviour plans and will help with evaluating the effectiveness of any behaviour plans or interventions. At Jack Tizard School we use the following procedures to monitor challenging behaviour.

All incidences of challenging behaviour are recorded using SIMS. All teachers have access to SIMS and are expected to record any behaviour incidences on the day they happen. These behaviours include any aggressive or inappropriate behaviour as identified in student's behaviour plans. The SIMS system has been modified to reflect the nature of the students at Jack Tizard and the possible behaviours that may be displayed.

In addition to SIMS staff are required to fill in an incident sheet in the following circumstances:

- Serious incidences of challenging behaviour that have caused injury (to staff, students or visitors) or damage to property.
- If any form of restrictive physical intervention has been used. This does not include personal safety techniques, such as blocks or releases (see physical intervention policy). Staff are then required to complete the physical intervention record.
- Any incidences of challenging behaviour that are unusual, new or 'not the norm' for a particular student. For example a student who is usually calm suddenly displays aggressive behaviours.

Monitoring Individual Students or Groups of students

The Senior Management Team is responsible for monitoring those students that display regular incidences of challenging behaviour. In order to ensure that regular recording and monitoring of behaviour is taking place all students that have a behaviour plan have been placed into bands, depending on the level of support they require with managing behaviour.

Support Level 1

Students in this band require high levels of support to help manage their behaviour. Students may display frequent aggressive behaviours and pose a significant risk to themselves, other students and adults. Students may also engage in extreme self harm which may further increase the risk of injury to themselves. Students in this band often

need close supervision to help maintain their safety. They will require a clear and comprehensive behaviour plan that is regularly reviewed. Effective interventions will be a high priority for students in this band and they will often rely on highly specialised teaching and learning activities to ensure that they achieve to the best of their abilities. *Examples of behaviours may include; frequent aggressive behaviours (e.g. punching, biting, scratching, biting, pulling hair), self injurious behaviours, absconding, throwing furniture)*

Support Level 2

students in this band require an intermediate level of support to help manage their behaviours. Students will often display disruptive behaviours that may prevent themselves or other students from engaging in purposeful teaching and learning activities. Students may on some occasions display mild aggressive behaviours or self harm that, whilst inappropriate, are unlikely to cause any injury or damage to property. Students in this band will need a clear behaviour plan that highlights how incidences of challenging behaviour are managed to ensure that a consistent approach is adopted.

Examples of behaviours may include; screaming, shouting, withdrawing from activities, infrequent mild aggressive behaviours, removing clothing)

Support Level 3

students in this band will require some support and guidance in managing some aspects of their behaviour. Students may engage in behaviours that are deemed to be inappropriate but do not pose a significant and/or immediate risk to the safety of themselves or others. Students may need support and guidance to enable them to succeed in everyday situations, for example, when out in public or at recreation times. Students in this band will require simple guidelines to ensure that the support they receive is consistent and appropriate to their needs.

Examples of behaviours may include; non compliance with instructions, inappropriate body language, lack of understanding of personal space, swearing

Behaviour Reports

Recording incidences of challenging behaviour using SIMS makes it possible to generate reports that summarize incidences of behaviour. Reports can highlight what behaviour has happened, when it has happened and where it has happened. This provides a valuable tool in monitoring and tracking incidences of challenging behaviour.

Behaviour reports are generated as follows:

- For student at support level 1 a behaviour report will be generated twice per half term (approximately every 3 weeks)
 - For students at support level 2 a behaviour report will generated once per half term (approximately every 6-7 weeks)
 - For students at support level 3 a behaviour report will be generated once per term (approximately every 12 weeks)
 - Whole class behaviour reports will generated once per term (where appropriate)
- Behaviour reports will be shared with the senior management team, individual class teachers and therapists where appropriate.

Referral and Procedural Guidelines

When a member of staff has a concern about a pupil's behaviour which has become consistently difficult or persistent the following procedure will be implemented:

- The class teacher will collect data and discuss his/her concerns about the pupil with a senior member of staff.
- The Senior Teacher or agreed mentor will offer ongoing support and advice to the teacher.
- The Senior Teacher and class teacher will decide if a programme is needed.
- Parents and carers will be informed
- If appropriate, a referral will be made to the Educational Psychologist
- An analysis of the challenging behaviour using the ABC or STAR System (see Appendix A) will be carried out by the class teacher and relevant support staff to:

Define the behaviour
Identify priorities
Understand the trends in the behaviour
Understand the variables maintaining it

- A Behaviour Management plan will be drawn up in consultation with the Speech and Language Therapist and/or Occupational Therapist to agree strategies and interventions that address the function of the behaviour.
- The draft programme will be discussed with parents/carers and monitored.
- Staff in the class will meet to discuss the outcomes
- The inclusion of any form of physical intervention in an individual's programme will be by agreement with the Headteacher and parents/ carers. (See school policy on physical intervention)
- Further referrals to professionals (e.g. clinical psychologist) will be made if necessary.

Regular meetings will be held for Primary and Secondary Staff to share ideas, strategies and possible approaches to behaviour management. Class teachers will bring concerns about individual pupils to the meeting.

Use of Rewards and Sanctions

Rewards may be used as a means of encouraging a child to engage in more positive behaviours.

- The reward needs to be something that increases the frequency of the behaviour we are trying to encourage.
- Different children find different things rewarding. What an adult thinks might be rewarding may not be what the child perceives to be rewarding.
- It is important to find out what is rewarding to the child through observation and trying things out
- Rewards need to be immediate
- The reward must be possible
- It should be paired with social / verbal praise
- Be specific with verbal / social praise (say what is being praised). Do not offer something that is not possible.

- Decide the size /quantity/ time scale of the reward to be offered before using it. e.g. one tiny sweet or 5 minutes washing up

A sanction is an agreed constructive approach to dealing with a behavioural problem.

- Strategies and approaches will be clearly outlined when an agreed sanction is used as part of a Behaviour Programme.
- Pupils will be given clear warnings of a permitted sanction before it is implemented. The pupil should have some understanding that their behaviour is unacceptable and the sanction must be meaningful to them.
- Sanctions must be brief, realistic and administered on an individual basis.
- Sanctions will only be carried out by agreed members of school staff
- Distraction/deflection of pupils can sometimes be of use on potentially difficult or dangerous situations.
- Verbal reprimands should not be defamatory or derogatory and should refer to the behaviour not the pupil. The pupil's self-esteem should not be diminished in any way.
- Increasing supervision should be considered if there are specific times at which a difficult behaviour is occurring. The reason for this particular behaviour and the individual circumstances need to be considered and planned action taken to avoid the triggers.
- Physical prompting may be used to encourage an action or behaviour by a pupil e.g. an accompaniment to verbal instructions. It must be persuasive and not coercive.
- Withdrawal from the group that does not restrict liberty.

It is completely forbidden to use:

- **Any form of corporal punishment**
- **Any form of deprivation – e.g. food, drink, education entitlement**
- **Any form of ridicule**

Monitoring Procedures

Equalities monitoring will take place as part of our comprehensive monitoring systems to identify trends and patterns that may show up any differences and inequalities between diverse groups.

The Senior Leadership Team will monitor individual pupils through:

- Class teachers' records
- Discussions with Class teachers/support staff/parents as appropriate
- Meetings with the Educational Psychologist and Deputy Head
- Physical Intervention Log
- Incident sheets

This policy will be reviewed annually.