

Grangewood School
Behaviour Policy
July 2015

At Grangewood, we believe that behaviour should be addressed proactively not reactively and that children should be treated as individuals with respect and dignity. We believe that children's behaviour will be much improved when they have a high self-esteem. It is important that children are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown by verbal and appropriate physical contact that they are liked and valued.

The latest OFSTED report on the school in June 2014 states that:

'The behaviour of pupils is outstanding.

The '10 Golden Rules' demonstrate the highest expectations of everyone in the school community. They emphasise a shared set of values for staff and pupils.

Challenging behaviour never interrupts lessons.'

We aim to create a positive ethos at different levels: -

1. The Whole School Level

The school has devised ten 'Golden Rules', which, we believe, will promote a positive learning environment in which children can learn and develop to their full potential. These may be found in every classroom and in public areas within the school. They are written from a child's point of view and read as follows:

1. Treat me with respect and dignity.
2. Talk to me not about me.
3. Give me time to respond and interact in my own way.
4. Listen to what I have to say.
5. Let me know what's going to happen.
6. Telling me what I am good at builds my confidence.
7. Stay calm with me; even if I do not stay calm myself.
8. Try to understand me. I can't always explain my feelings.
9. Allow me to make choices and decisions for myself.
10. Help me to stay safe.

A shared understanding between school and home about behaviour and other issues is extremely important. Opportunities for parents to discuss problems and successes exist through home link books and other informal communications. All staff will take a flexible approach determined by the individual needs of pupils. This will then be

communicated effectively through class and staff meetings so that consistency of approach is ensured. Where a child has a Positive Handling Plan, parents will be invited to contribute to and sign the current copy, to promote a consistency of approach at home and school.

Grangewood has adopted the philosophy and principles of the Team Teach Approach:

- 95% or more of all incidents should be managed without recourse to physical intervention
- It is a flexible framework of responses stressing a holistic approach
- De-escalation of situations is a priority e.g. using communication skills, humour, distraction etc.
- Physical techniques are based on providing the maximum amount of care and therapeutic support.
- If physical intervention is required it will use the least intrusive moving to more restrictive interventions only as necessary.
- Standing or seated holds are preferred to ground holds.
- Any physical intervention will be used for the shortest possible time.

Three members of staff are Intermediate trainers in Team Teach. All staff who handle children with challenging behaviour are given training in Team Teach and ongoing support and advice with regard to strategies for defusing and managing difficult behaviours.

The level of intervention required to support some children will be outlined in their individual Positive Handling Plans.

There are opportunities for discussion amongst relevant staff following any significant incidents. Where significant physical controls have been necessary following a serious incident, these will be recorded, monitored and evaluated on a serious incident form. These are collected termly.

2. Daily and Classroom Organisation

Routines and communication are very important to our children, and many behavioural difficulties can be prevented from arising by using communication strategies at the children's level i.e. appropriate, clear speech, signs, symbols, objects of reference, all of which help to explain what is going to happen, as well as systems such as PECS, which allow children to make some choices and to exert some influence over their environment. Such strategies help children to feel secure. Unexpected changes in routine need to be sensitively handled.

Within classrooms, careful consideration is always given to organisation, groupings and timetabling to promote a positive and calm atmosphere. Class teams liaise regularly to review and update Positive Handling Plans to ensure a consistent and up to date approach. All adults are expected to provide good role models.

There are areas within the school, which can be used to support behaviour management strategies in addition to being used for important curriculum development. These include large playground areas and the soft play room, as well as quieter areas such as the Sensory room, the Water and Sensory gardens and the Nature Trail.

3. The Individual Curriculum

At Grangewood, we offer each child a broad balanced and relevant curriculum, appropriately modified to meet individuals' needs. This includes a comprehensive PHSE curriculum, which addresses issues such as self-esteem, self-control, caring for others, right and wrong and respect. Great emphasis is placed on developing a child's self esteem and sense of worth through a range of reward systems, including praise, merit certificates, stickers and opportunities, in assemblies for example, for sharing efforts and achievements. This is highlighted in a child's Record of Achievement.

Responding to Problems

The importance of every member of staff cannot be overemphasised when considering behavioural management issues. All staff have a duty to show children that they are liked, respected and welcome. They should demonstrate appropriate ways of expressing emotions. A calm, consistent approach and a sense of humour are important qualities for reducing tension and promoting a sense of security and confidence in children.

However, there will be occasions when inappropriate behaviour occurs. Most incidents should be dealt with straightaway by the staff present at the time, with due regard to individuals' Positive Handling Plans. Staff should never use aggressive behaviour towards pupils, whether of a physical or verbal nature, or subject them to torment, ridicule or fear.

There are children who do not have a Positive Handling Plan, and there may be incidences of 'one off' displays of inappropriate behaviour, which need to be sensitively handled. The principles of Team Teach should still apply and appropriate de-escalation techniques used. e.g.

- Encouragement, reassurance, humour
- Appropriate communication techniques
- CALM body language, distraction, change of task,
- Time out, remove audience
- Use of help protocol
- Reminding child of boundaries and rules
- Giving choices /options.
- Using positive handling

As suggested by The Team Teach approach most difficult behaviours can effectively be dealt with by sensitive and consistent use of these types of techniques. It is important to remember that some behaviours, such as climbing or throwing, which may appear inappropriate are typical of specific developmental stages. These stages may last longer in children with severe learning difficulties, and should not necessarily be considered a major problem, although they may need addressing.

Where a child's behaviour necessitates a Positive Handling Plan, the following procedures should be followed:

Stage 1- The class staff should raise the matter at a class meeting and agree on the Positive Handling Plan, strategies and programmes. These will be minuted in the form of the plan itself, and communicated to parents, who will be asked to agree to and sign the plan.

Stage 2 – Through school/area meetings, this plan will be shared with all staff who need to know.

Stage 3 – Through discussion between class teachers and senior staff, it may be felt that the advice of outside agencies is advisable, the Educational Psychology Service being the most likely but this could also include other professionals such as advisory teachers or counsellors. Any programme devised as a result of this process should be consistently applied, recorded and regularly reviewed.

Stage 4- Consideration may need to be given to the detail of a child's statement of Special Educational Needs. This should be done through the Annual Review process, and this review could be brought forward if the above stages have not proved effective.

Restraint Policy (used in conjunction with Behaviour Policy)

-When physical intervention is necessary.

There are some aggressive and confrontational behaviours that are extreme and require immediate intervention. To manage these situations the following guidelines should be followed, which are in accordance with Team Teach recommended approaches

- Members of staff should never try to cope with an aggressive situation on their own. If it is known that a child often exhibits aggressive behaviour they should not be in a group with only one member of staff.
- If an aggressive situation threatens and a staff member is on their own they should immediately attempt to summon help, and should delay, if possible, any physical intervention until assistance is available.
- Physical intervention should aim to restrain and protect the child.
- The aggressive pupil should be removed from the rest of the group as soon as possible, or if more practical the rest of the group should be moved.
- When restraining a child it is vital that individual Positive Handling Plans are followed, to ensure reasonable and agreed restraint.
- While restraining a child staff must use the minimum force for the minimum period, keep talking to the pupil, not use punitive violence and keep his or her own temper under control.

This is in line with current legislation and guidance, in particular the Department for Education's guidance 'Use of reasonable force' from 2012. At Grangewood, all children who may need physical intervention will have individual Positive Handling Plans, outlining specific strategies. These are discussed with parents/carers and signed. Serious Incident Forms will also be completed by appropriate staff, will be signed by a member of the Leadership Team at the end of each term and kept on file. Parents/carers will be informed if their child has a Serious Incident Form when the Positive Handling Plan is discussed. Parents/carers are able to look at their child's Serious Incident Forms whenever they wish.

This Policy will be reviewed annually and will be shared with parents/carers annually. It should be read in conjunction with the Eden Academy Behaviour Policy

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