



Grangewood School

A learning community

BEHAVIOUR POLICY

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Behaviour Policy
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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.

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

1. The Whole School Level

The school staff have devised ten 'Golden Rules' which we believe will promote a positive learning environment where 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 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 Behaviour 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:

- Almost all incidents should be managed without recourse to restrictive physical intervention which would be used as an absolute last resort in order to protect a child or adult from imminent harm.
- It is a flexible framework of responses stressing an 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.
- Any physical intervention will be used for the shortest possible time.

Two members of staff are intermediate trainers in Team Teach. All staff are given training in Team Teach and ongoing support and advice with regard to strategies for defusing and managing difficult behaviours.

A wide variety of additional training is given to staff to foster positive relationships with children in order to reduce the likelihood of serious incidents occurring (such as the examples in Appendix B).

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

There are opportunities for discussion amongst relevant staff in a debrief following any significant incidents. Where physical controls have been necessary following a serious incident, these will be recorded, monitored and evaluated on a serious incident form. Accident/Incident forms are submitted and signed off by the Head of School within 24 hours. From September 2018, these forms will be submitted electronically using an online system.

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 Behaviour Plans to ensure a consistent and up to date approach. All adults are expected to be 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 work. These include large playground areas and the soft play room, as well as quieter areas such as the sensory room 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 (e.g. Stars of the Week). Children also receive a range of therapeutic interventions, much of which supports their ability to express themselves effectively and appropriately and manage their own feelings and behaviour.

Responding to Problems

The importance of the positive contribution 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 Behaviour 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 Behaviour 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, such as:

- Encouragement, reassurance, humour
- Appropriate communication techniques
- CALM body language, distraction, change of task
- Time out, remove audience
- Use help protocol
- Remind child of boundaries and rules
- Give choices /options.
- Use positive handling as a last resort

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 if they present a risk to others or are significantly disruptive to learning.

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

- The class staff should raise the matter at a class meeting and agree on the Positive Behaviour Plan, strategies and programmes. This should be informed by contributions from the Transdisciplinary Team as appropriate or other professionals who have worked with the child. These will be minuted in the form of the plan itself which will be then approved by the Behaviour Support Team before being communicated to parents, who will be asked to agree to and sign the plan.
- Through school/area meetings, this plan will be shared with all staff that need to know.
- Consideration may need to be given to the detail of a child's statement of Special Educational Needs/Education, Care and Health Plan. This should be done through the Annual Review process, and this review could be brought forward if the above stages have not proved effective.

Sanctions

For most children at Grangewood, sanctions can only be effective if done immediately. However, the needs of the child must be carefully considered as some children cannot make this 'cause and effect' link and alternative strategies will be required if their behaviour is to be managed effectively, for example distraction.

Monitoring

Classes monitor the number of incidents initially and may seek support from the Behaviour Support Team or other professionals if significant changes have occurred. The Behaviour Support Team monitors incidents across the school in order to identify priorities for support and interventions, as well as noticing trends or patterns (see Appendix A). These are shared with the Head of School.

Restraint Policy (used in conjunction with Behaviour Policy)

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:

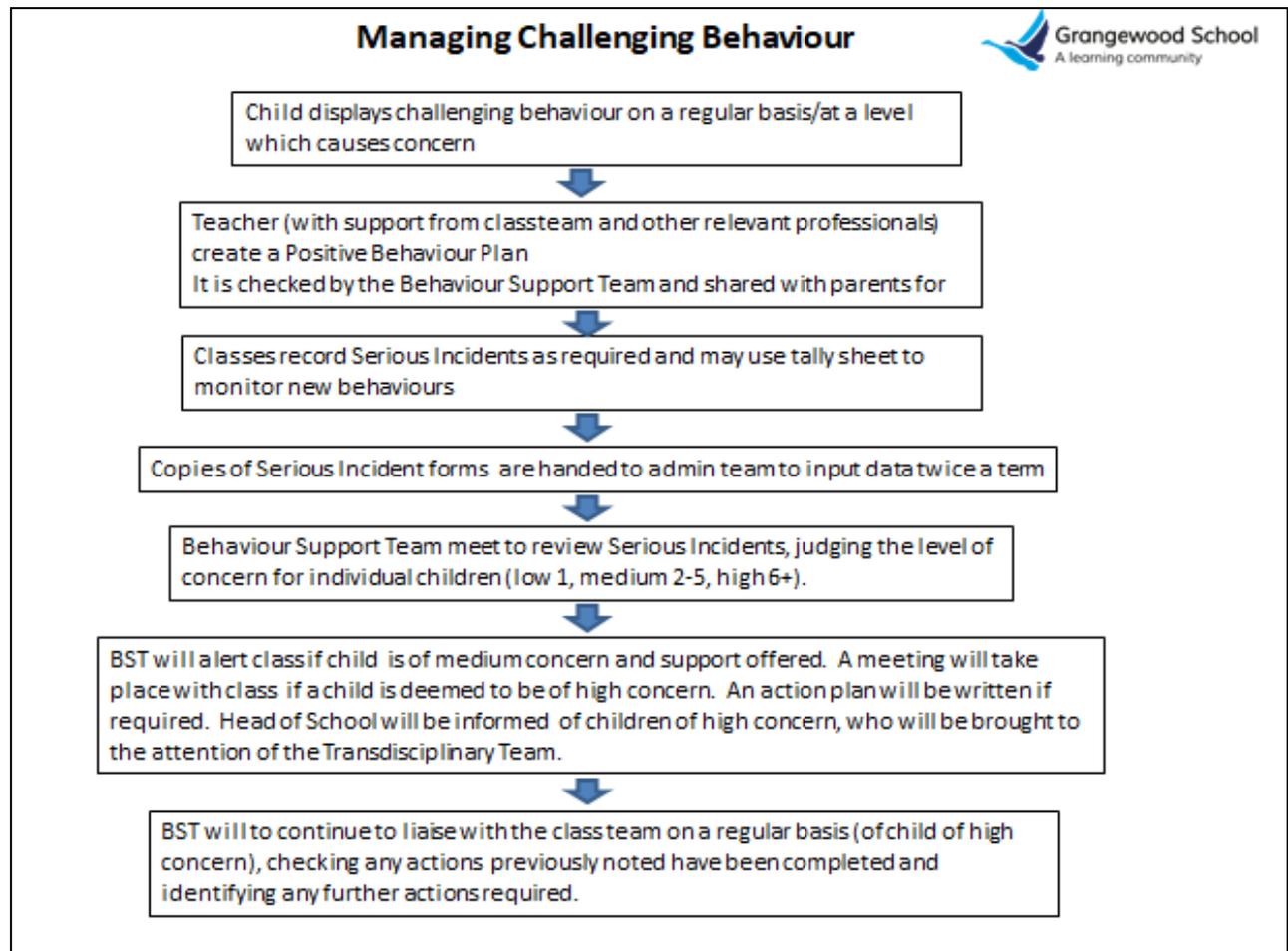
- Members of staff should never try to cope with an aggressive situation on their own. If it is known that a child often exhibits aggressive behaviour they should not be in a group with only one member of staff.
- If an aggressive situation threatens and a staff member is on their own they should immediately attempt to summon help, and should delay, if possible, any physical intervention until assistance is available.
- Physical intervention should aim to protect the child from harming themselves or others.
- 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 Behaviour Plans are followed, to ensure reasonable and agreed restraint.

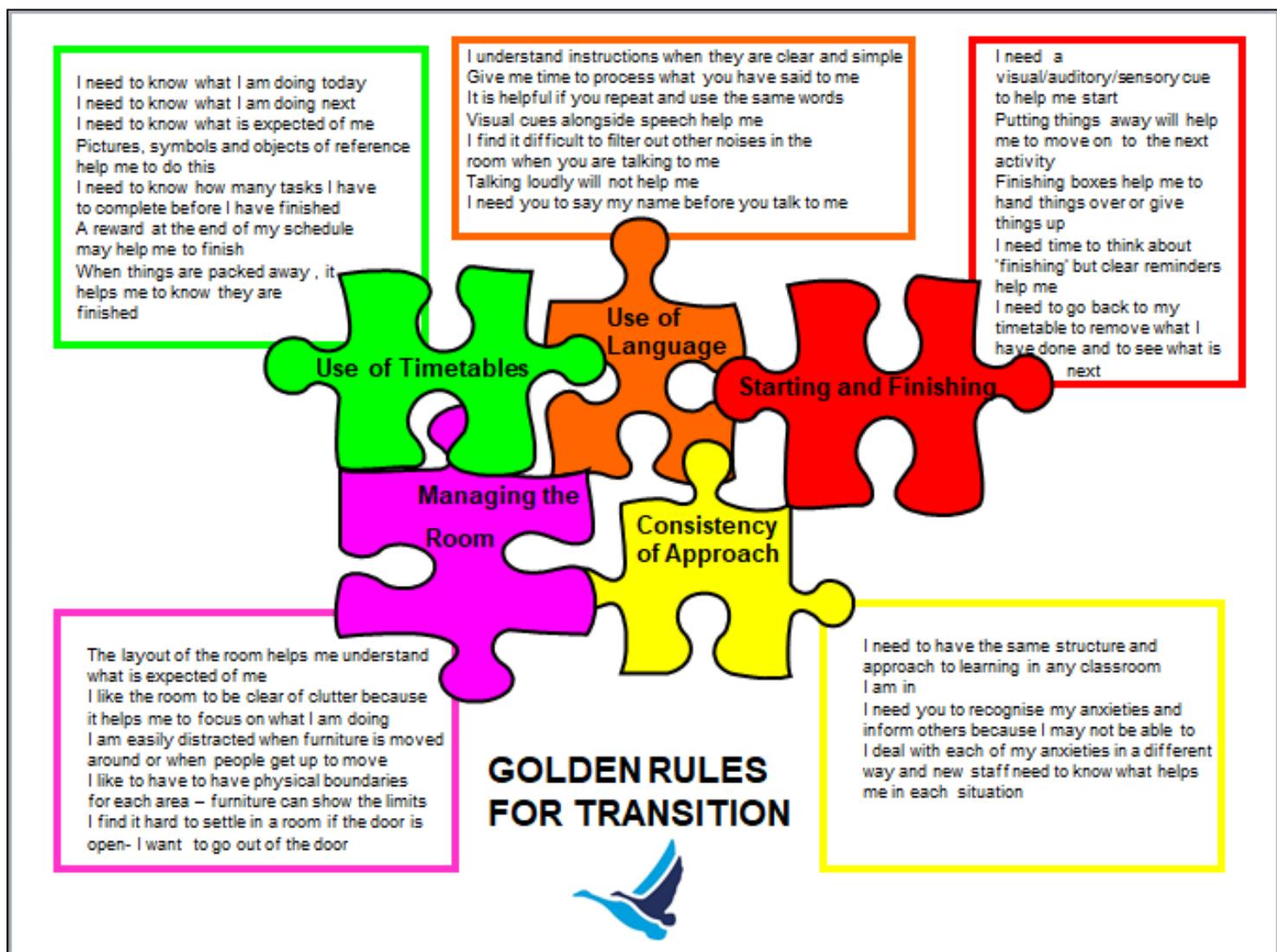
While restraining a child staff must use the minimum force for the minimum period and keep communicating with the pupil. This is in line with current legislation and guidance, in particular the Department for Education's guidance 'Use of reasonable force in schools' from July 2013. At Grangewood, all children who may need restrictive physical intervention will have individual Positive Behaviour Plans, outlining specific strategies. These are discussed with parents/carers and signed.

If a restrictive physical intervention is used as the result of a serious incident, this will be clearly recorded on the serious incident form and discussed with parents. The Behaviour Support Team meet regularly to monitor PBPs and serious incidents and offer advice and support to classes. As indicated above, any incidents of this nature resulting in an accident/incident form will be reviewed by the Head of School within 24 hours of completion. Parents/carers are able to look at their child's Serious Incident Forms whenever they wish and this would be part of an ongoing dialogue with them.

This Policy will be reviewed annually and will be shared with parents/carers in writing as part of the annual consultation to glean their views. It should be read in conjunction with the Eden Academy Exclusion Policy.

Appendix A





	Signal	Make me the focus of your attention Use my name
	Instruction	Tell me what to do Use short, clear instructions – one at a time Speak to me at my level – developmental and physical Use language and communication aids that I understand
	Give time	Give me time to process and understand Give yourself time to help me If you give me time now it will make a difference to what happens next
	Notice my response	Acknowledge how I feel - but stay calm and focussed Tell me if you do not understand me I am relying on you; do not let me down You may need to explain what is going on around me
	Again	Be prepared to repeat the instruction You need to tell me what to do right now Model what to do Be encouraging and positive
	Lend a hand	You may need to give me some physical support and encouragement Let me know that it is manageable - Give me praise