

Hillside Special School

Behaviour Policy

Date adopted: 1 December 2017

Date of next review: Autumn 2018

Introduction

Policies that also relate to behaviour are: -

- Anti-bullying policy
- Physical Intervention Policy
- Autism Policy

These policies all relate to behaviour: the promotion and maintenance of positive and appropriate behaviours; understanding and managing challenging behaviours while supporting and protecting staff and other pupils; establishing recording practices to fulfill statutory requirements, but also as working documents to enable the analysis of behaviours.

At Hillside School, we promote mutual respect. Staff are encouraged to reward positive behaviours. Behaviour are considered in context i.e. they are appropriate for their environment or situation. Is there a more appropriate functional equivalent? Challenging behaviours are viewed as communicative and their function is analysed to aid prevention. Detailed recording is essential in order to understand behaviours, change or prevent them and to show where progress has been made.

Through following this policy at Hillside we aim to:

- Promote good behaviour and maintain positive expectations.
- Promote mutual respect by providing good role models.
- Endure the safety of pupils and staff at all times.
- Create a supportive atmosphere that is conducive to learning for everyone.
- Promote, reward and celebrate socially acceptable behaviour.
- Deal with inappropriate behaviour consistently, in order to provide security
- Demonstrate, promote and communicate the school's intolerance of bullying, racial harassment and sexual harassment.
- Teach acceptable behaviours with the support of positive behaviour management programs.
- Apply rules and boundaries fairly and without prejudice.
- Work in partnership with each other, pupils, parents and other professionals.
- To have a consistent approach to support the behaviour of our pupils as they transition through the school.

At Hillside we believe in using a range of rewards based on the premise that rewards are more effective than sanctions and should therefore be used more regularly. We will use a variety of rewards, as appropriate to each individual – these will include,

1. Praise and positive comments
2. Certificates and Awards.
3. Special mention at celebration Assembly.
4. Praise from significant other adults – Senior staff or friend.
5. Star charts.
6. Letters or messages to Parents / Carers.
7. Special jobs or errands.
8. Choice of an enjoyable or rewarding activity.

9. Presentation of 'Helper' award.
10. Using tangible reward systems for some pupils where it is appropriate and as part of an agreed individual interaction strategy.

At Hillside we agree to:

- Treat pupils with respect.
- Value every member of the school population
- Reward good behaviour, as well as good work
- Use rewards to build positive self-esteem and show approval of desired behaviour.
- Give immediate feedback on good behaviour and to reward evenly and fairly across the school as appropriate.
- Draw up and implement in conjunction with support from the class team and the wider team members a positive interaction strategy before a crisis is created.
- Use an analytical approach to behaviour and develop an individual 5 P plan as appropriate for pupils.
- To view challenging behaviour as functional and communicative.
- To ensure the safety of our staff/pupils through providing, clear expectations, resources, monitoring of consistent strategies, appropriate training and support from SLT.

We protect staff and pupils by-

- Providing induction in behavior management for all new staff and current staff annually.
- Providing in service training on behavior management and physical restraint provided and monitored by our own trained leaders, annually.
- The SLT will provide an opportunity for individual staff to feedback following a serious incident as soon as possible to review procedures and identify further support which may be required.
- Solution circles provide an opportunity for class teams to share skills and knowledge to analyze behaviours and identify further strategies.
- The involvement of the Educational Psychologist will be sought for further support as appropriate,
- Referral to multi-disciplinary team.

Defining Boundaries

The following behaviours are not allowed and we try to make these boundaries explicit to all pupils as appropriate either by consistent strategies of behaviour modification or, with others through reason, explanation and discussion.

At Hillside we will not accept:

- Hindering and disrupting other pupils and staff.
- Physical abuse directed at either pupils or staff.
- Verbal abuse directed at either pupils or staff.
- Shouting and use of loud noises intended to disrupt others.
- Making unkind remarks.
- Throwing objects of any kind.
- Bullying
- Deliberately damaging property.
- Undressing in an inappropriate place.
- Masturbating.
- Inappropriate touching.
- Racist remarks or acts and / or harassment.
- Sexist remarks and / or harassment.

Sanctions and their purpose

We accept that however much we emphasize the positive nature of our philosophy it remains likely that we may need to, at times, to use a range of sanctions:

1. To modify future behaviour to bring it within socially acceptable standards.
2. To reinforce the need to remain within set boundaries.
3. To allow others to work within an atmosphere conducive to learning.
4. To maintain consistency by not tolerating unacceptable behaviour.
5. To maintain the safety of the individual, other pupils and staff.

Our basic principles for using sanctions

Sanctions must be used as part of a consistent strategy and hold no surprises for our pupils in the way they are applied.

A sanction of any kind when implemented must be related to the behaviour and not the child.

- Sanctions must be linked to the Code of Conduct
- A sanction promised must always be implemented.
- Must be workable and in proportion to the undesirable behaviour.
- Must not be inadvertently self-rewarding.
- Must not be harmful to the pupil.
- Must not be degrading or humiliating.
- Account should be taken of each pupil's level of understanding.
- Exclusion from a lesson must not be used repetitively.
- Every situation is a fresh start.
- Pupils must not at any part of the day feel frightened or fearful because of the use of a sanction.
- Each member of staff must be trusted and empowered to apply the agreed sanctions.

Minimal Reinforcement

1. At times the behaviour of our pupils can be to gain attention at all costs and it is at these times that we must make a concerted effort not to reinforce this type of behaviour by giving lots of our attention. At times it can be sufficiently rewarding to make good eye contact or to give verbal feedback. Equally it can be impossible to completely ignore attention seeking behaviour, therefore the most effective sanction is to only minimally reinforce an undesirable behaviour. This may require the adult to resist the temptation to speak or give eye contact and it may be more successful to give a physical prompt – take the pupil by the hand and guide them back to their seat. The adult must then find the earliest opportunity to give that pupil both praise and eye contact for behaving well.

Careful and considered use of reprimand

2. A verbal reprimand may at times be the most appropriate sanction: However, this must both carefully considered and executed, particularly as this may in itself be inadvertently rewarding. In giving a reprimand the adult will where possible try to make the reprimand:
 - Private rather than public so that it is less embarrassing, less likely to damage self-esteem and less disruptive.
 - Quiet but firm: less disruptive, less stressful and often more effective than loud reprimands. Be clear and brief about the behaviour that you disprove of and tell them how you expect them to behave.

When using a reprimand it is important that we label the behaviour and not the pupil as this will protect their self-esteem and gives the pupil the opportunity to save face and apologize.

It is also important to give the pupil acknowledgement of good behavior that they have demonstrated before the end of the session.

These are some sanctions that will not be used at Hillside;

- Placing a pupil in a room alone and denying their exit
- Denial of food at lunch times
- Persistent denial of access to any Curriculum area
- Any sanction which humiliates or denies a pupil respect.

Severe and Challenging Behaviour

In some instances it may be considered necessary to write a 5P Intervention Hierarchy (Behaviour Plan) and distribute it to everyone coming into regular contact with the pupil for maximum effectiveness and consistency. Parents will be given a copy and their permission will be sought by the school if the Educational Psychologist is to be contacted for involvement. The strategies detailed in the 5P Plan will be followed. Consistency is the key when implementing a Behaviour Plan otherwise the pupil will spend endless time 'testing the boundaries' with each adult individually, and will try to play one off against the other.

Upon implementation of a specific Behaviour Plan it is likely that the behaviour will get worse before it gets better and may take some considerable time to show improvement. Therefore it is as well to take a long term approach to changing behaviour.

In order to prevent challenging behaviour we:

- Report and note behaviours which cause concern, in class teams.
- Draw up behaviour plans using the 5P Approach in conjunction with class teams, senior leadership team and other professionals where appropriate.
- Ensure all staff to follow behaviour plans.
- Determine when there are issues of health, discomfort, anxiety, environment, staffing, pupils groupings affecting behaviour.
- Investigate the communicative function of behaviours.
- Develop augmentative communication (PECS / Makaton etc).
- Investigate and teach functionally equivalent more appropriate behaviours, (behaviours which have the same outcome for the pupil).
- To record behaviours of concern rigorously using the school system.
- Use physical restraint as a last resort
- Record all incidents of bullying, intentional / unintentional (see Anti-Bullying policy) on the school system.
- Provide pupils with autism with a calm, but stimulating, structured autism friendly environment.
- Provide good quality accessible differentiated and stimulating activities.
- Have high expectations of pupils.
- Reward positive behaviour.
- Set up systems where pupils can share in their behaviour targets, learn to control their own behaviour and work towards a reward.
- Use sanctions sparingly, fairly and consistently across setting as possible (in person, in diary, over the phone.)

Recording Behaviour

All serious incidents should be recorded using the school system in all classes as soon as possible following the incident. Where restraint has been used it is essential that this is recorded using the school system and reported to the parents by telephone, and recorded as part of the account. Induction training for recording behaviour is embedded annually into the CPD training programme for all staff.

Where there are persistent and/ or serious challenging behaviours teachers should carry out functional analysis, using the 5P Approach. Functional analysis is based on the premise that all behaviours serve a purpose (predominantly communicative.)

In order to analyse the behavior teachers should use the 5P Approach. Consideration will be given to;

- What did you see?
- Describe the start and finish, is there a sudden start of stop, or a slow build up / cool down.
- The frequency, durations
- What might be possible causes
- Was there injury, damage, disruption
- What had to be done to control the incident was restraint used – what kind, how many adults responded.
- How long has this behaviour been going on.
- The environment factors (including outside school)
- The antecedents: what happened before the behaviour.
- What happened after the behaviour.
- What was the activity they were engaged in (eg. Listening – but possibly not understanding.)
- What demands were put on them (eg. Waiting.)

When all this information has been collected for several incidents (possibly over a few weeks – or even months) what patterns can be seen.

Where there is a clear communicative element of the behavior consider how the pupil could communicate this more effectively e.g. using alternative and augmentative communication. E.g. using a go away symbol rather than kicking.

Where the behavior is inappropriate due to context, can a more appropriate context be sought rather than banning the behaviour, for example, spitting in a tissue rather than on the floor, biting a cushion rather than a person.

- In class these behaviours must be recorded using the school system to enable SLT to monitor and support staff/pupils.
- Class teachers should determine which behaviours will be recorded and all class based staff should record using the 5P Approach and strategies previously identified in the individual pupil report.
- Where class teachers or SLT feel that behaviour sufficiently serious or frequent, or it is difficult to determine the cause a full functional analysis of the behaviour will be carried out, through class team discussions, whole staff discussion in Solution circles, observations of an Educational Psychologist.
- Where a serious incident occurs a defined below immediate assistance will be sought through the use of the walkie talkies. SLT will respond immediately.
- Where a serious incident occurs an account should be completed under supervision of class teacher, this may be an incident where there is injury or the serious threat of injury, intentional verbal abuse (e.g. bullying, sexist, racist, and homophobic.), damage to school property, vulnerability of other pupils.
- All incidents of bullying should be reported to the Head Teacher and through reporting on the school system

Staff Training

All staff will have access to training during their Induction process which will be reviewed annually through inset training. 5P Approach to Behaviour and BehaviourSafe training will be ongoing and regular in accordance with the training guidelines.

Resources

- Teachers will complete a 5P Plan to support the pupil in managing their behaviours The 5P Plan will be shared with all staff
- Each class will identify the most appropriate reward / merit system for their children / pupils dependent on their needs and motivations.
- Schoolsafe trainers will support staff teams with strategies which may be required to manage challenging behaviours.
- Each class will have a walkie talkie to ensure they can call for assistance immediately.
- Staff will receive support following incidents of challenging behaviour
- SLT will regularly monitor the behaviour management system to enable staff to be supported and further strategies be identified.
- 5P training will be provided through Induction and reviewed by SLT annually for all staff.
- Where appropriate protective equipment for staff is needed, the SLT will ensure it is provided.