

The Orchards Federation.



Green Fold School Behaviour Policy.

Current version	Information
July 16	Reviewed by Executive Head:
Review Date	July 17

Rationale

In Green Fold we stress the positive achievements of the children and value the contribution each child makes to the school. We aim through consistent and fair management of children's behaviour to establish a happy secure and purposeful environment where each child can develop to their full potential. Governors and staff seek to create a school environment which reinforces good behaviour. We acknowledge that if children and staff feel safe and secure this will have a positive impact on teaching and learning.

Key Principles

The responsibilities of all the staff are:

- To treat all children fairly, equally and with respect.
- To put emphasis on praise and reward for good behaviour.
- To avoid where possible attention being given for poor behaviour.
- To make it clear that staff are unhappy with the behaviour not the child.
- To value each child's contribution to the school.
- To create a safe and pleasant environment for learning.
- To provide a curriculum which is accessible for all children.
- To recognise that each child has individual needs.
- To help each child to achieve his or her best.
- To act as a role model for desired behaviour, treating all adults and children with respect.
- To have regular contact with parents to discuss both negative and positive behaviour. To be aware that it is as important to discuss positive behaviour with parents as well as negative.
- To promote independence and self esteem in all children.
- To create a calm working atmosphere in the classroom, with accessible resources and well established routines.
- To work closely with senior managers and outside agencies, implementing advice and strategies to support the child.

Understanding Behaviour:

- All staff should aim to understand the purpose of each individual's behaviour.
- Whilst trying to understand this we must be aware of our own personal experiences and viewpoints and these are not necessarily shared by the children we work with.
- The behaviour may be linked to a particular syndrome or disability or a child's ability to communicate their needs therefore we must ensure that we do not discriminate against a child dealing with these.
- For some children the root cause of the behaviour may be difficult to discover, often for a child with ASD it may be linked to a sensory difficulties.
- Consequences should be carefully considered. What may be a consequence for one child could be a reward for another. Any consequences should be outlined on the individual behaviour plan and it is important to recognise that positive consequences can be enforced.

Communication:

- We recognise the importance of establishing effective communication links in school between all adults who are involved in working with our children. This includes bus escorts, lunchtime organisers, visiting specialist teachers, office staff, medical staff, drivers, cleaners, the kitchen staff and caretaking staff as well as all classroom staff.
- Class teachers have a responsibility to ensure that information regarding behaviour is communicated to all relevant staff on a need to know basis.

Rewards for appropriate behaviour:

- **Praise**
We regularly praise the children displaying good behaviour. We use verbal praise, signs and symbols and silent gestures such as a smile, thumbs up or a nod.
- **Individual classes**
Individual teachers use various reward systems linked to our whole school systems. These may include Stickers, Smiley faces, Certificates, display of classes' achievements, Choose Time and Star of the week.

Interventions for inappropriate behaviour:

We always start with the least intrusive intervention

- Tactical ignoring
- Distraction
- Simple re-direction
- Expressing disappointment or disapproval, or using humour
- Blocking or assertive statements
- Choices and consequences

Supporting behaviour management

- All the staff work as a team, liaising closely with outside agencies and parents, in dealing with behaviour problems.
- Staff support each other through offering advice on strategies and through giving respite to staff by alternating team members for periods of time.
- The senior leadership team support any member of staff with managing difficult behaviour by giving respite or suggesting strategies.
- A behaviour plan will be written in conjunction with parents and class staff to ensure all staff working with a particular child are aware of their triggers and are using consistent strategies with the child.
- The behaviour plan will be updated as and when the child's behaviour changes in any way or annually, whichever comes first. It is the responsibility of the class teacher to put behaviour plans in place.
- SLT will support in the compiling and implementation of behavior support plans by being part of the discussion and communicating with the staff team /parents/ carers or the LA.

Incidents of bullying or racism

We regard bullying and racist behaviour as extremely serious and take firm action against it. We promote the celebration of diversity and equal opportunities throughout school life. We encourage children and parents to always let teachers know of any incidents so we can take action against it. Any racist incidents are logged by the Head of School and Assistant Head.

Behaviour Logs:

Observation of behaviour and recording of significant features is a strategy used in School. If children are presenting difficult or challenging behaviours, careful records are kept of any incidents. An Accident Book is kept (in the Office), recording any incident involving staff or pupils which results in a physical injury.

All serious incidents (those incidents involving physical intervention) must be recorded in the appropriate Bound & Numbered book, to safeguard both staff and pupils. There are two such Bound & Numbered books held in school, for Lower Site and Upper Site respectively. They are both kept in the main school office. All records will be regularly reviewed by a member of SLT. They shall be responsible for working with class teams to plan any action that may arise from such reviews of incidents. Following any serious incidents or incidents that are repetitive in nature staff will have a debrief meeting with a senior member of staff and a record will be kept as part of the report in an ABC form.

Procedures for using positive handling (Please also refer to the Physical Intervention Policy)

The school has adopted the TEAM TEACH approach. The school has a number of TEAM TEACH tutors in place. All school staff are trained in TEAM TEACH and this is updated when necessary and training given to new staff as part of induction.

The Head of School will keep an up to date list of staff who are trained and authorised to use Team Teach methods. Staff should have exhausted all other behaviour management techniques before resorting to a physical one, however there may be occasions when crisis point is reached without the opportunity to use other intervention techniques. Whenever a holding technique is used the following principles should be adhered to:

1. Remove the pupil from the classroom situation to a quiet place if possible where adequate seating is available. If it is not possible to remove the child then move all other children from the classroom.
2. Call upon another adult for help and to act as a witness and/or critical friend.
3. During a crisis situation the *minimum* of restraint should be used *only* if the pupil is at risk of injuring himself/herself, injuring others or causing severe damage to property. The holds used should be applied as a gradual and graded response, used in conjunction with verbal and non-verbal de-escalation techniques. If the pupil frequently loses self control, then a positive handling plan should be drawn up for the pupil detailing any specific de-escalation skills and holds to be used.

This plan will be shared with parents. Only holds recognised by TEAM TEACH should be used.

4. All staff should be aware that other adults can be called upon for help, advice and support. It is recognised that some staff may have built up strong relationships with certain pupils and in times of crisis these pupils will relate better to them. Senior staff should be available to assist in crisis situations and to help counsel and debrief children and staff.
5. Staff should support each other during every incident. If a pupil is being held, then the supporting member of staff will take over and offer “more help” if the person holding needs it, this may be because they can see problems occurring that the person holding is unaware of.
6. There is a potential for injury within any physical technique, although Team Teach does not use pain compliant techniques all staff should be able to show that minimal force was used and any injury should be reported immediately.
7. Each serious incident report must be cross referenced to the bound and numbered book.
8. Debriefing should take place as soon as possible after every incident, for both the child and staff but only when they are both ready

Although debriefing may be quite difficult to achieve with some of our pupils, even if the only thing our pupils gain from this process is that following an incident they eventually learn that someone is going to talk to them, then the process has been successful. It is not the case that there is no point doing a debriefing with certain children because they won't understand. Staff can use communication aids such as symbols alongside their skills and knowledge to aid success.

Recording Summary:

The following system is used to record serious incidents of behaviour.

- A bound and numbered serious incident log book is available. This is used to log all incidents where physical intervention has been used. Information should be entered into the log book usually within 2 hours following the incident. This is then entered into the serious incident spreadsheet where the incidents can be analysed by the Head of School and shared with governors at school effectiveness committee.
- Any serious incidents should be reported to a Leadership Team member as soon as possible and a letter informing parents/carers that a physical intervention has been used with their child should be sent home.
- At the weekly leadership meeting there is a regular agenda item to look at and discuss incidents.

- The Head Teacher will regularly inform the governors, at their meetings, of the situation in school regarding behaviour.
- Behaviour resulting in an injury will be logged on the LA accident Form.
- Behaviour incidents will all be logged as a line in the Accident /Serious Incident book.

Monitor and review

- We monitor the effectiveness and the policy in practice regularly and review it termly. We do this by way of staff meetings, discussions, senior leadership meetings and School Effectiveness Committee with Governors. We ensure that parents take an active role in monitoring their child's behavior and meetings are held if a behavior support plan is updated or a physical intervention occurs.