



BEHAVIOUR POLICY:-

This policy supports our aim to assess and develop pupils' communication, ensuring all pupils are maximising their communicative potential, through communication supportive practice.

An effective learning environment is one which is communication-rich. Staff support pupils' development through a recognition of how communication underpins children's ability to learn and to build relationships. Utilising a Total Communication approach, staff know the appropriate combination of systems to support each pupil individually. Staff have regular communication training to ensure skills and knowledge are kept up to date.

This policy was adopted on:- 13.9.11_____ Date

Chair of Governing Body:- _____ Signature

_____ Date

Reviewed Summer 2016
To Review: Summer 2019

THE FOREST SCHOOL

BEHAVIOUR POLICY

Let teachers teach and learners learn

The purpose of this policy is to create the conditions in the school community that enable all pupils to learn how to behave appropriately and to take control of their own behaviour. We feel that there is no greater crime in school than making others feel uncomfortable and unable to do their best.

Objectives:

- To have a school ethos that encourages positive behaviour
- To help all pupils to learn to think about how their behaviour impacts upon or affects others
- To promote all pupils' social development and emotional well-being
- To ensure safety for all pupils and adults in the school
- To promote acceptable behaviour so that pupils can access the curriculum
- To have a consistent approach to all pupils regardless of age, gender, ethnicity or disability

At The Forest School, we expect all pupils to be:

- Co-operative, respectful and considerate
- Polite
- Honest
- Kind and caring
- Positive, purposeful and industrious
- Tolerant towards other members of the school community

Staff have a positive effect upon pupil behaviour and create the conditions for the good behaviour of all pupils by being:

- Calm and confident
- Respectful
- Motivating and motivated
- Non-confrontational
- Encouraging
- Professional
- Informed and knowledgeable about the needs of individual pupils

Procedures and systems to support the principles of the Behaviour Policy

Guiding Principles

The main aim of the behaviour policy is to enable the pupils, as far as is possible to learn how to control and manage their own behaviour.

- This to be achieved by maintaining a calm, orderly and purposeful atmosphere in the school.
- To support this, everyone in the school should act in accordance with the school's code of conduct.
- Where appropriate, aims for behavioural change should be included in pupils' individual education plans supported by a Positive Handling Plan.

Rewards and sanctions

Behaviour should always be managed at the lowest possible level, focusing on rewarding the positive in preference to applying sanctions as long as this is effective. Rewards may include smiles, eye contact, praise, attention, preferred activities, special mentions, tangible rewards such as merits, stickers, or individual rewards based on knowledge of what motivates the pupil.

Sanctions might include: expressions of disapproval, planned ignoring, loss of breaks/lunchtimes, reporting the incident to others etc.

Pupils will be helped to understand that we have the highest expectation of them and that their negative behaviour may affect them receiving privileges.

Changing negative behaviours

The Forest School is a special school catering for pupils with moderate, severe and complex needs and as such the behaviour of some pupils will present us with a challenge and require specific, targeted measures to help to make it more acceptable. This may involve using behaviour change plans. In developing these plans it is important to remember the following points:

- In order to effect change it is necessary to decide on a focus to start from.
- If possible, ignore negative behaviours and praise the positive.
- Unacceptable patterns of behaviour don't disappear overnight. Working for sustained change takes time and effort.
- A consistent approach by all staff will help change behaviour more quickly.
- Work with pupils to effect behaviour change should be planned and managed consistently. Regular review and feedback to the pupil, and when appropriate their parents or carers, should be planned into any behaviour change plan.
- If negative behaviours are to be eliminated, the pupil will need to be taught other positive behaviours to replace them.
- Care must be taken not to replace negative behaviours with something even more undesirable.
- Working with pupils who exhibit negative behaviours is demanding, stressful, tiring and at times demoralising, we should therefore work to promote a supportive staff culture free of criticism or blame.
- A calm considered approach to behavioural difficulties is needed. Our emphasis should be on de-escalation and diffusion.

In managing behavioural difficulties at The Forest School we take the holistic philosophy promoted by Team Teach emphasizing de-escalation, diffusion and positive handling when behaviour breakdowns occur. This is always followed up by a process of repair, recovery and learning when people are under control and able to accept directions. All staff are given Team Teach training and appropriate refresher updates to enable them to respond to situations appropriately. 2 members of staff have gained accredited team Teach trainer status. This enables us to provide

initial training and updates within the school. Successful adoption of the promoted philosophies, together with the already strong desire to support our pupils positively, will see the need for physical intervention reduce as other more positive strategies are learned, adopted and followed. School will aim to develop strategies and support mechanisms which will see all but a very few situations being resolved without the need for physical intervention.

Managing in a crisis

First responses in any crisis should focus on de-escalation and diffusion techniques. Team Teach training helps staff to develop these and realize their importance. De-escalation and diffusion skills need to be developed and practiced over time. Opportunities for ongoing support and training will be provided.

Only staff who have successfully completed the initial 12 hour Team Teach training are authorized to use approved physical interventions. A list of authorized staff is held by the headteacher.

The Forest School will aim to maintain a team of three Team Teach tutors trained to deliver core training and training refreshers.

Remember

- Always undertake an immediate risk assessment before intervening in any crisis.
- A flexible hierarchy of responses should be used, moving from the least intrusive to the more restrictive response only as a last resort.
- Staff should look for opportunities to de-escalate responses at all times.
- Use other members of staff to support you. Asking for help is a sign of strength not weakness.
- Always support other members of staff. We're here to support each other.

Low level incidents should be recorded on the 'pupil note for file' forms. All staff should take responsibility, in the first instance, for the management of behaviour in their class and to that end completing the 'outcomes' section of the form is vital. These forms will be placed in the pupils main file with a copy to all relevant staff. The decision as to informing parents will be left to the discretion of the class teacher in Primary and tutor in Secondary, in consultation with Head of phase.

In addition, following more serious incidents and all incidents involving physical interventions, a serious incident report form (NYCC) should be completed and handed to the headteacher (or deputy head teacher in the absence of the HT) as soon as practicable after the incident and always on the same day. The number and nature of these incidents will be monitored by the HT and DHT. The **MAJOR INCIDENT REPORT FORM** is blue with a black spine and is always kept in the school office. Parents should be informed of the incident.

Post Incident Support Structures

Being involved in an incident (particularly if that incident has led to physical restraint), can be very traumatic for both staff and pupils. In a situation which has required a direct response from a member of staff, you must find an opportunity of talking that incident through with the pupil as soon as is practically possible after you and the

pupil are calm and recovered. Not to do so can only lead to the deterioration of relationships. To do so can lead to the development of relationships.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent ‘side effect’ of ensuring that the service user remains safe.” (George Matthews – Director)

Staff also require support. If you are involved with a pupil which requires some sort of intervention, particularly if that intervention leads to use of physical restraint, you may need time to reflect and recover. Do not be afraid to ask for that time. You may also need to talk through the incident with a colleague, again do not be afraid to ask. **WE ARE A TEAM.**

APPENDIX 1

All staff are trained in:

Communication and Interaction Strategies that support a clear understanding as is possible eg Makaton & PECS.

Team-Teach de-escalation/restraint techniques that support and empower children and young people to take control of their own behaviours and keep everyone safe.

APPENDIX 2

Behaviour Change Plans

Behaviour change plans are put in place for pupils with whom we wish to work to diminish established undesirable behaviours and replace them with something more acceptable or appropriate.

Developing a behaviour change plan:

- To be used when:
- A pupil is presenting behaviours that interfere with their learning or that of others or which makes them a less accepted companion in their peer group.
- The process for developing a behaviour change plan:
- The Head of Phase will call a meeting of **all** who work with the pupil, this may also include the parents or carers.
- Discuss and list all the presenting behaviours that are causing problems in each area of the pupils life.
- Identify a hierarchy of behaviours from least acceptable to least unacceptable.
- Identify the behaviour, whose elimination would impact most on the pupil's life and that of their peers, staff parents and carers.
- **Agree to disregard the others for the moment.**
- Observe and gather data about this behaviour (if this is not already available) – antecedents, triggers, distractors, effective ways of deffusing difficult situations etc.
- Draw up a plan for changing the behaviour: use the strategies (positive and negative) that are identified elsewhere in this policy – lowest level responses, planned ignoring, withdrawal of eye contact, de-escalation and diffusion, rewarding the positive etc. The exact strategies used will depend entirely on your knowledge of the pupil and what motivates them.
- Make sure that the plan sets clear, SMART objectives, has clear success criteria and a date for review and evaluation.
- Submit the plan for approval to the head teacher.
- Communicate the plan to all relevant staff and make sure that they agree to follow it. Make use of staff meetings on Friday am, KS meetings, teachers meetings.
- Put a copy of the plan and any review and evaluations in the file in the staff room.
- Send copies to the parents

APPENDIX 3

Positive Handling Plan

Pupil Name

Setting (class)

Trigger behaviours: (Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

Behaviour description: (Describe what the behaviour looks/sounds like)

Preferred Supportive & Intervention Strategies (Other ways of calming such behaviours should be applied **before** using positive handling techniques)

- | | |
|--|---|
| <input type="checkbox"/> Verbal advice & support | <input type="checkbox"/> Reassurance |
| <input type="checkbox"/> Calm talking/stance | <input type="checkbox"/> Negotiation |
| <input type="checkbox"/> Distraction | <input type="checkbox"/> Time out (requires written plan) |
| <input type="checkbox"/> Withdrawal (requires supervision) | <input type="checkbox"/> Choices/limits |
| <input type="checkbox"/> Humour | <input type="checkbox"/> Consequences |
| <input type="checkbox"/> Planned ignoring | <input type="checkbox"/> Contingent touch |
| <input type="checkbox"/> Adult transfer (help protocol) | <input type="checkbox"/> Success reminder |

Praise points: (areas that can be built upon from pupils history)

Medical conditions that should be taken into account before any physical intervention (asthma, epilepsy etc)

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Preferred handling strategies (what has worked in the past)

De-briefing process following incident (what & where works best)

Recording and Notification Required:

Any incident involving positive handling **must** be recorded in the approved NYCC incident handbook (**MAJOR INCIDENT REPORT FORM**) which will always be kept in the school office.

The above Positive Handling Plan is of value when working with a pupil who may require some form of physical intervention. You may also consider whether drawing up a plan to support a pupil with a medical condition such as epilepsy would be of value to staff and pupil.

Policy agreed by the Governing Body September 2011
Reviewed May 2016