

EVERY CHILD, EVERY CHANCE

Social Conduct (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.

This policy was adopted on:-	Date
Chair of Governing Body:- T Mottram	Signature
Reviewed	Date
To Review:-	Date

Data Protection

Personal data will be processed in accordance with the requirements of GDPR and in compliance with the data protection principles specified in the legislation.

The school has notified the Information Commissioner's Office that it is a Data Controller and has appointed Data Protection Officer (DPO). Details of the DPO are:-

Information Governance
Veritau Ltd
County Hall
Racecourse Lane
NORTHALLERTON
DL7 8AE
schoolsDPO@veritau.co.uk
01609 532526

The schools Privacy Notice can be found on our website at www.forest.n-yorks.sch.uk

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. We will do this by ensuring that staff are aware of how to support pupils to identify and develop skills that enable to regulate their emotions.

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 positive behaviour so that pupils can access the curriculum
- Consistent implementation of post incident learning to promote positive behaviour
- To have a consistent approach to all pupils regardless of age, gender, ethnicity or disability

At The Forest School, we support 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 a positive learning environment 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 Social Conduct (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 consequences

Behaviour should always be managed at the lowest possible level, focusing on rewarding the positive. Staff are expected to be vigilant to low level behaviours and should intervene to support the child at the earliest opportunity.

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 positive intervention plans. In developing these plans it is important to remember the following points:

- Identify the triggers and the function that the behavior is serving
- Intervene at the earliest opportunity
- Do not ignore negative behaviours
- Staff to remain positive at all times
- 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 positive intervention plan
- If negative behaviours are to be reduced the child will need to be supported to develop acceptable responses and strategies to feelings.
- 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 children in crisis is needed. Our emphasis should be on recognising the function of the behavior, linking behavior and feelings and helping the child to develop more socially valid forms of expression

In managing children who express their anxieties through behaviour, at The Forest School we take the holistic philosophy promoted by Team Teach emphasizing de-escalation, diffusion and positive handling when pupils are unable to regulate their emotions. 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 use strategies agreed on the PIP
- 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;

All incidents should be appropriately reported on Onwards and Upwards on the same day. Where an incident has involved the need to physically support children then parents need to be notified on the same day.

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. It is important that children are supported to understand the antecedents to the incident so that they can begin to see how other, more socially valid expressions may be sought. This will lead to improved emotional intelligence and ultimately their ability to self regulate will be improved.

“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 support 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.

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.