



Paternoster School Behaviour Policy

Introduction

The Governors and staff at Paternoster School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. It is acknowledged that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

The Governors and staff also recognise that difficulties in managing behaviour or understanding social interaction or norms may form an intrinsic aspect of pupils with special needs. Through positive management strategies, the curriculum, individual educational and behaviour programmes all pupils, whatever their disability, are supported to access all aspects of the school community.

Aims, objectives and underlying principles

This policy lays out and clearly defines whole school expectations and standards of behaviour.

- Provide a safe and secure environment for all, promoting the positive behaviour of all pupils, while supporting pupils in learning, work and play.
- Support the positive access of all pupils, whatever their disability, to all aspects of the school community, while encouraging a consistent approach by all staff to behaviour management within the school.
- Approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.
- Where and when required staff will identify specific behavioural management support plans within Personal intervention plans (PIPs), meetings, risk assessments and Individual Education Plans (IEPs).
- Ensure consistent application of the behaviour policy throughout the school.
- Support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.

School Expectations

The Governors and staff acknowledge that the standards of behaviour set by Paternoster School are goals to work towards and therefore are not identified in terms of what pupils can or cannot do.

Thus all staff at Paternoster School have a central role to play in supporting the pupils' social, emotional and moral development just as it does in their intellectual development. Staff must also take into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational need and differences in home values, attitudes and parenting. At school we work towards standards of behaviour based on the Paternoster Values of respect, communication, care, teamwork and enthusiasm for oneself and others. It follows that acceptable standards of behaviour are those which reflect these principles.

Governors and senior management will provide support to staff dealing with persistently challenging behaviours and help to create a holistic, whole school approach to behaviour management, which encourages and reinforces positive behaviour. (See annex 1: Level of support document) Staff who deal with persistent challenging behaviour should have the opportunity to meet with the Head Teacher or Behaviour Management Co-ordinator. These meetings may be called either by the head teacher, Behaviour Management Co-ordinator or staff member and take place at the end of the school day. All staff should also feel free to speak to the class teacher or a member of "Staff line".

The Curriculum and Learning

An appropriately structured curriculum and effective learning that builds on the pupil's present development, contributes to positive behaviour, specific aspects of the curriculum will support the development of communication, interactional, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments. Specific behaviour management programmes for individual pupils will be identified through IEPs and associated personal intervention plans (PIPs). A behaviour target should be included in the IEP under the PSHE heading for all pupils who have a PIP.

All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, e.g. alternative methods of communication, or intensive interaction. Additional expertise will be sought from appropriate multi-agency professionals and parents/carers to ensure a holistic approach to the pupils' learning and behaviour management. Additional support will be obtained to extend the knowledge and expertise of all, e.g. educational psychologist, community nurse, social services, specialised medical and educational consultants.

Classroom Management

The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour. The classroom environment may be designed to support positive behaviour and give clear messages to the

pupils about the extent to which they and their efforts are valued. Classrooms should be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. object/picture timetables or TEACCH schedules. Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should reflect differentiation and support active participation. Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.

Pupils who have work chairs to enable them to focus and work independently of an adult, should not on any occasion be placed in the chair as a way of managing challenging behaviour. Guidelines for use of such chairs should be drawn up for individual pupils and agreed between parents, the headteacher and class team. Class teams may devise their own system of rewards for good behaviour, alongside rewards for good work e.g. stickers, stars, certificates, points. This should be recorded on the PIP and used consistently. Food should not be used as a reward for good behaviour or work. Small tokens may be given once a certain number of points/ stars has been reached

Strategies for managing behaviour

1. Positive Praise

Praise and positive behaviour management strategies should be used on a daily basis as the first and most appropriate method of managing and teaching good behaviour.

2. Assessing environment and triggers

Pupils with sensory issues and autistic pupils may have specific environmental and sensory triggers that result in challenging behaviour. Once these triggers are identified they should be recorded on the pupils PIP and all staff should plan to avoid and reduce these triggers where possible.

3. Risk assessment

All pupils who have been identified as at risk of displaying challenging behaviour have strategies and techniques outlined in their PIPs. All staff working with these pupils must be aware of the strategies agreed and use these strategies consistently when dealing with these pupils.

4. Prevention

Where a pupil may present behaviours that challenge routines, personnel, activities or environment, techniques such as social stories should be used to reduce and prevent anxiety.

5. Diversion and distraction

If prevention is unsuccessful, the use of diversion and distraction techniques such as words, sensory objects, interactions, stimuli and pupils personal interests should be used to manage the situation in a positive manner.

6. De-escalation

All staff must use techniques to defuse pupils escalating behaviour. De-escalation techniques include calm talk, positive touch, planned ignoring, reassurance, offer of withdrawal, change of adult or environment. These should be included on the pupils PIP where appropriate.

Team teach holds and restraints are used as a last resort to manage a pupils challenging behaviour and keep them safe. Hold are only carried out by staff who have undertaken Team Teach training.

Communication and Parental & Multi-agency Partnership

We give high priority to two-way communication within the School and to a positive partnership with parents/carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Behaviour Management Co-ordinator and the Headteacher. When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach. Mid-day supervisors must also be made aware of any strategies.

Procedures for the Management of Inappropriate Behaviour

The class team dealing with challenging behaviour should feel free to ask the Behaviour Management Co-ordinator for support. No member of staff should feel they are left to cope alone with a problem.

Any concerns regarding behaviour must be reported to the appropriate staff (Line Manager). Consultation will then occur with the Behaviour Management Co-ordinator to identify possible strategies to be implemented. The Headteacher must always be kept informed at all stages of the procedure. Observation schedules will be implemented to identify possible functions or reasons for behaviour. Support will be requested from other professionals by

senior management if required. Intervention programmes will be produced, agreed, implemented, monitored and reviewed on a regular basis by all parties concerned. Parents/carers will be invited to take an active role in discussions and if appropriate, practical implementation of any behaviour programmes within the home situation.

Positive Intervention Plans

The PIP is useful for agreeing how behaviour is to be managed for a pupil so that there is consistency throughout the school. It encourages staff to consider proactive and reactive strategies and any physical interventions that may be required. PIPs will be made available for all staff in the staffroom.

Criteria for pupil requiring a Positive Intervention Plan

A pupil needs a PIP if their behaviour

- Is scored as level three on the Level of Support document (attached)
- Prevents them accessing learning
- Disrupts other pupils learning
- Poses a safety risk to them self, other pupils and staff

Positive Intervention Plans must

- Be agreed by the behaviour co-ordinator
- Be sent to the pupils' parent, so they can add input and agree to the plan.

Recording challenging behaviour incidents

Records must be kept by the class teacher, using the school forms, of the frequency of inappropriate behaviour and the impact of intervention programmes. These records are given in weekly to the behaviour co-ordinator. Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident form. Where incidents are very frequent, records will be kept within the classroom on a daily basis. Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher and Behaviour Management Co-ordinator. If physical support/management including restrictive interventions of the behaviour is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Every incident of restrictive physical intervention must be recorded in the class positive restraint book. If there is an injury or damage to property an accident form should also be completed. Parents/carers will be informed each time a restrictive physical intervention has been used to support their child and a copy of the letter be given to the behaviour co-ordinator. Physical management of behaviours will only be used as a last resort, as part of the pupil's overall PIP and implemented by staff trained in Team Teach. The School will maintain its Team Teach qualified status by providing training for all class-based staff in line with requirements, every three years.

Pupils whose behaviour warrants exclusion will be dealt with by the Head Teacher in accordance with the L.A policy.

Role of the Behaviour Coordinator and Senior Management

The role of the behaviour coordinator is to monitor: frequency charts, accident forms linked to behaviour, bound class books and letters to parents and brief senior management on these regularly. The behaviour coordinator may also undertake observations around school to support staff in managing pupil's behaviour and attend class meeting to offer support and advice. The head teacher reports to governors on the number of pupils with a PIP, the number and type of injuries to staff/pupils through challenging behaviour, frequency of positive handling and reasons and use of the safe space.

This policy links to the following policies:

Safeguarding (Child Protection)

Positive Intervention

Safe Space

Anti-Bullying

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