



BEHAVIOUR FOR LEARNING POLICY

WRITTEN: December 2017

DUE FOR REVIEW: March 2018

RESPONSIBLE PERSON: HEAD TEACHER

APPROVED BY GOVERNORS:

Behaviour for Learning Policy

1. Introduction

The school's Behaviour for Learning policy has been temporarily updated and will be fully updated by March 2018 following consultation between staff, parents and governors and in line with the school's new Pursuit of Happiness agenda. All school staff will have ownership of, and commitment towards the policy and the policy will be reviewed regularly.

2. Rationale

The school's policies place a high emphasis on positive behaviour support. The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives.

We recognise that successful behaviour support is dependent upon the school ethos. There is a need for the school as a whole to reinforce positive behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models. All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g.

- teaching appropriate and inappropriate responses to given stimuli,
- honesty and fairness,
- respect for others,
- the importance of getting on with people and establishing positive relationships,
- self-management and self-regulation of behavior.

Pupil behaviour, should always be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies e.g., individual pupil Happiness Passports, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour. School staff should be aware of recent legislation, research, relevant literature, local guidelines and successful practices elsewhere related to the field of positive behaviour support.

We recognise that behaviours that challenge are a form of communication and that it is the responsibility of school staff to understand the functions of such behaviors in order to modify the environment as necessary. Behaviours that challenge can often present a barrier to learning for the child and/or others and the school recognises the importance of a whole school approach to positive behaviour support.

3. Aims

At Riverside School, we aim:

- * to create a school culture where positive behaviour promotes learning,
- * to create a school culture which has respect for the child at its centre,
- * to create an environment of high engagement and motivation,
- * to create robust systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to behaviour that can challenge,
- * to provide training, structures and support for all, including parents,
- * to work in partnership with parents.

4. Understanding behaviour that challenges

At Riverside School we understand behaviour that challenges as behaviour which:

- can prevent pupils' participation in appropriate educational activities;
- can isolate them from their peers;
- can affect the learning and functioning of others;
- can drastically reduce their opportunities for involvement in community activities;
- can make significant demands on teachers, staff and resources;
- can place the child and/or others in physical danger;
- can make the possibilities for future placement difficult.

(adapted from Emerson et al 1987)

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

5. Strategies for promoting positive behaviour

Positive behaviour can be facilitated by:

- Establishing a school community in which the general environment is calm, well ordered and disciplined.
- Providing highly personalized, motivating learning opportunities and consistently offering lessons that are worth engaging in.
- Setting a good example by behaving in the way you want pupils to behave.
- Being positive - highlighting and praising children's positive behaviour.
- Preventing confrontational behaviour and avoiding 'triggers' known to present difficulties to the pupil and understanding the role that anxiety often has.
- Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e., ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities which are matched to pupils' strengths and weaknesses, with high expectations and a belief in their learning potential.
- Focusing upon teaching language and communication (this may help pupils influence others without having to display challenging behaviour), e.g., offering opportunities for students to opt out, offering choice- making opportunities, etc.
- Helping the child to anticipate the sequence of daily events and activities (e.g., cues towards the end of activities, symbol timetables, etc.).
- Providing opportunities when pupils can opt out of activities.
- Conveying expectations clearly and providing consistent supportive feedback.

- Making sure that adults respond to pupil behaviour in consistent ways and ensuring that all staff are aware of new methods of working.
- Providing written protocols (new Happiness Passports) which describe clearly how staff should respond to pupils' challenging behaviour, when it occurs. These plans provide a fixed point of reference by which staff can monitor their own and their colleagues' adherence to agreed procedures.
- Encouraging staff tolerance and understanding of children's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing highly structured, predictable environments and routines for pupils who benefit from them.
- Teaching pupils self-management strategies, perhaps involving physical cues.
- Conveying expectations clearly and providing consistent feedback.
- Incorporating aspects of positive behaviour across the curriculum, through PSHE; Emotional Literacy and embedded within the school's overarching Curriculum Framework based around the Pursuit of Happiness.

6. Observation, Analysis and Assessment

Staff are familiar with looking at ways of understanding children's behaviour, in particular trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing base lines of pupil behaviour.

We appreciate the best way to enable a pupil to change their behaviour is to truly understand the 'why' behind the behaviour. Once we do that interventions can be targeted and meaningful. Analysis of behaviour is vital in order to be able to do this and as a result we are use the Solar for Schools behaviour assessment to enable us to do this effectively.

7. Team Teach

Staff are trained in 'Team Teach'. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work. In essence Team Teach allows staff to be strong with their presence but gentle with their touch. Staff take a 12 hour course which is 'topped up' with regular follow up support. All appropriate Riverside class staff have completed the course. Further information can be found on their Website www.team-teach.co.uk

8. Rewards

The following system of rewards has been agreed by the school. Any system of rewards should recognise that the long-term aim must always be to encourage children to demonstrate positive behaviour as this will impact positively on their self-esteem, social acceptance and sense of wellbeing.

Approved rewards

- Private praise,
- Public praise - e.g., to the group, class or phase,
- Praise communicated to parents, - e.g., in the home-school contact book,
- Special marks of achievement, e.g., certificates, stickers or other award schemes,
- Being given a special responsibility,
- Time on a favoured activity,
- Time with a favoured person.

9. Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. It is important that sanctions do not undermine a child's sense of worth and recognise that it is the behaviour, rather than the person, that may be adapting. We can insist that a penalty is paid, whilst at the same time re-assuring the pupil that he / she is liked and wanted. Sanctions should be explained fully and sensitively to the pupil - to include reasons for the sanction. Sanctions should be relevant to the age, understanding and general aims for the person. They should also be realistic and sensitive and contemporaneous, i.e., applied as soon as possible after the behaviour. Where practicable, sanctions should not be disruptive to the other pupils.

Approved sanctions

- 'Being told off' - a pupil can be told off and / or taken to another member of staff for further words. It might be appropriate for a message to be sent home about a pupil's behaviour.
- Restitution - a pupil might be asked to pay something towards the 'cost' of making things good - a token or symbolic amount.
- Reparation - a pupil might be asked to complete a task to compensate for the behaviour. The task should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile and should usually benefit the community rather than an individual.
- Restriction - a pupil may be 'kept in' for a reasonable period or not allowed out unsupervised, or he or she may experience temporary removal of privileges.
- Separation - a pupil may be separated with discreet supervision within the classroom or another room (where the child can be seen at all times) for a short time.
- Fixed-term exclusions in line with LA policy and to be used after all other interventions have been tried.

10. Forbidden sanctions

The following sanctions towards school pupils are prohibited, either on or off the school premises:

- Corporal (i.e., physical) punishment in any form, including rough handling.
- Deprivation of food or drink.
- Restriction or refusal of parental contact or contact with friends except where it is an agreed plan or for protection.
- Wearing of distinctive or inappropriate clothing as a punishment.

- Use or withholding medication or medical or dental treatment.

11. Physical Restraint

Incidents in recent years have heightened national and local concern about some more 'aversive' methods of behaviour management in schools and residential homes. This has resulted in new legislation, new guidelines and a much sharper focus upon accepted forms of behaviour management. Staff at Riverside are reminded to consider 'How they would feel if it were their child?' and keep this at the forefront of their minds every time they are supporting pupils.

Physical restraint should only be used:

- rarely and as a last resort,
- If it is reasonable, proportionate and necessary,
- as part of a total response to the pupil,
- when all possible alternatives have been considered,
- as a part of a structured, systematic individual behaviour support plan,
- when the purpose of physical restraint is to restore safety,
- when it can be justified as being in the paramount interests of the child, without which, the child is considered to be in immediate danger of harming self or others,
- when its implementation is fully recorded in the SOLAR reporting tool (for all occasions when restraint or the Blue Room is used),
- by staff who have been Team Teach trained.

The use of force is in line with DoH draft guidance: Reducing the Need for Restraint and Restrictive Intervention – November 2017

12. Individual behaviour support plans

Sometimes the general structure and ethos of the school will not be enough to maintain an individual pupil's behaviour within acceptable limits. Some pupils will need a more structured, systematic and intensive approach. Individual behaviour support plans focus on a pupil's specific difficulties and help staff respond to challenging behaviour with understanding and consistency. They provide everyone who works with the pupil with a greater understanding of the reasons behind the pupil's behaviour and what they can do proactively to promote positive behaviour for learning rather than just managing the behaviour when it occurs. They should be written succinctly and in clear language. They should be drawn up ideally in consultation with parents / carers and other agencies, e.g., the school educational psychologist. Individual plans are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming in to contact with a child on a behaviour support plan can demonstrate familiarity with its content. It is also important that staff are regularly and properly supervised when involved in behavior support plans. Where appropriate, it is desirable for the young person him/herself to be involved in agreeing behaviour support plans.

Please note: these will be replaced by Happiness Passports for all pupils by the end of March 2018.

13. Reflection and Repair

The school values the importance of reflecting on events and also the need to 'repair' relationships after incidents. Staff reflect in class teams, supported by the school's Behaviour Specialist and Assistant Headteachers and use this reflection to constantly update Behaviour Support Plans as well as refining best practice. 'Repair' is very student specific and may range from an in depth discussion with a more able student to a hand massage for a student working at early developmental levels.

14. Appropriate Touch & Complaints

Please refer to the school Moving and Handling, Safeguarding and Complaints Policies when considering these associated areas. They can all be found on the school website www.riversideschool.org.uk

15. Monitoring and Evaluating Policy

This policy will be reviewed regularly.