BEHAVIOUR FOR LEARNING POLICY

REVIEWED: October 2020

RESPONSIBLE PERSON: HEAD TEACHER

APPROVED BY GOVERNORS:
1. Introduction

The school’s Behaviour for Learning policy will be fully updated by April 2021 in line with the school’s 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 staff understanding that behaviour that may challenge is a form of social communication. As such, it should be responded to accordingly. All staff should demonstrate a commitment to the importance of getting establishing positive, trusting relationships, and a commitment to supporting pupils in their self-management and self-regulation of behaviour.

Pupil behaviour should always be managed with sensitivity and professionalism. All staff will constantly re-examine and reflect upon their own values, attitudes and behaviours in order to understand the messages that they are giving pupils. They will be familiar with clear guidelines and strategies included within individual pupils’ Happiness Passports to ensure they create the most responsive environments in which to support positive behaviour. 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.

3. Aims

At Riverside School, we aim:

- to create a school culture where learning is irresistible and engagement is high;
- to embed a school culture that has respect for the child at its centre;
- to ensure there are robust systems and procedures to support staff in responding to behaviour that can challenge.
4. Understanding behaviour that challenges

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 behaviours in order to modify the environment as necessary. 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 place the pupil 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 pupil.

5. Strategies for promoting positive behaviour

Positive behaviour can be facilitated by:

• Establishing a school community in which the general environment is calm and well-structured.

• Providing highly personalized, motivating learning opportunities and consistently offering lessons that are worth engaging in.

• Being positive - highlighting and praising pupils’ 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 pupils to opt out, offering choice-making opportunities, etc.

• Helping the pupil 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 (e.g., Happiness Passports) which describe clearly how staff should respond to pupils’ challenging behaviour, when it occurs.

- Encouraging staff tolerance and understanding of pupils’ 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.

- 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. We appreciate the best way to support positive behaviour is to truly understand the ‘why’ behind the behaviour. Tracking of incidents involving physical interventions is undertaken using SOLAR software and patterns and trends are analysed by the school’s Wellbeing specialists.

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 class staff are involved in a rolling programme of training. Further information can be found on their Website [www.team-teach.co.uk](http://www.team-teach.co.uk)

8. Rewards

The following system of rewards have been agreed by the school. Any system of rewards should recognise that the long-term aim must always be to encourage pupils 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 contactbook,
- Special marks of achievement, e.g., certificates, stickers or other award schemes,
- Being given a special responsibility,
- Time on a favoured activity or 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 pupil’s sense of worth and recognise that it is the behaviour, rather than the pupil, that may need 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 and cognitive level of the pupil. 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 are only 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. Restrictive Physical Interventions**

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.

RPIs 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,
• when documented within a pupil’s personalized Happiness Passport,
• when the purpose is to restore safety,
• when it can be justified as being in the paramount interests of the pupil, without which, the pupil 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 an RPI or the Blue Room is used),
• by staff who have been Team Teach trained.

There may be times when pupils require access to a space away from the classroom when they are finding regulating their own emotions a challenge. Our Blue Room is a space where pupils can spend some time away from any outside distractions in a safe, quiet and calm environment either alone or with a chosen and trusted adult. It can be requested by a pupil or where proportionate, reasonable and necessary, directed by an adult. The use of the Blue Room for particular pupils is carefully considered in conjunction with families and is reflected in a pupil’s Happiness Passport. On very rare occasions, the Blue Room may have to be used in an emergency situation for a pupil who is finding it hard to keep themselves or others around them safe. In this instance, families are informed. If it is decided, in conjunction with families, to be in the pupil’s best interest to use this space again in the future, their Happiness Passport is updated accordingly.

Pupils are closely monitored when they are in the Blue Room and a Blue Room Monitoring Sheet is completed in 1 minute increments recording what the pupil is doing and what the next step is at that moment. The final outcome of the use of the Blue Room is also recorded at the bottom of the sheet. Teachers and their team will then formally record the use of the Blue Room on SOLAR where the focus is “So what? Now what?” and these records are monitored on a regular basis by the Teaching, Learning and Wellbeing Lead, the Behaviour Specialist and Assistant Headteachers.

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

12. Happiness Passports

All pupils have a Happiness Passport which contains key information about their communication and learning styles, sensory needs and wellbeing needs. They provide everyone who works with the pupil with a greater understanding of their holistic
needs and are based around what makes them happy. Environmental factors are outlined and families are invited to contribute to their child’s Happiness Passport through the GREAT DREAM (Ten keys for happier living). Happiness Passports are reviewed regularly and amended when necessary.

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 Wellbeing Specialist and Assistant Headteachers and use this reflection to constantly update Happiness Passports as well as refining best practice. ‘Repair’ is very student specific and may range from an in depth discussion to a hand massage, depending on the cognitive level / need of the pupil.

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.