

## **Aims**

Saxon Wood School has a behaviour policy in order to make explicit what is expected of staff and pupils in this important area. Consistency in staff expectation and behaviour will help pupils to feel secure in the knowledge of what constitutes appropriate behaviour.

We believe that children learn most from the example set by all those around them and that staff and pupils should therefore treat each other with courtesy and respect.

The whole community of the school should understand and promote this policy which aims to maintain a positive school ethos at all times.

The aims of this policy are:

- **to create a happy, settled and safe environment**
- **to enable each child to develop a positive approach towards self-discipline and self-esteem, valuing themselves and each other as responsible individuals**
- **access the full range of learning opportunities in a calm, positive environment**
- **behave appropriately in a wide range of social and educational settings**
- **achieve through appropriate expectations of work and behaviour with praise, reward, and celebration and explicit and consistent consequences.**

## **Key Principles**

- Staff will encourage and teach appropriate behaviour through a positive approach using praise and rewards
- Staff have a shared responsibility for helping pupils to learn the standards of behaviour expected
- Staff should have high expectations of pupils, matching curriculum and teaching methods to meet pupils' needs
- Staff must apply this policy consistently at all times
- School rules will be compiled to help make expectations clear to pupils and staff, and to help staff to be consistent in their daily interactions with pupils
- Pupils will be expected to take on more responsibility for their own behaviour as they develop in maturity
- Parents should accept a shared responsibility for encouraging positive pupil behaviour
- Staff will ensure positive behaviour is always recognised.

## **School Ethos**

This school has an ethos in which the above key principles are expected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

## **Putting Principles into Practice**

At Saxon Wood we promote the positive approach to behaviour management as advocated by Team Teach. Team Teach is committed to a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. The team Teach approach states that physical restraint should only be used as a last resort. We base our approach on four broad elements, based on;

- Environmental change – changing the environment to make appropriate behaviour more likely
- Teaching new skills – identifying behavioural intent and teaching alternative ways of achieving the same ends in a more socially acceptable way
- Reinforcement – using effective methods to increase good behaviour and making inappropriate behaviour less likely
- Responsive strategies – strategies to manage inappropriate behaviour at the time it occurs.

## **The Positive Approach**

The positive approach generally relies on rewarding the behaviours we wish to encourage. The main principle is that of ‘catching the children being good’ and giving them positive attention at this time.

At the same time adults and other children are providing good role models and a pupil’s attention can be drawn to good behaviour from themselves or others.

Rewards can be many and varied depending on the pupils themselves. Some examples of rewards used at Saxon Wood are:

- Reassurance and smiles
- verbal praise
- tangible rewards, e.g. stickers, smiley faces and certificates for assembly
- conventional rewards, e.g. ticks, stars
- time at a chosen activity, e.g. favourite game, song or activity
- opportunity to show work or tell chosen adult, e.g. Head Teacher
- mention in ‘silver book’ for Friday Assembly (see below)
- Head Teacher’s golden tea party.

Whenever appropriate, pupils should be told why they are being rewarded.

Tangible and conventional rewards will always be accompanied by verbal praise.

## School Rules

The over-riding principles are those of community and safety. This can be summarised as follows:

**At Saxon Wood we work and play together  
We try to help everyone and care for each person in the school.**

As far as possible, school rules are phrased positively. There are five simple exemplars which all pupils will be made aware of:

- 1. Move calmly and quietly around the school**
- 2. Do not fight or hurt anyone**
- 3. Be polite and considerate to everyone**
- 4. Talk quietly in school**
- 4. Only touch a wheelchair if a grown up says yes.**

When interpreting the school rules to pupils, staff will take into account factors such as the pupils' maturity, physical and learning needs.

## Classroom Management

Good classroom management can significantly improve pupil behaviour. Some key factors are:

- **Clear expectations** of pupils – a clearly defined set of rules describing the required behaviour in class
- **Consistent responses** to examples of misbehaviour, 'we mean what we say'. It is the certainty and consistency of the follow through and consequence, not the severity of it that matters most
- **Setting clear enforceable limits**
- **Positive acknowledgement** of pupils when they are **behaving appropriately**
- **Pupils experiencing** many more positive interactions with staff than negative.

Class teams should develop and document their own simple class rules, appropriate to the age and stage of development of the pupils. These rules should be made known to the pupils and part-time or visiting staff.

## The Silver and Golden Books

The **silver book** is used as a way of recognising a pupil's achievement, effort or behaviour; celebrating it, and sharing it with the whole school.

There is a silver book for each class. Any member of staff may make an entry into the relevant book for a pupil or pupils who have tried very hard or achieved something special. The Head or Deputy Head Teacher will then give the pupils concerned a 'special mention' in the whole school assembly that week.

The **golden book** is used as a way of recognising a pupil's outstanding achievement, effort or behaviour. It is celebrated and shared with the whole school community. The Head Teacher holds a special 'Golden Tea Party' for children in the Golden Book.

## Sanctions

Following the Team Teach training of all teaching and support staff, staff will also draw on a range of strategies to encourage and reinforce positive behaviour. These strategies are outlined in detail in the Team Teach workbook, which is given to every member of staff when completing the training.

### Team Teach Tips

- Know your client – be familiar with the Positive Handling Plan
- Make a link – build a bridge
- Start where they are – describe what they are doing
- Find something to praise – what is it that they have shown potential to be good at?
- Use reminders about former relationships and success
- Remind people about Rules, Rights, Responsibilities
- Offer limited choices with guided help
- Divert away from confrontation
- When safety allows provide a “get out with dignity” – “I’ll come back and speak to you when things have cooled down a bit”
- Start sentences with ‘I’ rather than ‘YOU’. We can avoid unhelpful remarks that imply blame. Giving our reasons and saying how we felt will model to others how to express their anger or frustration
- Express honest feelings in a calm and constructive manner – “when you spit and swear it upsets me”
- Repeat simple clear directions
- Take time out and use the support of colleagues. Take time to consider a considered response rather than a sudden reaction
- Know and share your triggers with your colleagues. By knowing and sharing our triggers we are less likely to respond when provoked
- Try to stay focussed and objective
- Try not to over-react or take the behaviour personally
- See beyond the behaviour – “where is this coming from?”
- Think – “What function does this behaviour serve?”
- Stick to the most important issue and deal with one issue at a time
- Avoid the spiral of the power struggle
- Stay in control. In order to help others control their feelings we must first accept the need to control our own
- Take a step back, both physically and mentally
- Think of CALM images (“scream savers”)
- Remember the Pepsi Challenge
- Practice the scripts!

Challenging behaviour is often the result of a breakdown in communication. Staff involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support.

In order for pupils to develop self-discipline they have to learn the ‘limits’. For most children at Saxon Wood this will involve the occasional reprimand when limits are transgressed.

A verbal reprimand ('telling off') is usually sufficient. The reason for the reprimand should be made clear to the pupil. Reference can be made to the school rules, or to the possible consequences of their misdemeanour (danger or upset to others, for example). Staff should be aware of the danger of verbal reprimands being perceived as nagging by the pupil.

It is important that the reprimand is phrased so that it is clear to the pupil that it is the **behaviour** that is unacceptable, not the **pupil**.

Minor offences may be dealt with by the class teacher using a variety of other strategies, e.g.

- withdrawal of attention
- physical isolation of pupil (e.g. move to far side of the classroom)
- give time to meditate on actions (e.g. naughty chair/time out)
- keep in at playtime
- rectify any damage (e.g. wash table).

For some pupils ignoring unwanted behaviour can be a good strategy.

Any consequence used in class should be proportionate to the offence. Staff should avoid punishments that affect a whole group for the activities of an individual.

At all times while helping pupils to control their behaviour, staff should be aware of why a particular pupil may be behaving differently. There may be reasons such as home factors, anxiety or stress, pain, changes in medication, bullying etc. Difficult behaviour may even be due to physical or sexual abuse. It is important that time is available if necessary for a pupil to talk to a member of staff (in confidence if necessary) in order to help identify and alleviate such problems before they become severe.

**Note that corporal punishment (any degree of physical contact which is deliberately intended to punish a pupil or which is intended to cause pain or injury) is not allowed under any circumstances. Humiliating or degrading punishments are also unacceptable.**

## **Positive Behaviour Management Plans**

For some pupils, the use of rewards and sanctions as already outlined may not be effective in modifying behaviour.

Where necessary class teams will monitor and record any behaviour incidents using the Behaviour Tracking Sheet. The Behaviour Tracking Sheet is designed to help staff understand what the pupil is trying to communicate by their behaviour and what purpose the behaviour holds for them. It is important to recognise that all behaviour represents communication; the child is indicating a need.

It is important for these children that we teach them acceptable ways of achieving their needs. This information will then be used to guide the writing of a Positive Behaviour Management Plan (PBMP). See Annex to Behaviour Policy.

PBMP's are drawn up by the class team, with the behaviour co-ordinator if necessary. This information should be shared with all staff involved, the head teacher and the child's parents. Copies will be kept by the behaviour co-ordinator.

## **Writing a PBMP**

The whole class team should be involved in the data collection and discussion.

Steps to a Behaviour Plan:

- Observe the child at different points throughout the day/week and across different peer groups, staff activities, to gain a complete picture of the child (use the Behaviour Tracking Sheet)
- Complete a risk assessment if the behaviour is considered potentially dangerous, complete behaviour praise points – what is a success and achievement for the child
- Identify pupil's strengths
- Identify 1 or 2 priority behaviours for change
- Identify triggers to the behaviour
- Consider the communicative function of the behaviour
- Identify environmental changes that can be made to support the child
- Identify new skills to be taught;
  - functionally equivalent skills – a socially acceptable way of achieving the same outcome as the undesired behaviour
  - functionally related skills – the pre-requisite skills that the child may need to be able to demonstrate the preferred behaviour
  - coping skills – teaching the child ways to manage feelings of anger, anxiety etc.
- Method of working with the child
- Rewards – what will motivate the child?
- Agreed responses to the behaviour -  
A range of reactive strategies and agreed responses while the pupil's behaviour is being modified are necessary, to ensure consistency of approach, so that the child learns 'we mean what we say'.  
Where possible the triggers or early warning signs of behaviours escalating will be identified so that an incident can be avoided and defused.
- Where appropriate the pupil will be involved in the BPMP, for example choosing their motivator/reward, reflecting on what happened, explaining how they think the adults can help
- Additional provision – when and where additional support may be needed and from who
- Preferred handling strategies – any form of physical intervention, and the Team Teach holds to be used
- Risk Assessment -  
There should only be one event in which a previously unanticipated behaviour takes staff by surprise. An unforeseen event may require an emergency response, but after that staff have a duty to plan ahead
- Once a plan has been devised then all staff must agree to follow the plan until review – otherwise it will not work.

Previous behaviour is the best guide to future behaviour and if a person has presented dangerous behaviour in the past there must be a risk assessment. A behaviour risk assessment proforma is to be completed where behaviour is

considered potentially dangerous (to be held by behaviour co-ordinator, on shared resources on the network, also see Appendix B).

## **Help Scripts**

Seeking and accepting help and support when dealing with difficult situations is a sign of professional strength.

At Saxon Wood we use 3 help protocols based on the Team Teach method –

1. Help is available

If a member of staff enters a situation where they believe their presence will help lessen the tension and move to a resolution of the difficulty they will offer help by saying “*Help is available*”.

The member of staff working with the pupil will be able to direct the nature of the help given by replying “*Thank you, you can help by .....*”.

2. More help is available

If the first help directive does not appear to be calming the situation then another member of staff will state “*More help is available*”.

In this instance the member of staff dealing with the pupil will reply “*Thank you, what do you suggest?*”

The member of staff originally dealing with the situation will be directed to leave, and will be involved and informed of the outcomes later.

It can be all too easy for staff to be caught in the conflict spiral, a personal confrontation with the pupil and not be able to separate professional from personal. This help script aims at providing a protocol that allows staff to get out with professional dignity – saving face by changing face.

3. It’s time for a change

Where the member of staff working with a child feels that a change of face is likely to resolve or diffuse a situation they will state “*It’s time for a change.....*”

In this instance another member of staff will work with the child.

## **Strategies to deal with inappropriate behaviour**

1. When a pupil is exhibiting repeated minor infringements the class team should discuss the behaviour and agree strategies to be implemented and evaluated within the class. The Head Teacher should be made aware of the problem and proposed strategies by being given a written copy.

2. Serious behaviour difficulties should be brought to the attention of the head teacher who will discuss appropriate further action with the class team. This may include:
- joint planning with other staff (e.g. other teachers, health authority staff)
  - involvement of pupil's parents
  - involvement of educational psychologist
  - the writing of a behaviour management plan (see Annex to Behaviour Policy) involvement to ensure that all staff are aware of strategies and act consistently
  - a risk assessment if behaviour is considered potentially dangerous (see Appendix B).

Completed/Reviewed Behaviour Plans will be circulated throughout the school for all staff (both teaching and non-teaching) to ensure continuity of approach throughout the school.

## **Anti-bullying Measures**

Bullying can be defined as the **deliberate intimidation, humiliation, hurting or frightening of others**. It may be categorised as **physical, verbal, social or emotional bullying**.

Bullying can take a variety of forms, for example:

- physically pushing, tripping or hitting
- verbally abusing, being spiteful, threatening or mocking
- enforcing one's own will on another, physically or verbally
- taking advantage of others who are less able, physically or intellectually
- using equipment (including wheelchairs) in a threatening way.

As staff we need to take a common sense approach to the question of whether a behaviour should be regarded as bullying. For some of these behaviours there may be continuum from what is acceptable (e.g. good natured teasing) to what is unacceptable (e.g. spiteful name calling). The **intent** of the perpetrator often needs to be taken into account.

Many aspects of this Behaviour Policy seek to reduce the likelihood that pupils will be bullied. These include:

- the positive approach to behaviour management
- the emphasis on enhancing pupils' self esteem
- the emphasis on valuing all pupils as individuals
- rewarding co-operative or caring behaviour
- the school rules (exemplifying some of the above)
- the good example set by staff
- making opportunities for pupils to talk to staff in confidence.

Despite the above, incidents of bullying may occur. Following an incident, intervention will be most effective if guided by the following principles. Staff should:

- Listen carefully to pupil (or others) reports and follow them up
- Help a pupil who has reported bullying to feel safe
- Record incidents carefully, as soon as possible afterwards, for inclusion in pupil's file
- Make pupil(s) who have bullied aware that these behaviours are not acceptable.
- Ensure that their own responses are non-aggressive and provide models of positive behaviour.

If a particular pupil has ongoing problems, either as a victim or a perpetrator, then parents (and possibly other agencies) will be invited to meet staff to discuss the problem. The emphasis in the discussion will be on joint problem solving. The aim of the meeting will be to minimise the likelihood of further bullying.

In some cases a pupil may perceive themselves as being bullied when this is not actually the case. These situations will also require careful handling, and pupils may require assistance to understand the effects of their behaviour on others, even if there was no malicious intent.

## **Anti-racist Measures**

This policy also covers racial incidents such as inappropriate name calling or other forms of racial harassment. Pupils should understand that this is unacceptable, and appropriate sanctions applied. Any such incident should be reported to the Head Teacher in writing within 24 hours. The Head Teacher will inform the LA annually (on behalf of the Governors) of the pattern and frequency of any such incidents.

Our Equality Policy sets out measures that the school will undertake to help ensure that pupils and adults are not discriminated against due to their race. If racial incidents do occur then a member of the Senior Management Team will discuss the situation with relevant staff and agree an action plan to reduce or eliminate such incidents.

## **The use of force to control or restrain pupils**

(Also see Restrictive Physical Intervention (Annex to Behaviour Policy) and Key Points for Teachers (Appendix A)).

Everyone has the right to use reasonable force to prevent an attack against themselves or others. At Saxon Wood School teachers and class based education support staff who have been Team Teach trained are also authorised to use restrictive physical intervention (physical restraint) so long as they follow the policy described in the Annex.

Other staff must be authorised by the Head Teacher before using restrictive physical intervention in a planned way.

Where restrictive physical intervention is planned for as part of a behaviour intervention plan, a risk assessment will be undertaken using the HCC approved format.

The HCC form 'RESTRAINT: Incident Report Form' must be completed within 24 hours by any member of staff undertaking restrictive physical intervention (see Appendix C).

Suitable training will be arranged if restrictive physical intervention is required on a planned basis.

## **Related Documents**

Saxon Wood School Anti-Bullying Policy

Saxon Wood School Attendance Policy

Emotional, Social and Behavioural Difficulties towards Effective EIPs and PSPs HCC 2001

Guidelines for the use of physical restraint in schools maintained by Hampshire County Council September 1999 HCC

Planning and Recording Physical Intervention in Schools HCC 2003

Anti-bullying Guidelines for Schools HCC 1995

The use of force to control or restrain pupils - DfEE Circular 10/98

Racist Incidents : Guidelines for Schools HCC 2001

## **Annexes**

Restrictive Physical Intervention Policy

## **Appendices**

A) Behaviour Risk Assessment

B) RESTRAINT : Incident Report Form HCC

## **Arrangements for Review**

This policy will be reviewed in 2020 as part of the five year rolling programme, or before if required.

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