



Greenvale School
Behaviour Policy and Guidelines

Signed: February 2019
Next Review date: 2020

BEHAVIOUR POLICY AND GUIDELINES

POLICY

This policy sets out how good behaviour is to be promoted along with respect for all school members, leading to effective education in a setting which supports student well-being.

The Governing Body statement of Principles

The governing body believes that good behaviour is at the centre of effective teaching and learning. Good behaviour is achieved by having high expectations of all students, an ethos which fosters mutual respect between pupils and between staff and pupils and by setting clear standards of behaviour which are maintained consistently and fairly. Good behaviour at Greenvale School is promoted by:

Having a culture where the focus is on good behaviour which is rewarded and in which all students can achieve;

Being clear about what people need to do to behave well and what will happen when behaviour is poor or challenging. Students will feel secure when this happens consistently and fairly, contributing to their well-being;

Putting structures in place to allow the students to manage their own behaviour where possible;

Teaching consideration and respect for others and self by lesson content and by modelling this behaviour;

Ensuring equality and fairness of response for all;

Recognising that how a student behaves gives us important information about how they are feeling and supporting communication effectively is important in supporting good behaviour;

Having defined strategies to support a student requiring assistance through use of a Behaviour Support Plan.

Taking early action to address any challenges that arise and if necessary get extra support from the MDT;

Providing a safe environment free from disruption, violence, bullying and any form of harassment;

Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and procedures;

School Rules

Having high expectations of behaviour means that where possible, students should work towards managing their own behaviour but this must also take account of the learning difficulties of individual students. School rules have been developed with this in mind.

Be kind to one another
Help each other
Work hard and try your best
Come to school every day
Do not break things
Do not hurt people

The way in which these rules are communicated and put into practice will be determined by teachers for individual students but should also form part of activities such as whole school assemblies and class assemblies. They will also form part of the curriculum in lessons such as Personal, Social and Health Education. They should be referred to regularly.

Staff should also take a clear lead in teaching and modelling socially acceptable conduct by actively encouraging age appropriate behaviour and discouraging behaviours which are socially inappropriate to the age of the student, such as cuddling, sitting on knees or over familiarity with staff or strangers.

Staff must be aware of the need to respect the preferences of students, particularly those who are post 16. Where students express clear preferences, these must be taken account of. Student Forum is one platform where the expression of these views and preferences are facilitated.

Rewards and Sanctions

A school ethos of ensuring that students know when they have been good or that poor behaviour is not acceptable is at the heart of promoting good behaviour. The students are actively encouraged to "choose the right thing to do". Rewards are an integral means of achieving this, and many students use 'working for' cards. They motivate students and play a role in helping them to realise that good behaviour, self-awareness and responsibility to self and others is valued.

Appropriate levels of praise should be used with all students, to reinforce progress and desirable behaviour. Students should be told exactly what we like about what they are doing. This descriptive praise supports behaviour for learning. "Behaviour" includes positive attitudes to work and care and consideration shown to others, particularly where this derives from the student's own initiative.

Rewarding good behaviour is the most effective means of promoting good behaviour however sanctions are sometimes needed as a response to undesirable behaviour and for setting clear boundaries for behaviour. It is essential to use sanctions which

are appropriate to the student's level of understanding and which are relevant to the situation and which happen in a meaningful timescale.

Agreed sanctions will be detailed in a student's behaviour plan. They will be used alongside agreed rewards and reviewed by the class team on a regular basis. These may range from ignoring the inappropriate behaviour, to withdrawal of privileges or spending some time away from the group. It should be noted that ignoring behaviour or avoiding triggers should never be seen as "giving in" to the student. They are valid and often successful strategies. Any rewards /sanctions used with individual students should be detailed in the form of a "Behaviour Support Plan".

Students with exceptional behavioural needs

Most of the students at Greenvale School respond well and behave well when staff work within these general guidelines but sometimes individuals need additional support to learn to manage their behaviour. Staff should activate the Assistance Alarm if further assistance is required in a particular situation.

Planned responses for students needing additional support may involve the following;

Observations of current circumstances to review practice and outcomes e.g. completing ABC chart for 2 weeks;

Defining routines/strategies more clearly

Putting in additional support tailored to the specific needs of each student e.g. additional support at key times from a learning mentor;

A multi-agency review;

Medical investigations;

Involving additional resources e.g. the Educational Psychologist, CAMHS, the Local Education Authority

Bullying

Bullying is not tolerated. Incidents of bullying, whether physical or verbal, must always be addressed. Bullying is defined as actions or words that are persistent and repeated which lead to the victim feeling personally intimidated or humiliated. Each case will be addressed individually, but in all cases parents, Key Stage co-ordinators and Learning Mentors will be involved in resolving the situation, for example through restorative justice. Students who are responsible for bullying should be reminded of their responsibilities to others. In the case of students in Key Stage 5, it might be appropriate to discuss issues of bullying in the forum group. Persistent bullying may require closer monitoring of the student during less structured parts of the day e.g. break time, and a structured behaviour programme may need to be implemented. All incidents of bullying should be added to the CPOMS recording system.

Discriminatory Language

Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable at Greenvale School. These are quite rare but must be addressed in line with other unacceptable behaviour. They should also be recorded on CPOMS. At Greenvale School, some

students use this language without understanding its impact and this must be seen as an opportunity to teach students how to be respectful to each other and to staff.

Any incidents of bullying, homophobia or racism with intent will be recorded on CPoms reported to Governors.

Restraint

The school uses the Team Teach approach for positive behaviour management. The Team Teach approach suggests a range of positive handling risk reduction strategies, 95% of which are non-physical. The remaining strategies involve physical interventions including guides, controls and holds, all of which would be classed as using reasonable force.

Restraint is the positive application of sufficient force to ensure, by physical means alone that a student does not injure themselves, another student, a member of staff or damage property which would then become dangerous.

Restraint should rarely be used and only after all other interventions have been ineffective. This should be by staff who have had the Team teach training, which is up to date. It should only be used if the student is putting themselves or others in danger and where failure to intervene would constitute neglect. A physical restraint should always be reasonable, proportionate and justified, and for the minimal amount of time necessary.

A Behaviour Support Plan must be written when the student needs physical interventions using Team Teach strategies as part of an on-going behaviour management plan. This is written into the Behaviour Support Plan but the decision on whether or not to physically intervene during any incident is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. This plan should be reviewed and updated as necessary.

When restraint has been used, it must be recorded in the Bound and Numbered Book, recorded on CPOMS and parents should be informed.

While only Team Teach trained staff should restrain a student, all members of staff have the power to use reasonable force to prevent pupils injuring themselves or others in dangerous circumstances.

It is always unlawful to use force as a punishment.

Corporal punishment is not permitted under any circumstances and is illegal.

Seclusion

The school has adopted a policy (see Seclusion Policy) which directs? students to go to an area away from other pupils for a limited period, if they are at risk of injuring themselves or others.

The details of how seclusion is used for each student will be written on their Behaviour Support Plan, including how to support that student during seclusion and strategies for ending the seclusion as soon as possible.

Seclusion should be used rarely and only be used for a student when it is detailed on their individual Behaviour Support Plan, except in exceptional circumstances so that a student does not injure themselves, another student, a member of staff or damage property which would then become dangerous. As soon as seclusion is used, the Behaviour Support Plan for that student must be updated.

When seclusion has been used, it must be recorded in the Bound and Numbered Book, recorded on CPOMS and parents should be informed.

This is not a disciplinary penalty.

All physical restraint and seclusion entries on CPOMS and in the Bound and Numbered Book are reviewed in a weekly senior leadership meeting, to ensure that they are being recorded in the proper way, that the guidance in the individual Behaviour Support Plan for that student is being followed and that the physical restraint and seclusion policies are being followed. At this time it is also considered if the situation (and the risk associated with it) could have been assessed and managed in a different way. Any issues arising from the incident are discussed with individual staff and any general issues arising are shared with all staff in briefings and this also informs future staff training.

The number of times seclusion and/or restraint is used for each student is reviewed termly in a meeting of the Key Stage coordinators. At these meetings, ways of reducing the number of times that seclusion and/or restraint is used are considered. Any outcomes are discussed with all relevant staff and implemented for each student. The effect of changes are reviewed at the weekly meetings and also the termly meetings.

Behaviour Support Plans

All students have a student profile with information about their individual needs. Some students also have a Behaviour Support Plan. These have been completed for all students who may present challenging behaviour. Due to the complex needs of the students at Greenvale, each person has a plan specifically written for them. This plan will set out what will happen for an individual to promote good behaviour and how to respond when behaviour is challenging or poor. Any sanctions must be reasonable, proportionate and applied within a timescale suitable for that student; These need to be continually reviewed and updated, particularly when;

- a) a new physical intervention is used in response to a dangerous situation
- b) the student's behaviour has changed
- c) a new strategy for defusing the situation is found to be effective

Each plan is drawn up by those working most closely with the student and takes account of our duty to keep those in our charge safe. Everyone needs to adhere to the plan for consistency and support each other fully. Staff should remember that physical intervention should only be used if the person is a danger to themselves or others. The profiles and plans are on the server in individual student files.

The person writing the BSP signs the document (usually a learning mentor), the key stage coordinator also reviews and signs the BSP, and a Team Teach trainer if any Team Teacher strategies are planned for. The behaviour support plans are discussed with parent/carers too, and their permission is also obtained.

Physical Contact with Students

As Greenvale is a secondary school, we should encourage students to behave in an appropriate manner towards staff and visitors. It is necessary to have regular physical contact with many of the students to support them with their physical and personal needs. This is completely acceptable providing guidelines are followed. However, staff should not hold hands / link arms with students unless they have difficulty walking or there are other safety reasons. Students should not be allowed to cuddle, kiss or sit on staff laps. Likewise staff should not engage in jokey physical contact with students.

Exclusion

It is extremely rare for Greenvale School to exclude a pupil.

Excluding students for challenging behaviour would only be used as a last resort in an extreme situation and only in specific circumstances. The majority of students who exhibit challenging behaviour at Greenvale School would not understand the reason for their exclusion and so it would have no impact on their future behaviour.

Training

All new staff receive the behaviour policy as part of the induction programme. As detailed in the policy we are using the Team Teach approach in school. The majority of staff are trained in the Team Teach approach and have had the 12 hour training course. The training is refreshed every 2 years and in addition, physical interventions are practiced at staff meetings and briefings.

Recording and Reporting

It is extremely important to record and report incidents of challenging or unusual behaviour. All forms will contribute to the ongoing assessment of a student's behaviour. This information can help to indicate triggers, devise management strategies or a necessary change in strategy. It can help us to make decisions about allocating resources to an individual or class group. It is important to remember that any additional finance from the LA for 1:1 staffing will only be granted if we can produce evidence that it is necessary. Importantly they may also show evidence of progress as the student's behaviour improves and recorded incidents diminish. Good communication between staff, parents and other professionals is essential to developing positive behaviour throughout school. Clear information about behaviour and strategies, ensures a consistent approach.

At Greenvale information is recorded and reported by a variety of means:

Behaviour Support Plans and Pupil Profiles;

Communication with parents - it is important to communicate effectively with parents or carers, and share information about student behaviour. This takes place via the home school diary, through telephone conversations, EHCP annual reviews, reports and parents evenings.

The CPOMS recording system accessed on a computer. All student incidents must be recorded on CPOMS and any use of physical intervention, restraint or seclusion must in addition be recorded in the Bound and Numbered Book. Events for recording may also include incidents where an individual has used verbal threats and abuse.

The Bound and Numbered physical interventions record Book (introduced July 2008) is a permanent record of physical interventions and seclusion used by staff.

A Lewisham accident form – used to record when actual bodily harm has occurred e.g. when there is tissue damage or prolonged pain, or when there has been a ‘near miss’ of a significant nature. This form can be completed a day or two later if the injury appears more serious.

The use of charts to record recurrent behaviour. These may be designed for the individual student or follow a prescribed format e.g. ABC chart (Antecedent/Behaviour/Conclusion). These records may help to establish a pattern or particular triggers for the undesirable behaviour. This information can then be used to write a BSP. The educational psychologist may help with the design of an appropriate format for the situation.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of good behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

The Headteacher will be responsible for developing and the implementation and day-to-day management of the policy and procedures.

All staff teaching and support staff have the power to discipline and impose sanctions in line with the school behaviour policy and individual behaviour support plans. This applies both on the school premises and outside school on visits. In an extreme situation the Headteacher can decide to exclude a pupil for a fixed period or to permanently exclude them.

School staff have the right to search a pupil with their consent for any item and without their consent for prohibited items which may cause harm to them or others. Any such search should only be carried out following discussion with the SLT.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

The school will encourage parents to work in partnership with the school to assist it in encouraging positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Parents will be asked to sign the Home school agreement which outlines responsibilities including those around supporting encouragement of positive behaviour and attendance

Students are encouraged to work towards managing their own behaviour and will be made aware of the school policy, rules, procedure and expectations at a level appropriate to their ability.

Associated Resources

Behaviour and discipline in schools – Advice for headteachers and school staff (January 2016)

Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (2003)

Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders (2002)

Getting the simple things right – Charlie Taylor's behaviour checklists

Preventing and tackling bullying – Advice for headteachers, staff and governing bodies (July 2017)

Mental health and behaviour in schools – Departmental advice for school staff (March 2016)

Use of reasonable force – Advice for headteachers, staff and governing bodies (July 2013)

Positive Behaviour Policy – Swiss Cottage School Development and research centre (2016-2018)

Signed

Dated