FOX WOOD SCHOOL

BEHAVIOUR POLICY

Headteacher: Miss Lucinda Duffy

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Ratified by the Governing Body on: 27.6.18

Review Date: June 2019

1.   **INTRODUCTION**

At Fox Wood School it is recognised that there is no single strategy or technique for managing behaviour that can meet all the pupils needs.

Appropriate behaviour is vital in the school situation in order that learning opportunities can be maximised and it is vital in the wider environments at home and in the community. It is therefore very important that the school is able to address issues related to pupils behaviour effectively. This policy seeks to support an ethos in which:

- Pupils are valued and respected
- Emphasis is placed on pupils recognising and controlling own behaviour reducing the need for restrictive intervention.
- Pupils are encouraged to develop high self-esteem.
- There is a partnership between home, school and external agencies
- Non-aversive approaches to managing challenging behaviour are adopted.

2.   **AIMS AND EXPECTATIONS**

Our aim is to promote appropriate behaviour of all pupils in varied settings and to deal effectively with inappropriate behaviour using a wide range of strategies according to the individual's needs in a positive environment. At Fox Wood we have developed our own 'I Matter Code' to recognise the value of all pupils and to promote positive strategies to be used. (See Appendix 1). The I Matter Code enhances pupil voice, is displayed in each classroom and is available at reception.

Appropriate behaviours include:

- Following instructions
- Showing respect for themselves and others
- Taking care of property
- Working to the best of their ability
- Responding appropriately to a situation
- Following social rules and conventions
- Adapting behaviour in different situations eg. in a café, in assembly
- Speaking/vocalising at appropriate volume
- Demonstrating 'good manners'
- Being helpful
- Respecting people's personal space.
- Recognising own feelings and responding in appropriate manner.

Behavioural difficulties may emerge for numerous and complex reasons and may take a variety of forms from loud disruptive behaviour to passive withdrawal.

Such difficulties include:

- Unable to communicate effectivley
- Non compliance with instructions
  - Demanding attention inappropriately
  - Loud, noisy behaviour
  - Unacceptable language
  - Verbally/physically aggressive
  - Disregarding rules or social norms
  - Poor concentration or lack of engagement in tasks
  - Non-responsive
  - Appearing deeply unhappy/distressed
  - Over anxious
  - Lack of confidence, low self esteem
  - Lack of friendship/social skills
  - Self harm

The school recognises that all behaviour has a function and carries meaning.

Some pupils will test the boundaries and require a consistent environment in which expectations and consequences are clear. Many of our pupils respond very quickly to low level behaviour management techniques.
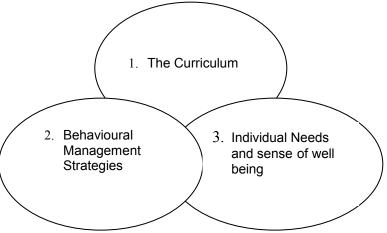
Some of our pupils display more challenging behaviour and in these cases a much broader, longer term framework will be needed to help these pupils to progress. For these pupils it is vital that the function of the behaviour is analysed and an Individual Behaviour Programme (IBP) is drawn up.

The IBP will be drawn up by the pupil support team and class staff during termly IBP meetings. The document will be signed by the headteacher, pupil support team, class staff and will be shared with parents who will sign too.

3.   **FOX WOOD SCHOOLS' APPROACH**

When considering how to manage behaviour it is important to embrace three inter related factors and their impact on the pupil.

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           ⎛                ⎞
          ⎜  1. The Curriculum  ⎟
           ⎝                ⎠
   ⎛              ⎞   ⎛              ⎞
  ⎜ 2. Behavioural  ⎟ ⎜ 3. Individual Needs ⎟
  ⎜   Management   ⎟ ⎜   and sense of well ⎟
  ⎜   Strategies    ⎟ ⎜   being          ⎟
   ⎝              ⎠   ⎝              ⎠
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1.   An interesting, relevant, differentiated and well planned curriculum can minimise
        disruption/disturbance.
2.   Clear behavioural management strategies can provide structure, stability and
        continuity.
3.   Consideration of individual needs and quality of life will help to identify the function
        of a behaviour and changes that may affect that behaviour.

Different levels of analysis of the behaviour and response will be needed depending on if
the behaviour is:

a)   low level: responds to basic strategies
b)   challenging: persistent and resistant to change

a)   Low Level Behaviours

        These are behaviours which, though disruptive at the time, do respond to
        management techniques commonly employed by staff. In such cases class teams
        meet together and discuss the function the behaviour is serving and seek to find
        their own solutions.

        Antecedents – what comes before the behaviour occurs

        Behaviour – describe any behaviour accurately

        Consequences – how do people respond, what does the pupil get out of the
        behaviour?

        Pupils who consistently demonstrate low level behaviours may require a Behaviour
        Plan Overview

b)   Challenging behaviour

        These behaviours are established patterns of behaviour that severely affect the
        individual's quality of life and access to learning and experiences. The behaviour

adversely affects the individual's development. The level of challenge presented may be related to the frequency, intensity or duration of a particular behaviour.

In these cases a much more in depth, detailed approach is likely to be needed and a Behaviour Support Plan will be written and implemented. (This will consist of an Individual Behaviour Plan, a Positive Handling Plan and a Risk Assessment)

Information will be collected regarding the individual's strengths, preferences, needs and skills along with suggestions as to the possible function and early warning signs. The resulting behaviour support plan will detail suggested environmental and life style changes, early intervention strategies and crisis intervention techniques. This process is reviewed and evaluated termly or sooner if necessary as the roots of challenging behaviour are usually complex and multifaceted.

4. **STRATEGIES**

a)   Low Level Strategies, Reactions, Rewards and Consequences

Clear rewards and consequences can underpin many of the behavioural strategies used in school.

Within the school the emphasis is on recognising and rewarding appropriate behaviour. Desirable behaviour, improvement and achievement is celebrated as part of the school routine.

Appropriate rewards may include:

Praise
Stickers/certificates
Letter/phone call home
Work displayed/shown
Visit to Headteacher
Preferred or choice of actvitiy
Food item – where appropriate
Favoured 'job'
Visit or outing
Online journal
Acts of kindness display
Celebration assembly

The level of reward should be motivating to the specific pupil, particularly when working with pupils with ASD, and in proportion to the level of improvement/achievement.

Sometimes neutral or negative consequences may be appropriate. Such consequences should be age/development level appropriate, clearly defined, time limited and of the lowest level that is effective eg. removal of favoured object. Staff should always respect

the pupils' rights and dignity and should always make it clear how the pupil may move back to behaving appropriately and gaining approval.

Sanctions that involve depriving pupils of a basic right or need are **never** appropriate and should never be used. Eg.snack at snack time

Possible consequence based techniques include:

I. **Planned Ignoring**
'Telling off' or appearing angry can be a reward in itself. Passing no comment on minor misbehaviours but praising a return to acceptable behaviour may be appropriate. There is a danger of the pupil's behaviour escalating to a level where you cannot ignore it so the technique may need to be adapted e.g. ignore and redirect i.e instead of saying 'Don't throw' try 'Lets do some painting'
Ignore and praise another pupil who is behaving appropriately. Remove the reinforcement of the 'audience' by moving the pupil or moving the group.

II. **Withdrawal**
It may be necessary to remove the pupil for a brief time either in the classroom, another room or quiet space. This needs to be carried out in a calm manner, comments if required at all should be neutral in tone but clear and positive eg. 'feet down'. Supervision must be maintained and the removal should enable the pupil to compose themselves and self regulate. If the pupil behaviour displays an intent to hurt others and staff feel it is a last resort and in the best interest of the pupil. The door will be closed and the pupil will be constantly monitored through the toughened glass panel with a written timed observation noted. Staff would ensure this was for the minimum amount of time possible.

III. **Reprimand**
Telling a pupil to 'stop' can be effective in some situations. It is most likely to work if the pupil is usually compliant, the behaviour has just started and if the pupil understands the level of language used. It is not usually appropriate for severely challenging behaviour. It is best done in a calm, firm voice. If the instruction needs to be constantly repeated another strategy is required.

IV. **Removal of an activity**
This will be situation specific. It may help to give a warning 'if you hit, there will be no computer/colouring etc'. Always make it clear to the pupil why the activity is being removed. For pupils with some reasoning skills it may be appropriate to negotiate a return to the activity.

V. **Alternative activities/Distractions**
Give the pupil another activity as an alternative to the undesirable action. This can work well for repetitive behaviours. Use a variation of this technique to distract a pupil who is becoming anxious or distressed. Use your knowledge of their preferences and interests.

VI. **Negotation/Removal of Privileges**
Pupils who have a reasonable understanding of the sequence of events and of language/symbols/reasoning may be ready for simple negotations. Most of our pupils will need to link this to a fairly immediate set of events eg. if you do ……… then you can play with ……… or if you do …..… then there will be no ……… This can be implemented either verbally or with the use of symbols/photos.

VII. **Contracts/Incentive Plan**
These can work with pupils who have some reasoning skills and can work for a delayed tangible reward.

Define a target that clearly states the behaviour that is to be worked on. If possible discuss and negotiate this with the pupil. Identify a special treat based on the pupils preferences and interests. This reward is dependent on the target behaviour only. Divide the day/time period into manageable sessions and award a star/stickers etc if the pupil achieves the target in that session. State the number of stars/stickers etc that are needed to gain the special treat and allow some room for failure. Eg. 3 / 4 stars = treat.

Review the contract frequently and make the target progressively more difficult.

b)   Strategies for Managing Challenging Behaviour

There is overlap between what might be considered low level behaviour and challenging behaviour and different people may have differing definitions. However, within Fox Wood School some pupils may display behaviour which is limiting and affects the learning environment and does not seem to respond to the low level strategies. Effective responses to challenging behaviour rely less on responding to a crisis/incident but far more on understanding why that event happened at all, this is particularly pertinent for pupils with ASD who may experience sensory difficulties or difficulties with flexibility, where this is the case further advice should be sought with regard to appropriate ASD specific strategies.

Firstly it is essential to generate an Individual Behaviour Plan. This will be in consultation with the Pupil Support Team and will include strategies specific to the pupil.

I.   Consideration of Broad Themes

Challenging behaviours can be more likely when:

- There are difficulties with positive reciprocal social engagement.
- There are difficulties in communicating effectively
- There is lack in overall sense of well being
- The overall quality of life is poor.

II. Social Relationships

Behaviours linked to difficulties in forming and maintaining appropriate relationships may be reflected in:

- A drive to control, either to achieve personal ends, or have control of the situation.
- An intolerance to requests/denials
- Withdrawal, self distracting activities
- Absence of initiation

Interventions may include:

- Building co operation
- Sharing experiences that pupils will enjoy
- Intensive Interaction strategies
- Setting limits, protecting rights and safety
- Provide 'safe' place/area
- Develop knowledge of social roles
- Social skills/understanding development eg social stories

III. Communication

Behaviours linked to difficulties in communication may be reflected in:

- Pupil's expectations not matching demands
- Misunderstanding/not knowing what is going to happen next.
- An inability to bring our attention to issue of importance/need.
- An inability to make sense of a situation

Interventions may include:

- Quality visual material of the right level of schedules, choice boards, photos, symbols
- Improved adult communication skills, use of clear language, signs, gestures
- Use of a consistent communication system eg. Symbols/PECS, objects of reference/photos.
- Allow more time for pupils to process communication.
- Try to ensure understanding
- Look for possible communicating function in a behaviour (even if not easily read)

IV. Well Being

Behaviours linked to problems in an individual's sense of well being may include one or more of the following:

- Mood swings.
- Arousal level, unusually heightened
- Biorhythmic phase, often difficulties in early morning and late afternoon
- Physical discomfort
- Medication side effects
- Life events
- Mental health

Interventions may be short term or long term

Short term:

- Develop a plan for "low points" in the day eg. have a snack, exercise, music, relaxation
- Actively manage pain, seek medical advice
- Distract with activity
- Manage the atmosphere and environmental conditions
- Become aware of signs of mood etc and have a response planned.
- Actively teach self calming techniques
- Encourage pupils to use sensory app

Long term:

- Seek advice and tackle Health issues
- Promote physical fitness
- Increase daily access to experience of positive well being, non contingent reinforcement, relaxation, laughter, pleasurable experience
- Adjust demand levels
- Promote positive future thinking – optimism
- Build up positive memory banks, supported with pictures, photos, objects, video etc.
- Sensory diet

Positive Handling

Sometimes all attempts to focus analysis and intervention at the setting conditions, triggers, and/or early intervention stage fail and a physical intervention may need to be used. It is important to map out such procedures before an incident occurs and to include such procedures in the Behaviour Support Plan. All staff working with the pupil should be made aware of these procedures. It will also be necessary to seek opinions from other agencies and signed agreement from the parents/carers.

The Behaviour Support Plan will detail actions to be taken, when additional support/personnel will be called in, how the pupil is to be supported until calmer and what debrief should happen. Serious incidents that require restrictive physical intervention to be used **must** be recorded on Reval.

The Postive Handling Policy must be followed. Serious incidents are investigated by the Pupil Support Manager who meets with the class team so that the incident can be discussed and so that the needs of the pupil and staff can be addressed.

Parents/Carers will be informed of the incident via telephone call and/or in writing whereby they can discuss the incident with the teacher. The pupil is also checked by a first aider.

Exclusions

Fox Wood School follows the statutory guidance from the Department for Education with regard to exclusions. The following should be noted:

Authorising and recording exclusions

Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the Headteacher can authorise exclusions. All exclusions, however short in duration, must be formally recorded. 'Internal Exclusion' where pupils are removed from class but not the school site, is legal and does not count as a formal exclusion, so does not need to be recorded.

Deciding whether to exclude a pupil

A pupil should be excluded when he/she has breached agreed school policies seriously or persistently, **and** where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school. It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, the Headteacher will consider the responsibility of Fox Wood under The Equality Act 2010. All pupils at Fox Wood have an Education, Health and Care Plan or a Statement of special educational need and it is recognised that they are especially vulnerable to the impact of exclusion. Pupils of Fox Wood would only ever be excluded as an absolute last resort and this would be in careful liaison with home and the Local Authority. It is recognised that it is illegal to exclude a pupil simply because the school is not able to meet his/her needs, and that excluding a pupil for behaviour that is due to his/her special educational needs may consistute discrimination. However the Headteacher will act as required to ensure the safety of all pupils and staff at Fox Wood, promoting open and honest dialogue with all stakeholders wherever this is possible.

Notifying relevant parties of an exclusion

On excluding a pupil, the Headteacher must immediately notify parents of the period of the exclusion and the reasons for it. The Headteacher must also inform parents of their right to make representation about the exclusion to the governing body, and how this can be done. The Headteacher would also inform the Governing Body, of any fixed term or permanent exclusions and the relevant officer at the Local Authority, and refrence must be made to Section 89 of the Education and Inspections Act 2006.
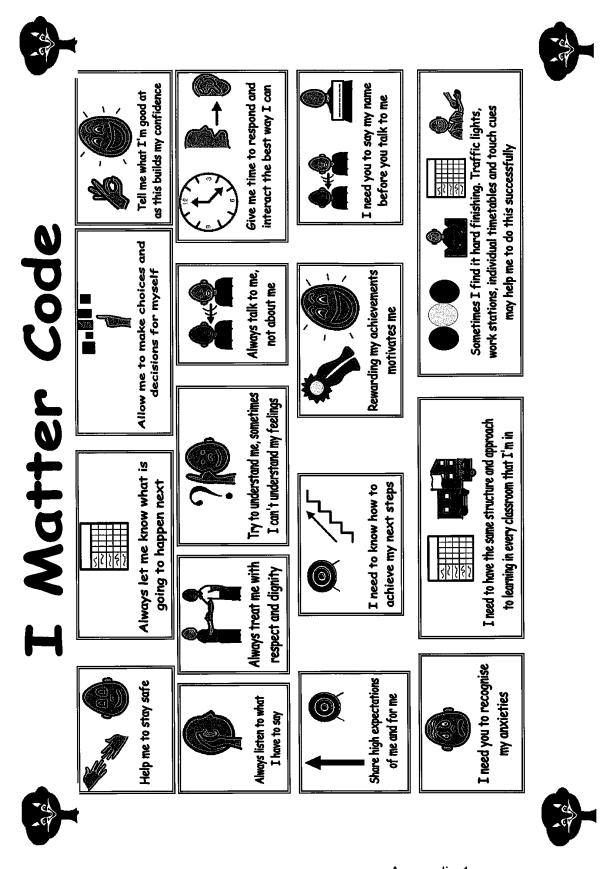
The governing body's responsibilities in relation to exclusion

For fixed-term exclusions of more that five days the governing body must arrange suitable alternative full-time education , which must begin no later than the sixth day of the exclusion. For permanent exclusions, it is the responsibility of the pupil's 'home' local authority (LA) to provide alternative education.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Other related policies:

Positive Handling Policy
Safeguarding Policy
Communication Policy
SEND policy
Antibullying Policy

I Matter Code

Tell me what I'm good at as this builds my confidence

Give me time to respond and interact the best way I can

I need you to say my name before you talk to me

Sometimes I find it hard finishing. Traffic lights, work stations, individual timetables and touch cues may help me to do this successfully

Allow me to make choices and decisions for myself

Always talk to me, not about me

Rewarding my achievements motivates me

Always let me know what is going to happen next

Try to understand me, sometimes I can't understand my feelings

I need to know how to achieve my next steps

I need to have the same structure and approach to learning in every classroom that I'm in

Always treat me with respect and dignity

Help me to stay safe

Always listen to what I have to say

Share high expectations of me and for me

I need you to recognise my anxieties

Appendix 1