



# Old Hall School

## Behaviour Policy

**Date:** December 2016

**Legislation:** Maintained schools – Education and Inspection Act 2006: Section 89  
Equality Act 2010  
Behaviour and Discipline in Schools 2013

**Policy Lead:** Kerry Jefferson. Behaviour Lead

**Review Date:**

## **School Context**

Old Hall School is a primary special school in Walsall. We are an inclusive school that has the specialist knowledge and skills to meet the needs of pupils aged 3 to 11 years with a range of Special Educational Needs and Disabilities.

We have a fantastic team of staff who are caring, dedicated, highly skilled and very enthusiastic. They work tirelessly to provide each child with an exciting and personalised curriculum which engages, motivates and fosters a love of learning. Old Hall School has a strong emphasis on communication skills, along with personal and social development. Pupils are stimulated to become the best they can be, both academically and socially.

## **Introduction**

Old Hall Behaviour Policy operates within the context of our Schools shared values and aims. The ethos of our School is nurturing where children feel safe to learn, we work together in a positive meaningful way in a stimulating setting where children show excitement about their day and pride in their work. Both pupils and staff take responsibility for one another's wellbeing. We collaboratively work with parents and other professionals to ensure any issues that could impede learning, for instance challenging behaviours or health matters.

Old Hall School aims to provide a positive environment which enables all children to develop their full potential in an atmosphere which is encouraging, supportive and takes into account individual needs. Shaping children's behaviour is paramount in making them receptive to learning.

## **Our School's approach to Behaviour consists of 2 Policies**

Policy and Guidelines for the Management of Pupils Behaviour (Behaviour Policy)

Challenging Behaviour Policy

The Behaviour coordinator is: Kerry Jefferson (Behaviour Lead)

## Principles and/or Procedures

We believe:

- Behaviour can change and every child can be successful
- Although we do not accept negative behaviours we do accept the child
- Praise and rewards provide the right kind of ethos that links into our nurturing environment, not sanctions or blame
- The school is our community and as adult we model the behaviour we want to see in our pupils, caring, sharing, togetherness, respectfulness, hard working and pride

We believe this behaviour can be achieved by:

- Developing relationships with pupils, parents and staff
- Having mutual respect for one another
- Valuing one another
- Active listening and understanding.

Adults promote good order and conduct in school through:

- A nurturing environment where pupils feel safe to grow
- An understanding the behaviour is a way of communicating something
- A good understanding of children's' needs
- High expectations of pupils academic and social abilities
- A curriculum that excites and motivates our pupils to learn
- Taking time to unpick the underlying reasons to behaviours and then put the right support in place.

At Old Hall School we aim to:

- Ensure the well-being of our pupils, protecting them from harm of any kind including self-injury
- Ensure the well-being of staff members, affording them some protection against allegations of abuse and assault, so long as their actions fall within the spirit of the policy
- Teaching pupils what is socially acceptable in society in order to reduce social barriers
- To understand and support pupils who display challenging behaviours and provide the best opportunity for their learning
- Encourage the care of the school environment, and have respect for their belongings.

## Rules

In order for our pupils to feel safe in school, along with becoming responsible members of society we have our School Rules in order to shape their behaviour positively. We consistently respond to desired behaviours through praise and rewards, we consistently respond to unwanted behaviours through the support of consequences where sanctions will be used. The acceptance and desirability of behaviour is often determined by the context or situation in which it is displayed. In order for any large group of people to work together in a certain space, both happily and safely there is a need for rules. Ability to obey rules is part of developing appropriate and acceptable behaviours.

Pupils at Old Hall School are expected to:

- Move around school safely
- Use a kind voice
- Have kind hands and feet
- Be kind to others and their property
- Follow adult instruction

In relation to the above rules, each classroom will have their own set of additional rules that have been done together with the pupils in order to grow our community ethos.

Classroom rules will include the philosophy of:

- High and appropriate expectations of behaviour and learning
- The use of positive language
- Work matched appropriately to children's needs
- Support and reminders of the classroom rules

Unstructured times, for example play-time and dinner-time can be problematic for some pupils. As a School we believe in being pro-active through:

- Providing strategies for anticipated problems
- Daily briefing where staff are made aware of those who require more support
- Staff being on time to supervise children
- Staff initiating games
- Minor incidents being dealt with by staff on duty at the time
- Major instances of aggression being referred to the class teacher and the Behaviour Lead
- Children being made aware of any differences in the classroom routine
- Positive interventions and positive support for those that need additional support
- Whole school approach through; PSHE, SEAL, British Values and Nurture Sessions.

## **Strategies to Manage Behaviour**

All staff at Old Hall School can support the reduction of problematic behaviour by:

- Staff to be organised, classrooms and play areas to be ready at the start of each session in order to reduce unstructured time
- Carefully grouping children
- Children always appropriately supervised
- All staff to be aware of the strategies for specific children (IBPs)
- Be flexible with their approach

When dealing with problematic situations staff will:

- Keep calm
- Avoid confrontation
- Be aware of the safety of other children
- Anticipate the behaviour
- Acknowledge that some children have triggers
- Refer to the strategies of the individuals IBP

There should be a whole approach to working with children and behaviour difficulties, which include:

- An environment to suit the needs of the individual
- Active listening and communication
- Considering have all the needs of the child been met (Maslow)
- Relaxation
- Support in making the right choice
- Verbal and non-verbal calming
- Therapeutic alternatives
- The development of functional skills
- A plan of support completed with the child so they know what to do if they are feeling a certain way (5 Point Scale).

## **Rewards**

Our nurturing community within school acknowledges and supports the philosophy that good behaviour will be repeated if the pupil receives positive feedback instantly, along with throughout the day/week via other/all members of staff. We believe that rewarding children's good behaviour promotes the required behaviour in order to continue with our safe nurturing environment. If the consequence of unwanted behaviours is met with a structured consequence then the pattern is less likely to be repeated.

As a School we promote a healthy balance between rewards and sanctions which related to the Elton Report.

In order for rewards to be effective staff should consider:

- Is the reward really a reward?
- Is the reward used consistently?
- Is the reward used immediately?
- Does the child understand why the reward is given?

In order for children to become intrinsically motivated we understand that there is a need to tailor the reward for some individuals. This is discussed and agreed with the SLT team and all staff are aware.

At Old Hall School our rewards include:

- Verbal praise
- Sharing of good work with other class groups
- Use of stickers
- Golden time
- Favourite toy/activity
- Class celebration
- Assembly whole school celebration
- A visit to another member of staff to receive praise
- A post card home to parents
- Work displayed

## **Sanctions**

In order for sanctions to be effective staff will consider:

- Is the sanction acting as a deterrent?
- Is the sanction applied consistently?
- Does the child understand why the sanction is in place?
- Does the sanction fit the behaviour?
- Is the sanction fair?
- Is the sanction applied calmly?

Sanctions that have been agreed for use in school, in dealing with minor misdemeanours include:

- Conversation regarding what behaviour is required
- Speaking to the pupil in order to understand the underlying problem
- Show of disapproval by change of face/ or voice

- Warning, reminder of the rules
- Extra praise
- Change of staff
- Change of proximity
- Distraction, help a staff member to do a job
- Remove the pupil from the environment in order to reduce anxiety
- Withdraw of positive reinforcement/ praise for a short time
- Use Sun/Cloud in order to provide visual support of unwanted behaviours
- Detention; loss of break-time, lunchtime
- Detention time to be used to do work missed
- Detention time to be used to carry out interventions to understand why behaviours are happening
- Repeated persistent behaviours will be reported to the Behaviour Lead/SLT
- Pupil to work in a less stimulating environment where they are able to regulate better
- Use of social story to understand what the unwanted behaviour is
- Use of comic strip to identify what the unwanted behaviour is
- The use of widgets in order to teach the pupil what to do in this situation and work together on this with an adult
- Exclusion – exclusions can only be done by the head teacher.

At Old Hall School the following sanctions are prohibited:

- No pupil will be locked in a room or secured in a room by a locked door and left unsupervised. (Normal security is acceptable, including; high door locks, secure fob to enter/exit school main doors)
- No child will experience sanctions that are degrading and humiliating
- No child will be deprived of food or drink or forced to eat food they do not like
- No child will experience negative comments that relates to their disability

## Individual Behaviour Management Plans

Individual pupils may require more support with their behaviour and understanding their emotions, for these pupils an Individual Behaviour Management Plan is put into place. IBP provides consistency for the pupil and staff in school. Pupils that are on behaviour plans are those who display reoccurring negative behaviour that is putting either themselves or others at risk of harm.

## Behaviour Plan Procedure

1. The Behaviour Lead is informed and advice sought regarding behaviour
2. Staff to complete an Initial Incident Report Form on School Pod
3. The Behaviour Lead may observe the behaviour of the individual
4. If there are more than **two** instances of the **same** behaviour then the individual will then have an Behaviour Incident Report monitored by the Behaviour Lead
5. The Behaviour Lead will work with the class team and put a Behaviour Management Plan in place
6. In some cases the parents will be contacted
7. In some cases the family liaison will visit the child's home in order to identify strategies and support at home
8. The individuals Behaviour Management Plan is put onto School Pod so all staff can be aware of the strategies that have been put into place by the Behaviour Lead
9. The Behaviour Lead will continue to monitor the individuals behaviour
10. The Behaviour Lead in some cases will do 1:1 work with the individual concentrating on the well-being of the individual and to unpick the underlying message. This will then be communicated to the class teacher and the SLT team
11. The Behaviour Management Plan will be an ongoing working document to support the individual. Workable strategies will be put into practise that the individual feels comfortable with, e.g. I feel cross, I will show an adult my 'take a break widget,' the adult will take me to my calm area where I can discuss my problem or sit quietly.
12. When writing Individual Behaviour Plans consideration is given to the proactive strategies outlined in Team Teach Intervention Training

## Monitoring Incident Report Books

The Behaviour Lead will monitor all incidents in school to identify areas of; sensory overload, patterns, environment, time of year, grouping. There will also be an investigation into the warning signs leading up to the point of crisis. This information will then be put into a Behaviour Management Plan. The Behaviour Incident Report must be completed electronically on the same day as the incident took place.



## **Parents**

As a school we acknowledge the importance of working with parents to achieve good behaviour both at home and in school. This is done by:

- An open door policy
- Home/School diary exchange
- Ongoing conversations with parents via phone
- Parental conversations at IEP meetings/medical meetings
- Parent workshops
- Family Liaison

## **Physical Intervention**

### **Principles**

Physical intervention should, wherever possible, be avoided. However there are occasions when the use of physical intervention is appropriate. When physical intervention is used it is done so in a way to maintain the safety and dignity of all concerned.

### **Practice**

- Physical management of pupils will only be used in the accordance of the LEA guidelines
- All staff at Old Hall School are trained in Team Teach, as soon as possible following joining the School
- Physical intervention will only be used when all other methods to calm the situation have failed. (There are some occasions where emergency physical intervention needs to be used immediately in instances of; prevent injury to the person or other persons in the area, pupil to adults, serious damage to property)
- The minimum intervention will be used for the shortest amount of time
- No equipment will be used to restrain a pupil
- Where there has been an unplanned physical intervention, parents will be contacted and notified
- When the need for physical intervention is felt necessary, staff involved will devise an appropriate intervention plan and risk assessment (See Appendix 1)
- When physical interventions have been used these will be logged on the behaviour Incident Report electronically
- Should a member of staff be injured in an incident then the member of staff will complete the LEA form with regards to Violence against educational staff and this be sent to the LEA

- Where any physical intervention has taken place, staff must complete the Bound Book that is with the Behaviour Lead. The number from the Bound Book is then to be added to the electronically completed Behaviour Incident Report.

If an allegation is made against a member of staff in relation to any behaviour management strategy, including Physical Interventions, the Schools safeguarding will be followed. (See Safeguarding Policy).