



Phoenix School Sylhet

Policy for Behaviour

Agreed:

Written May 2019

APPROVED

Signature: _____

Name: _____

Capacity: _____

Date: _____

Introduction:

This policy outlines a framework to help staff manage pupil behaviour and facilitate effective teaching and learning.

The policy aims

1. To provide the framework for effective learning to take place
2. To promote positive behaviour support and management
3. To give a clear guide to pupils and staff of what is expected of them
4. To ensure continuity and consistency in approach towards the pupils by all staff
5. To provide new members of staff with clear guidelines and readily accessible procedures which they can act on
6. To ensure that if physical interventions are used there is an understanding of the reasons for such action and the methods used are calming and prevent injury to both pupils and adults.

The nature of challenging behaviours

Challenging behaviours can be passive or active. Challenging behaviours must be recognised by staff as serving a purpose for the pupil and communicating a need.

Challenging behaviours might fit into the following categories:

- Aggression and physically challenging actions
-
- Misuse of property
-
- Self injury and self-stimulation
-
- Non-compliance
- Attention seeking

Teaching and learning at Phoenix school Sylhet

Teaching and learning has a direct effect on the behaviour of pupil's school. All teaching and learning must be relevant to the pupil's needs and encourage positive behaviours in the classroom.

Positive approaches

We aim to provide a curriculum that is matched to a pupil's individual needs. It should be functional and broken down into small achievable steps. The programme should always be relevant to the pupil's developmental and emotional stage. It should be fun, creative and motivating so the pupil wants to learn and interact as much as possible. Pupils must be given opportunities to communicate throughout the day. Pupils must be encouraged to complete tasks by using positive reward structures i.e.: 'I am working for' boards.

Environment

We aim to maximise the potential of each pupil's learning by ensuring the school environment is safe, secure and is structured to meet their needs. Environments should be set up so they are clear, functional and motivating to the pupils. There should be visuals that support learning and provide prompts to help understanding in all areas of the curriculum.

Teaching styles

The curriculum is presented in a variety of ways to meet individual learning styles. During the course of each day work is planned to include a variety of teaching activities. The Communication Policy recommends that pupils are given maximum opportunities to communicate their choices throughout the day. Play and intensive interaction can be used throughout the day to encourage pupils to interact

Parental support

We aim to work with all parents and families. We aim to keep parents informed of all behaviour plans and individual work plans. A home-school book is written regularly to inform parents of day-to-day issues

Rewards and Motivators

Reward systems establish good behaviour. Rewards must be frequent and consistent, allowing the pupil to understand the consequences of good behaviour and to feel valued. Motivators need to be used to help pupils understand that they can have favourite things if they are able to complete a task. It motivates them to learn and helps with their concentration during activities.

Green Zones

All pupils are supported to remain calm, focused and engaged at school through the use of individual Green Zone strategies. These strategies will support a pupil in all areas of communication, learning style and sensory needs.

Appropriate Touch

Touch is essential in order to provide sensitive and good quality care for those we support. Used in context and with empathy, touch supports the development of our interactions with the pupils we teach.

Purpose of touch:

- Communication: reinforcing, supporting, guiding, interacting
- Physical prompts
- Intensive interaction
- Play
- Therapy: massage, sensory stimulation and regulation
- Emotional reasons: reassurance
- Personal care: medical and nursing care
- Intimate care: changing nappies/pads and showering
- Protection

Where possible, staff should minimise the use of touch in order to provide pupils with opportunities to complete tasks independently and to avoid a reliance on touch and prompts in later life. Staff should always allow appropriate amounts of time to allow the pupil time to respond and complete a task or follow an instruction on their own.

Intimate Care: It is never appropriate for staff to touch a pupil's intimate areas except as part of intimate or medical care

At Phoenix we aim to:

Promote and encourage appropriate behaviour for learning.

This is achieved through:

- Being flexible to meet the needs of the individual
- Recognising and supporting the pupil's sensory needs
- Recognising and promoting achievement of specific targets as part of the pupil's Personal Education Plan (PEP) and Behaviour Support Plan (BSP)
- Using a range of rewards/motivators that are specific to the pupil's individual needs and sensory behaviours e.g. favourite toys, activities, computer, messy play, stickers outdoor/indoor play or social praise.

Celebrating achievement
Recognising a pupil's individual need

Actively encourage communication

This is achieved through:

- Developing good listening systems within the classroom Direct teaching and modelling from adults.
- Encouraging the use of PECS throughout the day.
- Providing communication tools, symbols and visuals
- Allowing processing time for the pupils so they can communicate.
- Providing clear visual prompts for the pupils to use.
- Providing choices throughout the day.
- Interacting and playing with the pupils.
- Using visuals to provide clarity for learning and for behaviours.

Give Parents full knowledge and understanding of the system so that they also value it.

This is achieved through:

- Good communication to parents both positive and negative e.g. Home-school books, phone calls and regular meetings to discuss behaviour issues
- Encouraging parents to attend events.
- Sharing PEPs, Behaviour Support Plans and I Reviews with the parents.
- Providing visual supports for the home
- Modelling to the parent in school
- Providing a variety of training for parents in school
- Listening to parental views and ideas

Pupil and staff protection

Staff and pupils have the right to feel safe and be protected within the school environment. The Code of Conduct outlines the procedures in place to keep staff and pupils safe.

Equal Opportunities

We aim to provide equality of opportunity for all pupils regardless of potential challenging behaviour. All pupils in School are given equal access to experiences, resources and opportunities to fully achieve their learning potential. Risk assessments and individual Behaviour Support Plans are written to identify potential difficulties and provide a consistent approach for staff and pupils.

Challenging Behaviours at Phoenix School Sylhet

The health and safety of staff and pupils is paramount at School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously. Any pupil who has some form of challenging behaviour could be a potential risk to staff or other pupils and MUST have a Behaviour Support Plan (BSP) and a Risk Assessment (RA). Some behaviours are predictable and happen regularly. Other behaviours may be infrequent and totally unpredictable. After these behaviours have happened once they MUST be planned for. It is the class teacher's responsibility to consider the behaviours of the pupils in the class and liaise with staff when writing a BSP and RA. It is the class teacher's responsibility to review them regularly and update any changes that may be occurring.

In the event of an incident occurring there is a procedure that must be followed at all times.

Procedure for incidents of Challenging Behaviours:

- When an incident occurs the BSP must be followed and agreed action taken
- The incident must be recorded in the incident report book. If another pupil has been injured, then this must be recorded

- First Aid must be given to the injured pupil and time given for the pupil to calm down and relax. This must be recorded in the incident report
 - Parents must be informed of the injury by a phone call and then through the Home/School communication book
 - Teachers should keep a log of phone calls either via email or in their diary.
 - The Senior Leaders (SH or VA) need to be informed of any serious challenging behaviours and advice given as to what to do next.
 - .
 - There should be a debrief at the end of the day with the staff
- Training and advice on writing BSP will be given to all staff yearly

The Behaviour Support Plan is a working document that must be reviewed regularly through:

- Pupil’s behaviour monitored, recorded and analysed
- Clear development of and thought given to de-escalation strategies and preventative measures that are appropriate for each individual pupil.
- Strategies agreed and evidence collected of any improvements
- Feedback through liaison meetings
- Information about effective visuals in place to support the pupil
- Parents involved in changes and implementing strategies at home
- Parents receive a copy of the agreed plan
- Senior Leader (VA) to be shown plans

CRISIS INTERVENTION

Procedures for Crisis Intervention

Challenging behaviours may escalate to a crisis situation when more than one adult is needed to help support a situation. Most crisis situations happen when the pupil has no coping strategies and has reached a high level of anxiety due to the situation or an event that may have triggered the behaviour. The behaviours may become more difficult to cope with and the risk to adults and pupils may increase.

CRISIS SITUATION
Person A with the pupil assesses the risk to the pupil and other pupils/adults in the area/property Calls for help if needed or help script used by (B) “I am here to help” Class Teacher is informed if not already present.
Person A with the pupil remains calm, reduces language and any demands and tries agreed calming techniques/visual strategies/communication
(B) remains if necessary using no language and providing support through use of visuals

Person A with the pupil assesses whether to move the pupil or to remove the others from the area. Person B waits for instructions from person A

Person A leads with person B if necessary. The pupil is taken to agreed safe area.

Agreed procedure is followed from the BSP including visuals to support understanding

Assessment of injuries and of A/B emotional state and any changes of staff made. First aid procedures followed

Assessment of pupil and other pupils made and support given where necessary

Continuous assessment made of the safety and welfare of pupil and staff dealing with the situation and time given for calming down. BSP procedure followed for returning to class

Record made of incident Made in the incident report book

Parents informed by telephone call

Debrief given with team at the end of the day
Any changes to BSP written and any visuals or social stories developed for the following day

Physical Interventions

A physical intervention is any use of force by a person or persons to control another person. Any physical intervention used must be an agreed and is a taught restraint, one that is designed to ensure that the pupil is safe and the adult member is calm. A physical intervention must only be used when it is absolutely necessary and the intervention used must be reasonable and proportionate to the challenging behaviour being observed.

All physical interventions should be recorded, by the staff member involved in the incident report book.

ASSESSING AND MANAGING RISKS

The term "risk" refers to any circumstances, which could lead to adverse outcomes for the pupil, staff or others. Whenever a risk is foreseeable, a risk assessment should be carried out to identify risks and assess the potential dangers they pose.

Staff should:

- Monitor the level of risk currently posed by the pupil.
- Write a clear risk assessment
- Review the risk with relevant members of staff regularly and discuss with Senior Leader VA if necessary

BEHAVIOUR PLANNING

In order to manage pupil's behaviour it is necessary to develop a plan of action This plan should take into account all the factors influencing the pupil's behaviour

Staff should:

- Complete an analysis of the behaviour. With the team discuss why the behaviour may be occurring and what strategies may be effective
- Create a pupil profile
- Plan what visuals, language, strategies and motivators may be effective
- Develop a clear set of de-escalation and preventative strategies Plan for physical breaks, sensory support, intensive interaction where necessary
- Complete a Behaviour Support Plan (BSP) Communicate the plan to the parents and all staff involved with the pupil.
- Review the plan regularly and change details as necessary. Communicate with staff

CONFIDENTIALITY (see confidentiality policy)

It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality.

Staff should:

- Share and discuss any issues concerning the pupil only with relevant staff Matters concerning the pupils should never be openly discussed in front of visitors, in the staff room or in front of the pupil

Keep confidential reports relating to challenging behaviour in the Pupil Record Files

CHILD PROTECTION

Pupils should always feel safe, calm, valued and supported in school. It is their right to always be treated with dignity and respect.

Staff should think about:

- Why is the behaviour occurring?
- Are there visuals to support the pupil?
- Does the pupil know what they are expected to do?
- Is there a risk?
- What is the pupil trying to communicate?
- Can the situation be avoided?
- Do I feel confident with what I am doing?
- Do I need help?
- Am I angry?
- What other strategies can I use? (I am working for/motivators/break/movement break/sensory input?)

Staff must not:

- Pull a pupil's clothing
- Pull the pupil up from the floor by the arms or take them by the leg
- Carry the pupil
- Hold a pupil down
- Turn the head of a pupil using the hair
- Lead a pupil by the arm around the room or corridor with them behind the adult not knowing what they are meant to be doing
- Tell a pupil what not to do instead of what to do ie don't kick me

- Punish the pupil with threatening language or make threats eg.no lunch/no snack
- Dig finger tips into the pupil's arm
- Deal with a pupil when angry
- Talk negatively about the pupil in front of them
- Talk aggressively or negatively to a child
- Tackle the challenges alone

STAFF MUST TRY TO REMEMBER TO:

- Keep language to a minimum
- Provide the pupil with a means to communicate
- Provide pupils with learning breaks or physical movement where necessary
- Guide the pupil to where they are going when necessary
- Use physical prompts rather than verbal prompts
- Say what the pupil is meant to be doing eg. Sit down/worktime now
- Use the first and then strips
- Use visual strategies or objects of reference to ensure the pupil knows what is expected of him/her at all times throughout the day
- Be consistent at all times and follow agreed plan
- Be patient and wait for a pupil if they have dropped to the floor unless part of an agreed plan
- Encourage pupil to do what they should be doing using motivators and positive language at all times throughout the day
- Support all transitions throughout the day with visuals
- Ask for help when you need it
- Plan for distraction, calming and positive/negative responses to behaviours
- Support consequences to behaviours with visuals