



Policy  
Document

# Woodfield School

## PUPIL BEHAVIOUR POLICY

**Date: April 2017**

**Review Date: April 2018**

# POSITIVE BEHAVIOUR SUPPORT, AND PUPIL DISCIPLINE POLICY

## Values and Aims

As a school we believe in promoting equal opportunities and value each individual as well as aiming for the highest level of personal achievement and independence. We aim to produce an environment in which pupils feel safe, secure and respected. We tailor programmes to engage and support each individual student. We expect high standards and do not make excuses, in relation to behaviour, for our pupil's disabilities/needs. Good levels of behaviour and engagement are pre-requisite to learning and therefore we do promote positive behaviour support throughout the school.

It must be remembered that most pupils with severe learning difficulties (SLD) are functioning at the level of a much younger child and therefore behaviours observed and consequences of these behaviours must be appropriate to the child's developmental age, rather than their chronological age.

We share our ethos with all new staff, as part of induction, that there are no 'naughty' pupils at Woodfield just children with additional needs who are trying to communicate. The staff are therefore dedicated to trying to understand the reasons for particular behaviours displayed by individual pupils and to helping them cope with the anxieties, frustrations and difficulties associated with their own needs.

Woodfield have adopted Hertfordshire Steps, the Local Authority's preferred approach to behaviour management in schools and all staff have completed 'Step On' training as part of induction. This is a therapeutic approach to behaviour management, with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis. Woodfield have a Behaviour Support Team of 4 staff, all of whom are Hertfordshire Steps trainers.

Behaviour must be analysed to see what purpose it serves for the pupil before we can change it. Wherever possible, we aim to teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Generally, our students do not understand the consequences of their behaviour, even if the action is a conscious one, and therefore early intervention to de-escalate or prevention of an incident is always the preferred option. Any consequences must never be for ease of management of the situation and must be proportionate to the incident and take into account the pupil's Special Educational Needs. If a pupil is removed from a situation it should be in their best interests and they should be offered the chance to return as soon as possible (for further information see Physical Intervention Policy).

There are clear and realistic expectations of behaviour for each individual pupil, which means that we recognise that we will expect and accept different behaviours from different pupils, according to their own particular needs and disabilities. No two pupils are the same and we see the behaviour as the problem, not the child. By addressing the difficulties we try to 'analyse not moralise'. Class peers are supported in relation to this process.

Staff provide positive role models with appropriate language and social behaviour, and must have high expectations of pupil behaviour at all times. If pupils do display

inappropriate behaviour they are told or shown that staff and others find this unacceptable in a way that the child can understand. We expect staff at Woodfield to respond in a calm, clear, consistent manner, but need to have a real awareness of their own safety, whilst implementing de-escalation strategies (as trained) and following Pupil Support Plans and Anxiety Plans.

The Head and Deputy, with responsibility for overseeing behaviour management, are committed to supporting pupils and staff regarding the positive management of pupil behaviour. Staff reward positive behaviour and as far as possible, ignore the less desirable behaviour. The pupils can be consulted, where possible, to tailor rewards to their interests and can be re-focussed on their tasks by reminding them of the outcomes or 'Now/Next' system. Self control comes from empowering students with positive choices and appropriate strategies.

### **Referrals of pupils to Woodfield**

Any referrals to Woodfield School, via the Local Authority (LA), of pupils with Education and Health Care Plan (EHCP) which refers to complex challenging behaviours are carefully examined in order to determine whether we can meet the specific requirements of these pupils within the context of our present accommodation and level of school resources, and in relation to the whole school's health and safety needs. A thorough Risk Assessment is carried out in relation to the class group concerned.

### **Teaching and Learning Approaches**

We use a range of resources and systems consistently to create structure and routine which help to create a calm environment. This ensures that a pupil's day is easily communicated, predictable and manageable, and so reduces possible anxieties for individual pupils. Key skills are taught discretely as needed but there is ongoing teaching and learning related to the personal and social curriculum.

We ensure that approaches towards the pupils and their behaviour are consistent and appropriate to their level of understanding and differing needs.

Where a pupil is struggling to cope in a class environment staff may consider the need for changes to the pupil's timetable, for certain times of the day or for a short period of time. In cases where behaviour subsequently improves, the pupil may be able to resume work again alongside larger groups of peers or back in the classroom environment. Most of these changes are to do with additional physical activity, shorter work periods, and/or sensory breaks. Occasionally this may be away from the main class group for short periods of time in order to reinforce routine and structure and keep the pupil focussed on positive engagement and life skills.

Communication is a vital area for all pupils, as a pupil is likely to be more anxious and confused when they do not understand what is being asked of them and /or they have no means of communication, so every effort is made to ensure that pupils are helped to communicate their needs and frustrations – for example using signs, symbols or AAC. Social stories should be used if appropriate to an individual pupil to help prepare them for changes, deal with sensory issues etc.

When talking to pupils, staff should use clear, simple, positive language and be aware of their own body language and of how much information individual pupils can cope with at

any one time. The use of positive choices is a key element of positive behaviour support so that the pupil feels involved in communicating their preferences in all scenarios.

Some pupils need a longer period of time to process instructions, and so need to be allowed more time to respond before they comply with requests. Some pupils may need time and space such as offering the option to leave the group/room. Staff are encouraged to identify an area which is quiet and free of distractions to which a pupil can go to work or to relax and reduce the level of social and sensory demands. This might be an area of the classroom or a specific area in the school. Some pupils will need a regular short break, even if only a minute or two, before they can then resume their activity.

All pupils are rewarded for individual achievements with either stickers or merits and these achievements are celebrated e.g. in the pupil's own diary/record to share with parents. Citizen of the Week certificates are also awarded on the last class assembly of the week.

Continuous positive feedback is given to pupils about their behaviour with lots of praise (verbal and signed), and other incentives which can include favoured toys and activities, will be individually planned into a behaviour support plan, to be used as de-escalation or rewards.

### **Individual Pupil Support Plans and monitoring incidents.**

All staff are trained in Hertfordshire Steps; 'Step On' as part of induction and 'Step Up' if an audited need is going to affect their working practise. This helps to develop their skills in managing pupil behaviour and share successful practice with other staff. Staff work as a team to analyse the causes of behaviour and develop effective and appropriate strategies for each individual pupil. All strategies and individual support plans are monitored and overseen by the Behaviour Support Team (BST)/ Senior Leadership Team (SLT).

Specific Risk Assessments are completed for pupils with challenging behaviour. This is mandatory if a pupil has a Restrictive Physical Intervention (RPI) programme. Positive Behaviour Support Plans and Anxiety Plans are written for any pupil who requires specific strategies to manage their behaviour. Once a Plan has been proposed, it is checked by the BST, then it is shared with the child (if appropriate for the child), their parents (copy sent home) and all staff who work with that pupil. When all parties involved agree a copy becomes available for all staff, (on the server) so that consistency for the pupil can be maximised. Individual Anxiety Plans should be written in liaison with the Autism Manager/BST. Such plans are individual and tailored to include emotional/pastoral support as needed and are always reviewed at least annually as part of the ECHP Review meetings. They are reviewed at others times as needed.

In order to analyse and assess behaviour it is necessary to gather information. Staff need to complete or take into account the following;

- Recording situations as they occur in school on an ABC chart to enter into the behaviour database/computer programme.
- Discussion with parent/carers (this may be via home/school diaries or in a meeting). Include other relevant professionals e.g. medical involvement if necessary
- Meetings of staff working with that child e.g. class meetings, which a member of BST can attend if desired to review strategies
- Individual Risk Assessments

If this does not improve the situation, other strategies may need to be employed, such as;

- Discussion about the individual at the Behaviour Support Team meetings, led by the Deputy Head Teacher who is responsible for managing pupil behaviour.

- Referral to the Educational Psychologist, if requested.
- Monitoring of Anxiety Levels where there is a particular concern to look for patterns.
- Monitoring of the Behaviour database and BST systems to look for patterns and possible causes

The support of some pupils' behaviour can be stressful for both staff and pupils. Staff need to support and reassure other pupils in a class or individual pupils after a distressing time. A member of staff who has dealt with a difficult situation may also require a short break. There may be occasions when pupils display aggressive behaviour which could cause injuries; for example, scratches, bites etc. to staff involved. Consequently it is essential for staff to be aware of their own safety and take any necessary precautions; risk assess, long sleeves (arm guards), considering the position of self in relation to the pupil, not wearing jewellery that can be pulled, tying hair back etc.

All rooms are fitted with alarms to summon help or additional staff members. If Physical Intervention (PI) or RPI have been necessary, staff must fill in the appropriate paperwork immediately after the incident. PI will require an ABC form, whereas RPI will require an incident form and the appropriate RPI book completing, which is kept in the office.

### **Parental Involvement/Other Agencies**

The school is a partnership between parents, pupils, staff and outside agencies which only works if communication systems are kept open. Analysing, observing and sharing information and strategies about an individual is our key to success. Parents need to feel welcomed and valued with positive and consistent messages about our pupils' problems (as well as their achievements) shared with them. Pupil Support Plans and Anxiety Plans are jointly discussed and agreed and advice and support is a two way process. Parents should be offered understanding, advice and support regarding their child's behaviour, both at school or at home. We can also offer a weekly parent support group, individual appointments with the class teacher, parent ambassador or BST, or if appropriate home visit/s.

On occasions, it may be necessary to seek advice from other agencies, and we see this as a strength, to ensure we are doing the best for the pupil involved. Continuing disruptive behaviour may be the result of the pupil's needs not being met, and other agencies (including safeguarding) may be considered. This support may come in the form of the Communication and Autism Team, an Educational Psychologist, CAMHS, Family Support Worker, social worker etc. and BST/SLT can refer to the appropriate agency where appropriate.

### **Physical Intervention**

Woodfield School follows Hertfordshire County guidelines re: the use of Physical Intervention (PI). All staff are trained in Hertfordshire 'Step On' as a de-escalation and supportive way of working. 'Step Up' is used when there is an audited need and this would be classed as RPI. Hertfordshire Steps is updated for all staff annually through refresher training.

PI may be part of everyday life in an SLD school, where pupils need to be supported to reach independent learning. They may, for example, require escorting along a corridor, assisting a pupil to sit down or enter a classroom to enable access to the curriculum, hand over hand writing etc. These are part of a broader educational or therapeutic strategy and involve no force.

RPI is a "last resort" measure (only used in accordance with the law) and wherever possible it is to be avoided. Staff have the right to use 'reasonable force' where a pupil is;

- a danger to themselves,

- a danger to others,
- poses a significant threat to property.

We ensure that staff training is followed when RPI is necessary and that any incidents are recorded as soon as possible and reported to SLT. Based on audited need, some staff are trained in elements of 'Step Up' training where specific techniques are taught for a specific pupil. No other interventions are to be used in regard to RPI. When RPI is used it must be the minimal needed to achieve the desired result, i.e. for the shortest possible time and the least amount of 'force'.

Where RPI has been used, the Head or Deputy and the parents **MUST** be informed, as a requirement and the BST will arrange for de-briefing of staff and pupils as soon as practicably possible, usually within 24 hours. If RPI is used more than once (once may be an emergency), good practice dictates that parents should agree its' use, and it should be written into an individual RPI Programme. Such programmes are reviewed and updated on a regular basis, and discussed at Annual Review meetings, though this could be more frequently if necessary. Any adjustments would be based on an individual risk assessment, carried out by a member of the BST, who are all Hertfordshire Steps trainers.

### **Monitoring and Evaluation**

Pupil behaviour is monitored once a Behaviour Support Plan is in place to check on the frequency of specific behaviour and to see if there are improvements, or if any changes have occurred regarding the behaviour. ABC charts are used for this analysis. The programme is then altered, revised or remains the same, depending on outcomes.

This ABC information is recorded in the Behaviour Database (computerised), and the information monitored weekly in BST meetings. It is discussed regularly in staff meetings/SLT meetings and at the pupil's Annual Review and /or Child in Need (CIN) meetings. The Deputy Head reports on behaviour to Governors at the termly Safeguarding meeting.

Teachers can discuss aspects of pupil behaviour with a member of the BST at any time and often invite a member of BST to a class meeting.

If a pupil has an Anxiety Plan, and/or Behaviour Risk Assessment then these are discussed and reviewed regularly by class staff, both informally and at Staff meetings. Any changes that occur in a pupil's behaviour will mean that the current Behaviour Support Plan / Anxiety Plan will have to be reviewed. Parents should be involved in such discussions, where possible.

Any class team who have reviewed a Behaviour Support Plan must ensure that they have discussed this with the BST, or informed them of changes. Class teams should be regularly using meeting time to update 'roots and fruits' as in Hertfordshire Steps training as a form of monitoring individual pupils. Class teachers must ensure that this information is passed on to the next class team when a pupil moves up.

Where appropriate, pupils should be encouraged to talk through difficulties they may be experiencing –with staff providing understanding, support and advice. Staff are reminded that other pupils who witness challenging behaviour need the opportunity to talk through the situation as well.

## **Exclusions**

In a situation where a pupil presents extreme challenging behaviour and the school has pursued and tried all possible avenues in order to help that child, including providing that pupil with an Anxiety Plan which is subsequently continually reviewed; regular monitoring of that pupil's behaviour; frequent liaising with parents; involving other professionals such as the Educational Psychologist, the school Doctor; seeking assistance from the Local Authority, then that pupil may have to be excluded, in accordance with the Herts Exclusion Procedures, and on a temporary basis to begin with.

As our pupils have severe learning difficulties they will rarely learn from exclusion. Short periods of exclusion may, however, be necessary in order for staff to have time to discuss and implement relevant changes to keep everyone safe. This time can also be used for other pupils to see that some behaviours mean that staff in school or pupils who have been hurt do not want to work with the person who hurt them for a day or so, and there are consequences to their behaviour.

Following a temporary exclusion, in extreme circumstances, the pupil may have to be permanently excluded. However, in such a situation the school would endeavour to support the family of that child, involve any relevant agency and work with the LA.

This would be done by calling an early review meeting of the Education, Health and Care Plan as a reassessment of the child's needs would be required in order to ensure that his or her ECHP was accurate and up to date.

### **Appendix 1: Charlie Taylor's Behaviour Checklist (Government Advisor on behaviour)**

**Keep it simple and ensure all staff know the following**

- Stay calm
  - Reward good behaviour
  - Celebrate success across the school
  - Have clear plans for behaviour support and ensure ALL staff know them.
  - Differentiate as no two pupils are the same
  - Give feedback to parents, be honest and let them know the good things, not just the problems
- 
- BE CONSISTENT!!