

The Coppice School



School Behaviour Policy

Approved by the Governing Body of The Coppice School

Signed: *H. Knell*

Date: July 2018

Proposed date of future review: July 2020

or sooner, as appropriate

The Coppice School

Behaviour Policy

RATIONALE

Pupils at The Coppice School have a wide range of learning disabilities and complex medical needs, including autism. We aim to foster security, mutual respect and self discipline for our pupils in order to support successful teaching and learning.

The promotion of good behaviour is an integral part of the curriculum and the school understands that a variety of factors may influence a child / young person's behaviour and contribute to incidents of challenging behaviours. This policy should be used alongside the school's agreed Policy for Care and Control.

AIMS

- Ensure the safety of pupils and staff;
- Foster the acquisition of self-control, responsibility and accountability amongst pupils;
- Foster individual effort and positive thinking and give pupils confidence in themselves, pride in their achievements and their school;

OBJECTIVES

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect.
- To promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.
- To protect pupils from abuse or injury, including those which are self-inflicted;
- To protect both pupils and staff members entitlement to dignity and self respect;
- To promote equal opportunities for learning and personal development;
- To create a learning environment which enables pupils to make choices and to learn from the consequences;
- To safeguard staff against false allegations.

RESPONSIBILITIES

It is the responsibility of the Headteacher:

- ✓ to ensure the maintenance of good order and discipline.
- ✓ to involve parents at an early stage where a learner is experiencing problems with behaviour
- ✓ to involve outside agencies, where appropriate, in managing the behaviour of a learner.

It is the responsibility of the Teachers:

- ✓ to have a duty of care towards pupils. This is clearly outlined in the School Teachers Pay and Conditions document:

“Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.”

It is the responsibility of all staff:

- ✓ to take into account the variety of factors that may influence the behaviours of individual pupils which are known or ought to be known to the member of staff. Staff should also take into account the setting and any inherent dangers, for example in the pool area, out in the community or when using certain items of equipment such as scissors, cookers, technology tools etc.
- ✓ to set and expect high standards of behaviour both in lessons and at all other times they are with our learners.
- ✓ to discuss with the headteacher any behaviour issue or problems that they are unable to cope with in order that an appropriate strategy of help and support can be agreed.

PROCEDURES/PRACTICE

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

In class

- ✓ individual class reward systems designed to meet the age and developmental needs of the learners
- ✓ The use of circle time to celebrate
- ✓ SEAL
- ✓ Class rules

SEAL (Social Emotional Aspects of Learning)

At The Coppice School we have an established SEAL programme to help support behaviour management in school. The DCSF stated that;

‘The SEAL resource is an explicit, structured, whole-curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils. It has a whole school approach, and is intended to build on the good work schools are already doing, and can be readily adapted to fit in with schools’ individual characters.’

The SEAL programme includes;

- ✓ Assembly materials on a clear SEAL theme.
- ✓ A spiral curriculum which revisits each theme (and the skills associated with them) offering new ideas yearly.
- ✓ Flexible lesson ideas at each development level.
- ✓ Explicit links and ideas for the theme to be developed across the curriculum.

Celebration Assemblies

- ✓ Presentation of certificates to a member(s) of each class who has shown the most significant achievement over the course of the week.

Team Teach

The Coppice School has embraced the philosophy and principles that underpin Team Teach as it provides an effective framework of sound values, documented policies, procedures and protocols. The Team Teach approach equips our staff with the attitudes, skills and knowledge to promote a safe environment in which our pupils may learn. The school has three trained Team Teach tutors (Karen Priestley, June Walker and Sarah Seddon) who lead staff development in this aspect and support colleagues in the development of strategies and effective techniques in de-escalation.

Weekly Bulletin/Termly newsletter

- ✓ An opportunity to congratulate our learners for particular achievements, competitions etc. and to share this with parents.

End of term

- ✓ Headteacher's award to a member of the lower and upper school who has made considerable achievement over the term. Learners are nominated by staff and a selection made by members of the School Council.

Other Opportunities to celebrate include;

- ✓ SEAL assemblies
- ✓ Class assemblies
- ✓ Themed days/weeks
- ✓ The issuing of swimming certificates and other certificates from sporting activities
- ✓ Pupil's Progress Files
- ✓ ASDAN/Arts Award accreditation
- ✓ Duke of Edinburgh award

Positive Behaviour Management

The development and maintenance of a positive work ethos encompassing rewards and incentives is beneficial to both staff and pupil alike. At The Coppice, emphasis and interest will be directed toward the encouragement and reinforcement at every opportunity of appropriate behaviour.

Pupils with autism

Learners on the autistic spectrum may respond differently and display behaviours which challenge others as they are likely to perceive, interpret, process and experience the world in a different way. This may be due to the impact that a learner's impairments may have on their behaviour. These include impairments such as;

- social communication and social interaction
- restricted, repetitive patterns of behaviour, interests or activities
- sensory issues
- additional stressors
- life events and experiences
- stress
- illness and wellbeing

In support of a positive approach to behaviour management, staff at The Coppice School ensure that general proactive strategies are used to support learners with autism. These can be found in the '*How Best to Support Me*' document for each child with a diagnosis of autism. It takes into account the factors that influence the wellbeing and behaviour of autistic pupils which are vitally important to reduce the likelihood, severity and frequency of behaviours that might become problematic for the child/young person themselves (e.g. self-injurious behaviour) and any supporting staff.

Supporting Pupils who Display Challenging Behaviours

When a pupil displays challenging behaviour, it is important to manage that behaviour in an appropriate manner.

Given the complexity and diverse needs of our pupils there can be no one answer to managing the challenging behaviour which is displayed.

In the first instance, the whole school strategy of **INTERRUPT, IGNORE, REDIRECT, REWARD**, should be used.

If a pupil continues to present a behaviour which challenges the strategy then an individual behaviour management plan, discussed and agreed with all concerned, must be put into place.

The implementation of any procedures must be tailored to meet the needs of the individual pupil. In deciding the best method it is essential that all those who know the pupil are consulted and involved. This would obviously involve parents or carers as well as school based staff, and could also include other professionals. The behaviour management programme must be written down in a clear format (see Appendix 1), monitored by a named person(s) and evaluated within an agreed time span. Planned meetings with class teams supported by Senior leadership Team take place as part of this process.

It is the responsibility of the person monitoring the process to keep the Headteacher informed.

We must always be prepared to adapt the programme as necessary.

General Principles

The following principles and strategies related to avoiding aggression are considered to be examples of good practice drawn from special schools.

- ✓ Adapt routine; consider modifying the timetable and daily routine in order to avoid circumstances with a potential for aggressive reaction.
- ✓ Adapt environments; examine the physical environment and consider what modification may be needed in order to eliminate or reduce aspects with a potential for aggressive reaction.
- ✓ Re-deploy resources; be aware of staff/pupil mismatch and conversely of staff/pupil relationships with a potential for positive development.
- ✓ Avoid interpersonal conflicts; examine the need to vary groupings within class to minimise contact between pupils known to be antipathetic to one another.
- ✓ Diffuse agitation; learn to recognise early symptoms of aggressive behaviour and be prepared to implement strategies.
- ✓ Examine personal needs; attempt to address the cause of the aggression rather than the symptoms.

Strategies to help avoid aggression

It is important that staff learn to interpret signals and behavioural characteristics that a child displays when he/she is agitated. This can only be achieved by careful observation and recording. Use of ABC sheets (Antecedents, Behaviour and Consequences) can support this process. Staff can then be alerted to the fact that a child is 'vulnerable', and that there could be a potential outburst.

- ✓ Divert attention; distraction towards another activity may be an effective means of diffusing aggressive behaviour.
- ✓ Remove or reduce environmental factors; recognise and reduce any background factors which may be contributing to aggression. These may be physical, for example heat, noise, lack of space, or social – a 'peer' audience, an unfamiliar or 'hostile' adult.
- ✓ Channel emotional excesses into physical activity; be prepared to modify programmes to provide this form of outlet.
- ✓ Encourage relaxation; cultivate an atmosphere of calm.
- ✓ Focus on cause rather than effect; avoid being totally concerned with behaviour and look for cause.

Physical Restraint

Physical restraint should only be used to prevent harm to others or oneself or serious damage to property. For pupils who may need some form of physical intervention in order to keep others and themselves safe there should be a Positive Handling Plan in place that sets out a consistent approach. At all times, parents and carers are kept fully informed of any incident in school involving the use of physical intervention and staff record these using the agreed procedures set out in school. **SEE POLICY FOR CARE AND CONTROL.**

SPECIAL NEEDS

At The Coppice School we believe that our pupils are most likely to exhibit inappropriate behaviours in response to situations which they find difficult. Our aim is therefore to foster the development of more effective coping strategies. "Challenging behaviour is not a problem, it is a solution to a problem. Our problem is to find a better solution."

EQUAL OPPORTUNITIES

The governing body will comply with relevant legislation; race relations, sex discrimination, age discrimination, disability discrimination; religion or belief. The governing body will promote equality in all aspects of school life, particularly as regards all matters relating to the management of behaviour.

PARENTAL INVOLVEMENT

We believe that an effective partnership between parents/carers and the school will support the aims of this behaviour policy. Parents/carers may be invited in to school to discuss aspects of their child's behaviour evident in school. Learners may also make disclosures at home relating to behaviours experienced in school and parents/carers should feel confident that they can come to school with their concerns and speak to a class teacher/senior member of staff.

ASSESSMENT

Class teachers to assess behaviour management of learner groups through the ongoing delivery of the SEAL programme.

In the behaviour management of individual learners, class teachers will use the ABC sheets to monitor and record pupil progress. These are uploaded regularly to our online system, Child Protection Online Monitoring System (CPOMS) for future reference. Staff report progress to the school's leadership team.

MONITORING AND EVALUATION

The success of this policy will be judged according to;

- ✓ The number of learners whose behaviour is tracked using ABC sheets
- ✓ The number of incidents logged regarding an individual pupil in the school's online system, CPOMS
- ✓ Staff awareness of individual learner's behaviour management plans.

- ✓ The anecdotal comments of the school community
- ✓ Any comments from children in schools council and parent evaluations

LINKS WITH OTHER POLICIES

PSHE&C Policy

Anti-Bullying Policy

EHWB Policy

SEN Policy

Parental Partnership Policy

Attendance Policy

Autism Policy

POLICY REVIEW

This policy will be reviewed in line with the school's policy cycle for review. It will be amended following thorough discussion with all members of the school community taking into account the success criteria listed above.

THE COPPICE SCHOOL

INTERVENTION STRATEGY FOR:

DATE:

Identified Behaviours (describe):
Settings/Circumstances which trigger the behaviour:
Planned strategies to prevent the behaviour occurring:
If the behaviour does occur:
Monitoring and Evaluation:

Identified Behaviours (describe):

Settings/Circumstances which trigger the behaviour:
Planned strategies to prevent the behaviour occurring:
If the behaviour does occur:

Monitoring and Evaluation:

Does the pupil have a Positive Handling Plan Y/N (if Yes see attached)
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Designation	Sign	Date	Other Staff	Sign	Date
Headteacher					
Deputy Head					
Class Teacher					

Parent					
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Appendix B

Team-Teach



Positive Handling Plan (PHP)

Name:

Setting:

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)
PREFERRED

PREFERRED Supportive & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

- | | |
|--|---|
| Verbal advice and support <input type="checkbox"/> | Distraction (Known key words, likes) <input type="checkbox"/> |
| Reassurance <input type="checkbox"/> | Take Up Time <input type="checkbox"/> |
| C.A.L.M. talking/ stance <input type="checkbox"/> | Time Out (requires a written plan) <input type="checkbox"/> |
| Negotiation <input type="checkbox"/> | Withdrawal (requires staff/carer observation) |
| Choices/ Limits <input type="checkbox"/> | Cool off: Directed/offered (delete as appropriate) Time allowed out to clam down or cool off <input type="checkbox"/> |
| Humour <input type="checkbox"/> | Contingent touch <input type="checkbox"/> |
| Consequences <input type="checkbox"/> | Transfer adult (Help Protocol) <input type="checkbox"/> |
| Planned ignoring <input type="checkbox"/> | Success reminder <input type="checkbox"/> |

Others?

Praise Points/ strengths: (Areas that can be developed and built upon) please state at least 3 Bridge builders.

1.

2.

3.

Medical Conditions that should be taken into account before physically intervening.
i.e. Asthma, Brittle bones

Preferred Handling Strategies:(Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc)

De-briefing process following incident: (What is the care to be provided)

Recording and notifications required: RF1, CPOMS

Please print:	Please sign:
Establishment:	Name:
Placing Authority:	Name:
Parents/Guardians:	Name:
Name:	Signature:
Date:	Review date:



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