

## **ADDINGTON SCHOOL**

### **Procedures by which the Behaviour and the Positive Physical Handling Policies are executed across the school**

The Behaviour Policy document makes statements about the philosophy we hold about the type of school community we are trying to achieve. This is based on the belief that everyone at Addington is entitled to come to school without expectation of physical, verbal or emotional abuse. Everyone has a right to access the curriculum.

The aim of this document is to provide practical strategies to help us achieve the beliefs we hold in our policies.

It is important to recognise that the pupils within Addington School present a wide range of educational and emotional needs and behaviours. Staff will need to be selective about which strategies are most supportive for individuals, reflecting their particular issues within the philosophy of the policy.

For the majority of pupils the main school behaviour strategy is sufficient to develop a positive culture based on mutual respect. Pupils and staff have worked together to develop a whole school code of conduct - Appendix 1. Within this, pupils need to know exactly what it is that is unacceptable. It is often better to target one specific behaviour explaining why the behaviour is inappropriate and indicating appropriate behaviour. At the beginning of each new academic year every class will revisit the school code of conduct in order to remind the pupils of what is expected in terms of behaviour. A code of conduct is to be displayed within every classroom.

Students who are requiring support for behaviour management issues require an individual Behaviour Support and Risk Reduction Plan - Appendix 2.

This should be agreed with the pupil, if at all possible, the parents and any other staff involved in its implementation. These plans should be regularly reviewed within school and at least termly with parents. These are working documents and should be seen as a tool that supports staff in understanding and managing the behaviour of the pupil. Where pupils are able they should be encouraged to take part in the process of planning and reviewing their own behaviour management plans.

It is important the individual Behaviour Management Plans are focused on the primary behaviour. Although secondary behaviours can be very disruptive and cannot always be ignored, change in learned behaviours takes time. It is most productive if one main behaviour concern is addressed at any one time.

For those pupils who present challenging behaviours requiring positive physical handling there is a separate policy in place – See Positive Physical Handling Policy. This is based on Team Teach and is compatible with the main school philosophy and Behaviour Policy. Use of Team Teach requires training in both philosophy and safe handling. Addington is committed to providing support and training for staff working with children with challenging behaviour. The Team Teach method is also compatible with Wokingham's policy and guidance on positive handling. Copies of Behaviour Management Plans should be with the teacher and on the Parental Portal.

The code of conduct is based on positive actions we are trying to achieve. We have developed a system of rewards and recognition that both the staff and pupils hold in high regard. Pupils and staff will add to these suggestions as appropriate to them.

## **Rewards and Recognition**

These should:

- Be given for something specific.
- Specify the accomplishment –so the pupil knows exactly what the recognition is for.
- Use pupils own previous performance as the basis for comparison.
- Attribute success to pupil's own efforts or abilities.

The range could include:

- Verbal praise and encouragement.
- Non-verbal communications - looks, nods etc.
- Stickers.
- Certificates – ½ term Good Behaviour Award
- Good work achievement assemblies and notice boards.
- Taking work to HOF or SLT.
- Displays of work.
- Posts of responsibility - class jobs, department etc.
- Allowed to stay inside - privileges e.g. use of leisure technology.
- Allowed off-site.
- Contacting parents.
- Reports.
- ROA's.

## **Reprimands and Sanctions**

Reprimands are usually verbal responses by an authority figure to some aspect of the behaviour of the pupil. They tend to be delivered personally, verbally, immediately and have an informal status.

Sanctions are generally understood to be a more formal operation. It usually involves a direct consequence for a pupil.

Range of strategies based on following principles:

- Acknowledgement of achievements and appropriate behaviour is more effective.
- Correct targeting.
- Quiet but firm.
- Make explicit that it is the behaviour, not the child that is disapproved of.
- Make explicit why the behaviour is inappropriate and indicate appropriate behaviour.
- The sanction should be delivered sooner rather than later.

Reprimands and sanctions include the following:

- Verbal comment - ranging from single comment to explicit telling off.
- Non-verbal looks, gestures etc.
- Loss of time - privilege choosing, break etc.
- Separation from peer group within classroom.
- Withdrawal from situation, classroom, playground.
- Cool off time - time out.
- Referral to another – Behaviour Support, HOF's, SLT etc.
- Report cards to Head/Deputy - up to 2 weeks.
- Involvement of parents - phone call, meeting.
- Exclusion - Fixed term, permanent.

### **Internal Support System**

It is expected that initially the behaviour will always be dealt with by the person who witnessed or intervened with the problem.

1<sup>st</sup> Contact Adult-Assistant, Teacher, Lunchtime Assistant  
 Class Teacher  
 Assistant/Head of Faculty  
 Behaviour Support Service or ASD Support Service  
 Assistant Heads  
 Deputy Head  
 Head teacher

It may occasionally be appropriate to refer to the class teacher first; their knowledge of the pupil may make this route more appropriate. The longer the behaviour persists or the more serious its nature, the higher up the support system it will go. Ideally the response is staged - this allows for more strategy steps to be put in place before SLT is involved.

The Behaviour Support Service might be appropriate and may be in place before a particular incident occurs. For children who have Access needs or ASD the Service Lead can help to put systems in place to help access or devise particular structure required by individuals. This may include some behaviour management strategies.

Access Support – Elaine Short  
 ASD Service Lead – Nicole Wisdom  
 ASD Teaching Assistant – Sharon Coker  
 Behaviour Service Lead – Simone Pengraeve  
 Behaviour Support Practitioner & Nurture Assistant – Ellie Robinson  
 Behavior Support Assistant – Hilary Rusher  
 Parent Partnership – Lucy Sayer  
 PSHE – Danny Blachford

The main purpose of the Behaviour Support Service's role is to improve pupil access to and engagement with the new curriculum providing support for pupils, staff and parents. This support is in addition to teachers and staff in the classrooms. The Behaviour Service works with groups of pupils or individuals and can be a contact support with parents, helping to

develop the whole consistent approach for the pupil. The role is not only to react to serious incidents but to be proactive in supporting pupils and staff. The role also includes whole school behavior incident monitoring and identification of trends to inform future targeting. The leadership area of the Behaviour Service Lead is to work alongside the Head Teacher and all staff to implement the Behaviour Policy through staff training and support. It also involves the training of staff in Team Teach to deliver positive handling strategies.

However, it is crucial that the management of behaviour is a team approach - everyone supports and everyone is supported. It is recognised that rarely, very serious problems do occur and a gradual graded response is replaced by intervention from the Senior Leadership Team immediately.

Also there are times when intermediary (Behaviour support service) help is unavailable and support from SLT will need to be used earlier. However, initially as many incidents as possible should be dealt with by immediate adults within the class team.

### **Incident Sheets**

It is crucial that behaviour incident sheets are completed as soon as possible, but always within 24 hours of the incident - Appendix 3. It is important that all the information is included e.g. what action has been taken, what intervention or sanction was used. This provides vital information about frequency and severity of incidents and what interventions/sanctions were tried should an exclusion prove necessary. The information will provide the basis for a pupil support plan after a fixed term exclusion.

Incident documents involving any Positive Handling, paper-based or electronic are always reviewed by the Head – Sara Attra and the Behaviour Support Service Lead – Simone Pengraeve. The paper-based incident documents are logged into the Bound and Numbered book and archived. The new electronic Behaviour Incident recording on Onwards and Upwards is a tamper-proof system that records and numbers each incident logged – all electronic incidents logged are reviewed by the Behaviour Support Service.

The incident data is reviewed for the identification of trends, staff training needs, school organisation indications and information for Governors. Parents/ guardians will be made aware of behaviour incidents that have involved Positive Physical Handling of their child either by telephone or correspondence.

If a pupil has an increase in incidents logged in a short space of time, parents should always be contacted by the class teacher to alert them to current difficulties. Parents may have a suggestion to try and they may feel able to support the school with discussions with the pupil at home. An increase in incident logged in a short space of time may also initiate the implementation of a Behaviour Support and risk reduction plan (BMP).

### **External Support Systems**

External support may be initiated at any point in a pupil's Behaviour Management Programme. This is to help support the pupil by providing multi professional support. It may provide support for parents with behaviours in the home and it may provide school with

alternative strategies and support. Addington's behaviour policy is broadly in line with Wokingham's LEA policy which also offers lines of support.

External support systems include:

- Parents/Carers
- Education Psychologist
- EWO
- Social Worker
- Children's Disability Team
- Child and family counselors
- Health teams - nurse, doctor
- CAMHS
- Wokingham Parent Partnership Officer
- Police - both community for education and occasionally for emergencies
- Charitable organisations including CBf, ASD Family Support, ASSIST

Should involvement of external support systems be required, referral should be made to SLT.

### **Consistency of Approach**

Above all, consistency of practice across the whole school is crucial. Below is a basic checklist to use to support classroom staff in behaviour management within school.

#### **Classroom**

Meet and greet pupils when they come into school/classroom.

Display rules/code of conduct in the classroom and ensure that the pupils and staff know what they are.

Have a system in place to follow through with all sanctions.

Display the rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Keep a tidy and organised classroom

## **Pupils**

Know the names of the pupils.

Be familiar with any Behaviour Management Plans for pupils within your class.

Understand each pupil's special needs and know what equipment they need to access the curriculum and support them with their individual personal and physical needs.

## **Teaching**

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach the pupils the class routines.

## **Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Pupils should be able to expect the same response from adults across the whole school. This applies to both positive and negative responses relating to the whole school code of conduct. We should feel able to reward pupils who are meeting the code of conduct as well as reminding those who don't. We need to be able to give the same response everyday no matter what the other pressures are. We, as adults, also need to recognise when we get something wrong and acknowledge this with pupils. As adults we need to be seen as role models for our pupils to learn from.

As adults we need to be aware of each other and how we support each other. A member of staff dealing with a difficult situation may welcome your support - be careful, however, not to take over, they may be gaining control themselves. It is important we don't effectively de-skill someone.

Ideally anyone who witnesses inappropriate behaviour should intervene. It is recognised that this is not always possible for an individual to do as intervening may cause further issues. However, it is important that we do not ignore inappropriate behaviour - make a comment e.g. 'here to help', then report to the Class team. Do not ignore any action which presents a health and safety issue.

If an individual's behaviour is unacceptable, it is always unacceptable and we must respond consistently until we have modified the behaviour.

Remember to concentrate on the primary behaviour being targeted not the secondary behaviour which may irritate.

We are working towards the whole school not accepting verbal, emotional and/or physical abuse or non-compliance. We hope to achieve this through engagement in the curriculum growing mutual respect and understanding.

Positive Physical Intervention is the last resort, employed after everything else has been tried. Positive Physical Interventions employ minimum force for the shortest possible time and must be reasonable, proportionate and absolutely necessary.

95% of the time a full range of strategies and interventions can be used to manage challenging / inappropriate behaviour as advocated within Team Teach e.g.

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages
- A range to de-escalation techniques such as;-
  - Verbal advice and support
  - Choices,
  - Limits/consequence
  - Negotiation
  - Reassurance
  - Distraction
  - Humour
  - CALM talking stance
  - Planned ignoring
  - Contingent touch
  - Withdrawal directed
  - Take up time
  - Time out offered
  - Success reminder
  - Transfer Adult

**Only 5% or less should be used for positive physical handling** Only persons trained in Team Teach may employ agreed positive physical handling techniques as outline in the Behaviour Support Plan (BMP).

## **Debrief**

After a behaviour incident it is important that both pupil and staff member are debriefed. For the member of staff it is most important that this takes place before the end of the school day. This can be informal or formal depending on need but it should allow time for discussion and reflection.

For the pupil it may not always be possible before the end of school, particularly if the incident was late in the day or the pupil is still not receptive to discussion by home time. In this instance the pupil should start the next day with the debrief. Examples of pupil reflection forms are enclosed - Section 5 - to open opportunities for discussion. This method of debrief will not, of course, be suitable or relevant for all pupils.

## **Banned Items/Objects/Substances**

The following objects, items and substances are banned from being brought into school by pupils:-

Recreational / illegal drugs, alcohol, knives, sharp weapons, cigarettes, cigarette papers, tobacco, fireworks, lighters, matches, stolen items, pornographic and racist images or any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury, or damage to property.

If any member of staff finds or believes that a student is in possession of any of the above items they must seek support from other staff, inform SLT and only if it is absolutely safe to do so remove the item to a safe place. e.g. a locked cupboard.

Objects that can be brought into school are iPods, Mobile phones, laptops, iPads and recording devices but these must be handed to a member of staff at the beginning of the day to be locked away safely until home time when they will be returned to the pupil if deemed appropriate.

## **Bullying**

See Anti-Bullying Policy in Appendix 6

Anti-Bullying Alliance definition:

“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim”

The School will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff.

Staff will challenge and positively inform/teach pupils the appropriate way to behave and the language to use in understanding positive values in diversity and difference. The modelling by staff and promotion of the rules of appropriate social behaviour will support pupils in their understanding of how we should treat each other.

- In educating our pupils the issue of bullying will be raised at a number of levels:-  
at whole school level e.g. assemblies,
- at classroom level via the curriculum, PSHE, Citizenship, the code of conduct, circle time, and the use of supportive specific teaching materials e.g. Anti-Bullying Week.
- at individual level pupils who are felt to be at risk of bullying or who have suffered from bullying in the past will be offered support. Pupils who have bullied others will be given advice, and support in adopting strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

Staff are to be aware that there are particular times in the day e.g. lunch times, break times and locations on the school premises when children maybe more vulnerable to bullying, arrangements for adequate supervision are be made available to reduce the risk of bullying.

The School is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We will respond to incidences of bullying through the system of reprimand and sanctions. Bullying can be different from general behaviour incidents and different strategies would need to be employed.

Each incident of bullying will be followed up by a member of staff. This is an outline of possible ways in which bullying will be dealt with;-

- Preliminary –The alleged bully is approached informally. Ideally complaints are resolved at this stage. However, this may not always be appropriate.
  - Formal investigation of complaint - If allegation found to be substantiated, disciplinary action will be considered. Provision of suitable opportunities for both parties to deal with problem themselves will be given. Advice, support and counselling will be offered by someone outside the situation.
  - Pupils need to feel confident that their version of events is taken seriously. The School cannot offer absolute guarantee of freedom from bullying. Our jurisdiction only extends to school itself or out of school activities. We cannot be responsible for bullying outside school. However, we will do our best to support any issues raised outside of school to try and influence positive outcomes. Internet guidance and incidents on the bus are examples of this.
  - Focus will be on encouraging pupils to respect each other and establish ground rules for getting on better. Staff will seek a commitment from the bully or bullies to change their behaviour towards the victim/s.
  - Tackle bullying through curriculum/PSHE - seek parental support.
  - Staff will endorse the need to treat each other properly and discourage inappropriate behaviour.
- Cyber – bullying will be addressed according to the Anti-Bullying Policy.

## **Post Incident Responses**

### **For the Victim**

When a member of staff receives information, either directly or indirectly, that a pupil may have been the victim of a bullying incident, this report will be taken seriously by being recorded and investigated.

Staff will offer a proactive, sympathetic and supportive response to pupil/s that are the victim/s of bullying. The exact nature of the response will be determined by the particular pupil's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Informing, recording and reporting the incident to Class Teacher, Behaviour Support Service and SLT
- Reassurance that the victim is not responsible for the behaviour of the bully

### **Strategies to prevent further incidents**

Sympathy and empathy

Counselling

Befriending

Assertiveness training / targeted intervention programmes delivered by Behaviour/ASD Services

Extra supervision/monitoring

Creation of a support group

Peer mediation/peer mentoring / Buddies

Informing/involving parents

Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)

Arrangements to review progress

## For the Bully

All staff will take bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. The School does not believe that the use of punishment is helpful in managing this problem but is of the view that the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

All staff will respond to incidents of bullying behaviour in a proportionate way; the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- Immediate action to stop an incident of bullying in progress
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- Loss of lunch/breaktime privileges/detention
- Daily SLT report
- Removal from class/group
- Withholding privileges
- Parents informed
- Counselling / instruction in alternative ways of behaving
- Adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- Fixed periods of exclusion.
- Permanent exclusion (in extreme cases which may involve violence)
- It must be noted that where exclusion is the case only the Head is able to exclude pupils.
- Rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

When recording all incidents of bullying the date, the names of the perpetrators and the victims, the nature of the incident and the action taken in response will be noted. These will be recorded on Addington's Incident documents

Simone Pengraeve - Behaviour Support Service Lead  
Ellie Robinson – Behaviour Support Practitioner  
Hilary Rusher – Behaviour Support Assistant

### **Links to Further Documentation**

Addington Behaviour Policy

Health & Safety Document - including staff care plan

Addington Physical Intervention Policy and documentation

Wokingham - Equal Opportunities Policy + Addington Equal Opportunities Policy

Wokingham Behaviour Risk Assessment Guidance

Wokingham - Bullying Policy & Guidance

Wokingham - Racist Incidents Guidance

Wokingham - Child Protection Policy documentation procedure guidance  
- Addington Child Protection Policy

Addington - Aims and Values

Addington - Curriculum Policy documentation

Addington Teaching and Learning Folders

“Behaviour and discipline in Schools” – A guide for Governing bodies

“Behaviour and discipline in Schools” – Advice for head teachers and school staff February 2014

“Searching, screening and confiscation” – Advice for head teachers, staff and governing bodies February 2014

“Use of reasonable force” – Advice for head teachers, staff and governing bodies 2014