

# WOOLLEY WOOD SCHOOL



## Behaviour Policy

Chair of Governors: *P.L. Clew*

Headteacher: *D. Whitehead*

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## BEHAVIOUR POLICY

### Introduction

The school's Behaviour Policy is closely linked to the school's Safeguarding Policy, the Positive Handling Policy and the Anti-bullying policy.

The teaching of good behaviour and the management of behaviour is an integral and important part of the whole school curriculum. The school's approach to this area is embedded in "the way things are done" in school i.e. it reflects the school's aims and ethos. The purpose of teaching good behaviour is to promote learning so that the pupil can participate fully in the home, school and local community and have as high a quality of life as possible.

How we behave has profound effect upon our acceptance within society and our ability to establish and maintain relationships. Social acceptance within the family, school and community is vital for our pupils if they are to have equal opportunities within society.

We believe that the basic structure for promoting good behaviour in school to:

- Communicate to pupils what good behaviour means
- Communicate why good behaviour is important
- Teach what good behaviour is
- Reward pupils who are being successful at being good
- Improve their motivation to behave well
- Provide an appropriate degree of structure for those who need it

### Aims

The school aims in the area of teaching good behaviour are:

To promote and support **personal development** of the individual: emotionally, socially, physically, intellectually, morally and spiritually.

To educate individuals to be as active and as **responsible members** as possible in several communities- the family, the school, locally, nationally and globally.

**To support the process of teaching and learning** by developing personal and social skills, building self-esteem, valuing others and promoting positive attitudes.

### **Principles**

**The school's principles are:**

To ensure that **positive** guidance and support forms an integral part of each learner's experience and is seen as the responsibility of all staff.

To enable all pupils to have equal access and opportunity so that they can contribute to activities. **All contributions are equally valued.**

To ensure that teaching reflects the **cultural, religious and socioeconomic diversity** of present day Britain and provides positive role models for all pupils.

The school endeavours to provide opportunities and experiences for pupils to develop skills and explore attitudes in relation to the following areas:

#### **DEVELOPING A POSITIVE SELF-CONCEPT**

- exploring personal feelings, values and beliefs
- developing a reflective self-awareness in relation to the social, cultural and spiritual dimensions of life
- explaining and asserting feelings, wishes and needs without being offensive
- developing imagination and creativity
- setting personal goals and identifying ways to achieve them

#### **DEVELOPING PERSONAL SKILLS**

- developing skills to enhance learning (key skills)
- showing initiative and developing independence and self-reliance
- communicating effectively, including active listening, discussion and non-verbal communication

- problem solving, managing conflict and making decisions
- managing stress and change

## **RELATING TO OTHERS**

- making friends and managing relationships
- respecting the ways of life and opinions of others
- avoiding prejudice and stereotyping, including all reforms of racism and sexism
- co-operating and participating in groups and organisations

From being young children our pupils may have to be directly taught to be aware of the existence of others and to appreciate others feelings. Also, respecting others, forming friendships and decision making are part of the curriculum and may be an important element of a pupil's individual education plan. The importance of recognising and accepting the choice a pupil makes cannot be over-emphasised.

### **Difficult to manage behaviours in school**

In recent years a narrow behaviourist approach to difficult to manage behaviour has given way to a view which examines what function (particularly communicative function) the behaviour is serving.

### **Tantrums**

These may be symbolic of pupils' developmental and chronological ages and are indicative of their ability to cope with certain situations. Tantrums may occur as a means of communicating needs and emotions which cannot be communicated in a more appropriate way either through action, gesture, signs, words and other forms of expression.

Two types of tantrums are recognisable:

- a. those with an obvious cause or antecedent

Children who are very young or developmentally delayed may exhibit egocentric behaviours. The individual's needs/wishes are paramount and because he or she is unable to express needs and preference or respond to simple reasoning, the child may have a tantrum or show frustration. Attempts need to be made to teach the child what is acceptable behaviour through normal good parenting approaches i.e. reward or praise good behaviour while showing disapproval of unacceptable behaviour. While egocentric behaviour is socially acceptable in young children (but still may be frowned upon in some settings) it becomes less acceptable as the child gets older. It is important that our pupils develop emotionally and are helped to deal with frustration.

Adults close to a child will know why a tantrum is occurring i.e. "he doesn't like the activity" or "she has dropped a toy and is unable to locate it visually". The tantrum may cease when the adult responds to the child's attempt at communication. Also, knowledge of problems in a child's life may help to inform us why a child is behaving in a certain way e.g. poor sleeping pattern, bowel problems, separation from parents.

- b. those tantrums which are difficult to interpret since there may be no apparent cause or antecedent.

Tantrums which are difficult to interpret may need a more analytical approach and a behaviour programme, and may require the involvement of an educational psychologist. It is important that staff build a close relationship with pupils who are unable to express their feelings so that pupils learn to use other means such as touch, contact, communication aids etc. Some of our pupils suffer from severe emotional difficulties and psychiatric disorders and may require medical intervention.

### Severe challenging behaviour

Unfortunately, some pupils communicate their feelings by hurting themselves and/or others. These behaviours do not go away easily because they have important functions.

- they give the child immediate relief
- they communicate, albeit inefficiently, the person's feelings and wants/not wants
- They have been practised so frequently that the child is very good at them

### **Staff support**

Teachers and other staff working with pupils whose behaviour is challenging often feel depressed, fearful and powerless over the situation. Support for them from all members of

staff is extremely important because these feelings of alienation may further reduce their ability to perceive the child's communication and consequently to support the situation in a positive way. It is important that staff are helped to understand their emotional reactions: firstly, to break the cycle and secondly, to continue to cope with difficult situations which may have an effect on their personal lives. If a violent incident has occurred where a member of staff may have been hurt then the Headteacher, or deputy Headteacher in her absence, should be informed immediately. A period of recovery should be offered to the member of staff or immediate counselling should they wish to have it. It is the head teacher's role to monitor the welfare of staff who are working with pupils with severe challenging behaviour on an on-going basis.

When a pupil exhibits challenging behaviour, the key stage coordinator should be informed at the first stage and should work with the member of staff to problem solve and construct a behaviour plan. The key stage coordinator should inform the Senior Leadership Team of the difficulties being experienced. If the problems are not resolved then the Deputy Head Teacher will attend team meetings and convene further meetings if necessary. The agenda for these meetings is:

- analysis of the behaviour and the environment
- identification of priority behaviours
- record keeping
- contingency plans in extreme circumstances

A period will elapse usually, 1-2 weeks, when a baseline assessment of the prioritised behaviour will be undertaken by staff and then the meetings will reconvene with the following agenda:

- further analysis of the behaviour based on the baseline meeting
- constructing a behaviour plan
- resources for implementing behaviour plan
- record keeping

A behaviour plan may need to include the use of physical interventions as a very last resort. If this is the case, then staff are referred to the school's policy on Positive Handling that should be read in conjunction with this advice. Parents should always be consulted about the use of physical interventions and their permission sought. A form for this purpose is available for use by the Headteacher.

A further period of time will elapse when the behaviour plan will be used, the length of which will depend on the circumstances. The Deputy Headteacher will monitor the safety of pupils and staff during the periods of baseline assessment and implementation of the behaviour plan. Should the level of violence be unacceptable then other approaches may be needed e.g. individual timetable for pupil which involves teaching by the Senior Leadership Team and the pupil working with other staff and pupils for various subjects.

### **Working with parents**

A pupil with severe challenging behaviour in school usually exhibits the same or similar behaviour at home. It is school policy to work closely with parents in a supportive way. Parents should be kept informed about their child's behaviour in a sensitive way. They have a need to know that the school is having difficulties but it is school policy not to bombard the home with the details of their child's misbehaviours on a daily basis. A simple 'good day' or 'bad-day' comment in the home-school diary may be sufficient. Parents will know what is meant. Parents will be asked to come into school to discuss their child's behaviour if required and will receive support from the school. When home and school work together this is effective and supportive to all concerned.

### **Working with other agencies**

The school is visited by educational psychologists on a regular basis and staff who are working with pupils with challenging behaviour are referred to him/her after discussion with the Deputy Headteacher. The psychologist will review the pupil's entire environment in school observation, scrutiny of documentation and records and discussion with staff involved. The psychologist may also do a home visit at this point, to discuss the child's behaviour at home with the parents. Suggestions for a behaviour plan will then be formulated and built into existing plans. The school may also refer the child to the Dual Diagnosis Team who will work intensively with the family and school. They work with the family in the home to address behavioural issues.

A pupil's consultant paediatrician will be aware of their difficult behaviours and will also be working with parents in this area. Often, the school is asked by the consultant to provide details of the pupil's behaviour and any progress or otherwise that has been made. Some pupils have drug therapy and the school nurse and other staff will be involved in monitoring any side effects from medication.

Pupils with challenging behaviour, may also have respite care organised by Social Care. This would usually be in a children's home. The pupil's care worker at the children's home attends meetings at school and will visit to see the child functioning in the educational environment. Teachers and care staff work closely together on approaches to severe challenging behaviour and provide support for one another while doing so.

A social worker from the team for children with a disability may also be working with the child and family and may convene case conferences when the situation at home, school and respite provision becomes difficult. If the children's home placement breaks down, then some support to the family may be provided in the form of home workers. In the event of home, respite provision and school placement breaking down then residential schooling would be requested and considered by the SEN Panel based at the Education Offices.