

Springside School

Behaviour Policy



October 2018

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| Reviewed policy agreed by GB on: November 2018 |
| Reviewed policy shared with staff on: November 2018 |
| Policy to be reviewed again on: January 2020 |
| Committee responsible for review: Learner and Curriculum |

1. Introduction

At Springside School behaviour means the way in which people conduct themselves which is acceptable to society.

Our policy is written taking account of Government and Local Authority guidelines.

We believe that all people should be valued equally and treated with courtesy and respect. The school believes that it is important to create an environment which promotes and encourages a shared responsibility for ensuring that this takes place.

As a special school for learners with learning disabilities and difficulties we have a wide range of abilities to cater for. Many of our young people are intellectually immature and as such expectations regarding their conduct must be modified; profound learning difficulties, severe learning difficulties, Autistic Spectrum Conditions, Prader-Willi have a direct impact upon how these young people conduct themselves.

Some learners have learned to express themselves through inappropriate conduct and/or attention-seeking behaviours and in these cases the careful management of their conduct is essential and should be seen as integral part of an individual's Behaviour Support and Positive Handling Plan.

In other cases, more able learners with moderate learning difficulties can display willful behaviour that require a firm and consistent approach commensurate with practice in a mainstream school. Conditions such as ADHD, autistic spectrum conditions, mental health conditions or the impact of medication need to be taken into account regarding the expectations of a young person's conduct and our reactions to this.

Here at Springside we believe that all behaviour is a form of communication. We are always striving to develop our learners to ensure this communication is appropriate and as easy as possible. Nevertheless, there are occasions where our learners require different levels support as they develop these skills.

It is recognised that the special school and the mainstream school need to work closely in order to help learners to learn what is appropriate and acceptable behaviour both in and out of school.

Parents have a crucial role to play in this partnership, including:

- agreeing the expectations of learner behaviour in the school policy, and encouraging their learner/s to accept the school's standards for themselves;
- supporting individual behaviour programmes, e.g. assessment, re-enforcement of agreed targets, contributing towards agreed rewards and sanctions;

- reporting concerns to school;
- encouraging their learner/s to be successful and praising their achievements;
- adhering to school procedures regarding visitors to school, which are designed to protect learners whilst they are on school premises;
- being informed about school's work on Peer Massage, Team Teach, Dinosaur Schools and the Th.Inc. room principles.

We take any incidents of inequality, bullying, racism or sexism seriously and will investigate and act upon these appropriately. If parents have any concerns, please contact the learner's class teacher or a member of the senior leadership team to discuss them.

In School, the class teacher is responsible for the general welfare and behaviour of individual learners. All staff are kept informed within school of any incidents of unacceptable behaviour. Activities for which a learner can be praised and rewarded will be made known through certificate assemblies. The class teacher has day to day contact with parents regarding individual learners, and this can be through telephone calls, letters home or school diary.

2. Aims

We aim to:

- Promote positive and appropriate behaviour to create a stress-free environment in which everyone feels valued and secure;
- Create an environment in which the focus is on positive praise and reward for achievement.

3. Objectives

We will do this by:

- Supporting learners to learn to manage their own behaviour and to accept responsibility for it, using a range of appropriate methods;
- Raising learner self-esteem through encouraging and enabling them to recognise and be proud of their achievements.
- Developing the emotional literacy of all learners through the focussed use of emotional language. The focus emotions will be introduced at our weekly assembly and embedded into school life.
- Writing Individual Behaviour Support and Positive Handling Plans as needs arise; these will always either be written in collaboration with or approved by a member of the Leadership Team. These plans also act as a risk assessment and the class teacher is

ultimately responsible for ensuring these are up to date, including new behaviours and responses. As a school we now place a greater emphasis on Post Incident Learning, to encourage the independence of learners, in relation to developing their behaviour choices. Where appropriate parents and other professionals will be involved in drawing up this programme and monitoring progress. Termly parental progress meetings are arranged to facilitate the sharing of these alongside other pertinent progress information. It is recognised that each learner has different needs and consequently any agreed system of school sanctions must be flexible enough to respond to those needs. As a school we do not impose punishments, instead we encourage the application of consequences, this ensures they are directly linked to the behaviour and encourages the learner to learn from this.

4. Implementation

Via meetings all staff are aware of learner needs/difficulties and are consistent in approach to each child. All staff are to be aware of individual behaviour programmes and help to maintain/fulfil targets where learners are helped across school. Appropriate behaviour is encouraged via praise, rewards and sanctions – in classes and across school. Peer Massage, Dinosaur Schools, Team Teach and the Th.Inc. Room procedures will be used across school to aid behaviour.

Informed by the Dinosaur School approach, Springside has a number of clear, consistently used, simple rules:

- Hands to self
- Quiet Hand Up
- Feet on the Floor
- Eyes on Teacher
- Good Listening
- Inside Voice

School Environment and Ethos

It is important that the school environment reflects the fact that people are valued. This is achieved by careful attention to wall displays which are attractive, and include learner work and photographs; a welcoming reception area; procedures for ensuring visitors to school report to reception thereby protecting the safety and security of people in school. It is also important that the school premises are maintained and cared for to a high standard so that learners and staff can feel proud of their school and want to contribute personally to this quality environment.

Planned opportunities for celebrating achievement

All school procedures designed to encourage appropriate behaviour in school, are based on the belief that people wish to be successful in what they do. Springside School plans opportunities to celebrate learner achievement, and these include:

- class systems of praise and reward
- weekly assemblies when learners are awarded certificates for achievements
- involvement in extra special events
- Termly Celebration assemblies where parents are invited to celebrate the progress and achievements of learners.

5. Assessment, Recording and Reporting

Class teachers will assess learners' behaviour and record in general under 'Social, Emotional and Mental Health' on PLPs. For learners who receive Th.Inc they will receive an additional half-termly assessment to further determine the impact of this.

Class teachers will report to parents via Annual Review Reports, Review Meetings and Parents' Evenings. If individual needs arise Individual Behaviour Programmes will be written and parents will become involved with this procedure. Parents views will always be taken into consideration.

Following any incident whereby a child/ adult is placed at risk an Individual Behaviour Support and Positive Handling Plan must be written by the class teacher to detail how they will reduce the risk of the incident reoccurring.

All incidents are recorded electronically on CPOMS.

This area, as do many other areas of our work, requires judgment. We do not want staff to spend undue time filling in unnecessary paperwork at the expense of looking after the learners. However, staff need to understand that recording incidents safeguards them as well as the learners.

When recording a significant incident staff will follow these points;

- Record the incident on CPOMS asap.
- Inform a member of the leadership team asap.
- Consider the effectiveness of the learner's behaviour support and positive handling plan and amend the plan if necessary.
- A record of communication with parents/carers to inform of incident
- A record of medical examination (checking for accidental bruising/scratching)

Any incident which could be open to misinterpretation or place staff in a position where they could be vulnerable to allegations should be recorded. If a learner or member of staff is unusually distressed by an incident, or the learner and/or family, has a history of problematic relationships, it is safer to record the incident on a significant incident form.

6. Monitoring and Evaluation

Again, monitoring and evaluation will take place via PLP's, Individual Behaviour Support and Positive Handling Plans. Class planning meetings will address joint professional discussion on behaviour attended by a member of the SLT if appropriate. Healthy Young Minds to help monitor and support work with learners in the Th.Inc Room.

Reference should also be made to DfE "Behaviour and discipline in Schools – A Guide for Head Teachers and School Staff" Ref 00058-2011