PARAYHOUSE SCHOOL
LANGUAGE AND LEARNING FOR LIFE

The management of behaviour: policy and guidelines

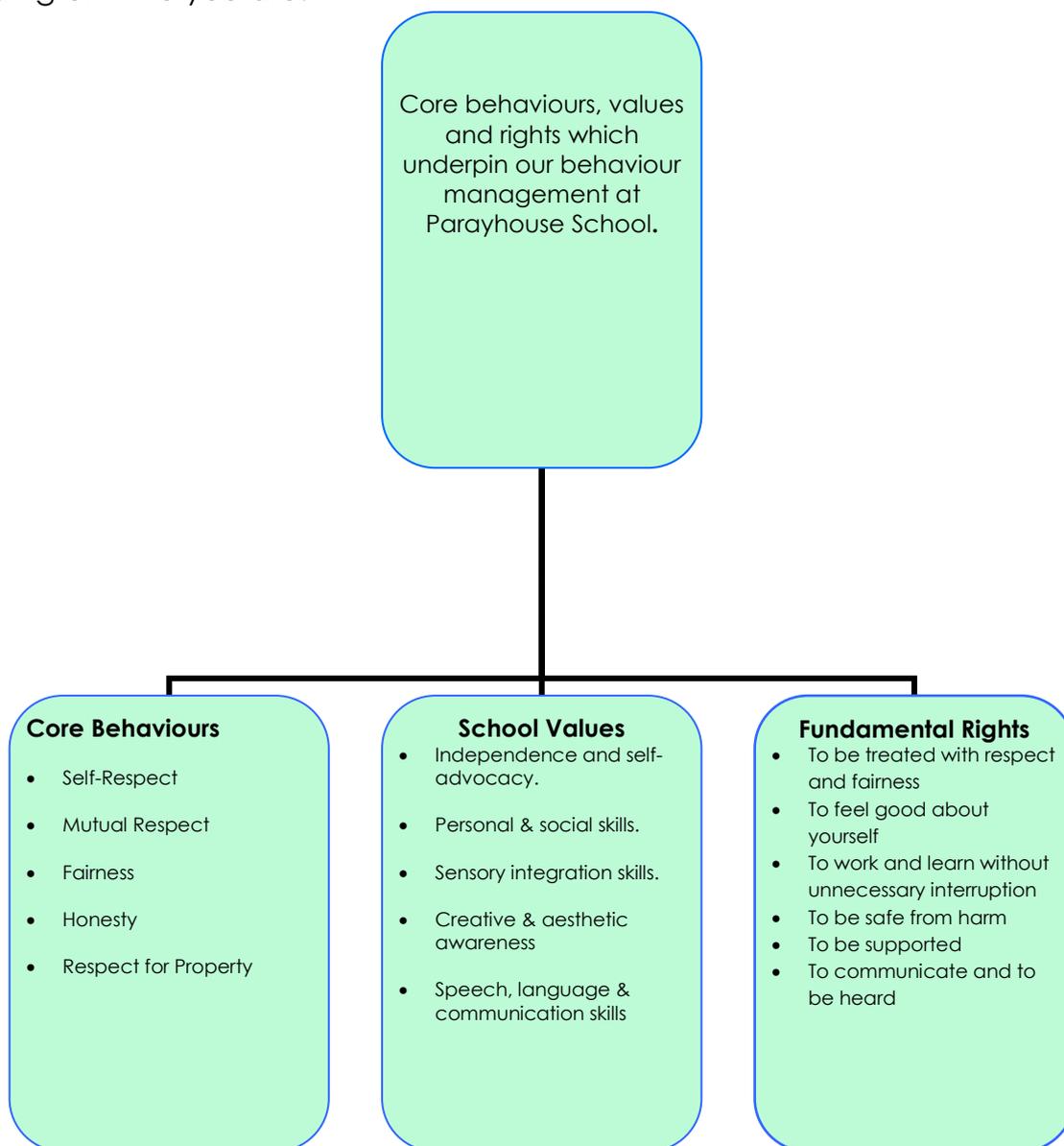| Approved by:	Governing Board	Date: SEPTEMBER 2020
Next review due by:	SEPTEMBER 2022	

A Behaviour Policy can make a significant contribution to lifelong learning; behaviour of one sort or another underpins everything we do in school – learning behaviours, conduct behaviours and emotional behaviours. This document considers how to motivate our students to behave in ways that are conducive to creating a positive learning environment and a supportive social community, within the school and beyond and how to minimise and defuse unacceptable behaviour.

All staff have a responsibility for discipline within the school and they are expected to deal immediately with any situation that they witness. Staff are expected to use their judgement and involve senior personnel if they assess a situation as warranting it. Staff are encouraged to discuss any situations concerning discipline with their colleagues both informally and in General Staff Meetings.

In order to be consistent in our approach we have identified the following core behaviours, values and fundamental rights. Rights run parallel with responsibilities. Everyone involved in education has responsibilities, but these responsibilities differ depending on who you are.

Core behaviours, values and rights which underpin our behaviour management at Parayhouse School.

Core Behaviours

- Self-Respect
- Mutual Respect
- Fairness
- Honesty
- Respect for Property

School Values

- Independence and self-advocacy.
- Personal & social skills.
- Sensory integration skills.
- Creative & aesthetic awareness
- Speech, language & communication skills

Fundamental Rights

- To be treated with respect and fairness
- To feel good about yourself
- To work and learn without unnecessary interruption
- To be safe from harm
- To be supported
- To communicate and to be heard

The School recognises that many of our students have sensory and speech and language needs, and staff need to be aware of these needs.

The following diagram clearly shows the impact of sensory interference on behaviour & learning.
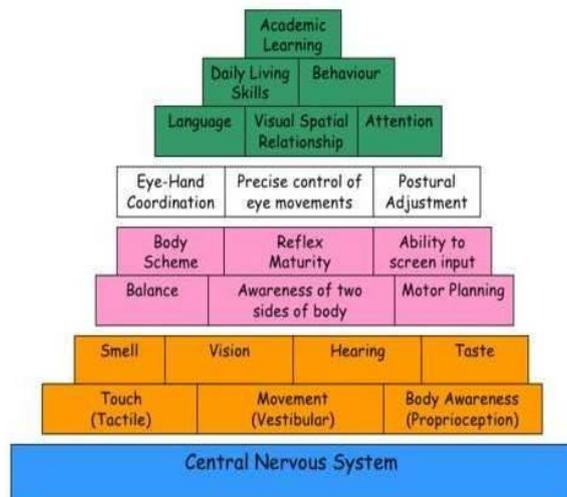
Sensory Room

The purpose of the sensory room is to provide and ensure a safe non-threatening environment. The sensory room offers a nurturing person centred supportive environment. It is used to facilitate empowerment, self-organisation, relaxation, increased sensory awareness, increased exercise tolerance and generally increase awareness of self, peers and the environment.

The sensory room is not to be used when a child is displaying challenging/ undesirable behaviours – as this can reinforce the behaviours and be a reward for them.

Zones of regulation

This is a whole school approach to help children manage their emotional literacy.
It is not a discipline model but helps children to understand their level of alertness for learning.

Individuals are impacted by different things and thus have different responses.
Our task is to help individuals to regulate themself into the 4 optimal zones:

Blue zone: Emotions in this zone are sad, tired, sick, or bored

Green zone: Optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control

Red zone: intense and extreme Emotions in this zone are mad, angry, terrified, elated, out of control

Staff should model which zone they are in, e.g. "I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend."
This helps children to recognise where they are.

Soft room:

The purpose of the soft room is to provide and ensure a safe environment for a student who is unable to calm themselves down in a shared area, such as a classroom or in the hallway. It is not a restraint room.
Students can go into the room on their own with staff member outside , if they need time to calm down on their own, or they can go into the room with a member of staff to complete calming strategies, such as brushing, reading a story, using the weighted blanket. It is not to be used as a reward.

Mental health

Expectations for Students – with support from staff and parents:

- Behave with respect to others and their belongings at all times

- Listen and follow instructions from all staff

- Wear full school uniform correctly

- Move around school safely

- No play fighting – any fighting is fighting

- Remember that the School Rules apply on journeys to and from school

- Respect the personal space of staff and other students

- Keep hands, feet and objects to yourself

Behaviours considered challenging include:

- (Mildly) offensive behaviour – which may include minor insults and teasing.

- Behaviour which makes it difficult for other students to learn and staff to teach effectively (e.g. disruptiveness, provocative behaviours)

- Inappropriate use of equipment or mistreatment of the environment

- Refusal to co-operate or move when required

- Rough play

- Excessive volume

- Name calling in class

Behaviours considered Unacceptable:

These are behaviours which <u>must</u> be recorded on My Concern:

- **Bullying**
- **Racism**
- **Sexual harassment**
- **Offensive behaviour – abuse/harassment centring on learning difficulties/sexual orientation**
- **Physical violence**
- **Spitting**
- **Endangering self or others**
- **Absconding**
- **Damage to property**
- **Challenging behaviours, including non-compliance and defiance**
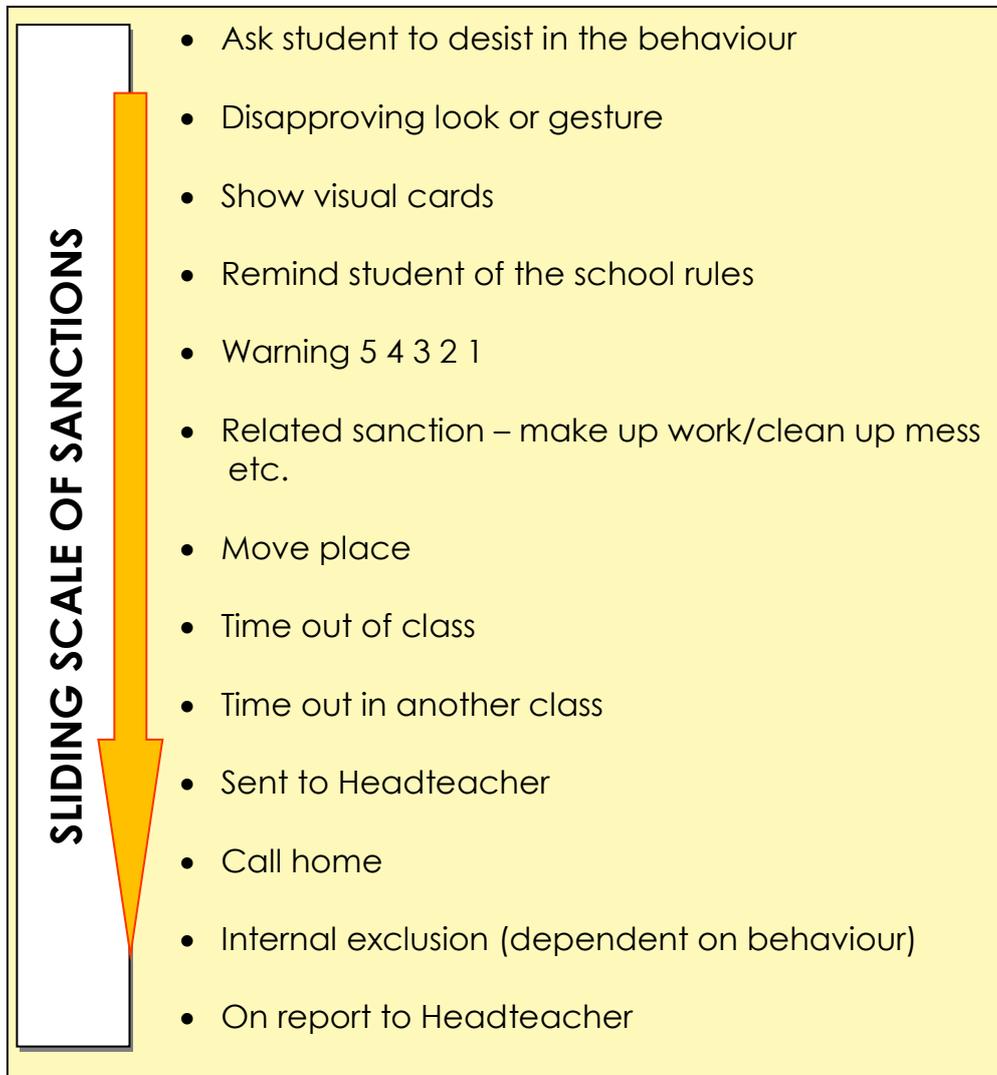- **Truanting**

Staff must always:

- Stay calm

- Use visual cards – happy / cross / stand up / listen etc.

- Be consistent and fair when dealing with students

- Use the least intrusive route when dealing with students

- Praise students verbally and use non-verbal hints when requiring compliance

- Where possible give students a **CHOICE**, before issuing a **WARNING**, before carrying out a **CONSEQUENCE** - Ensure that there is always the certainty of a consequence and that when action is taken it is appropriate to the choice made by the student

- Only raise their voice when a child or children are in imminent danger

- Give students the opportunity to make it right

- Focus on the primary behaviour and do not get side-tracked by secondary behaviour that might result in a no win situation

- Use private rather that public reprimands

Using Sanctions:

At Parayhouse School we do not believe in the effectiveness of external exclusions for students. Consequently we have a no external exclusion procedure, unless the student is assessed to pose a serious risk to other students and staff.

The certainty of a consequence is more effective than the severity of a consequence:
- Students need to be aware of the consequences of breaking the rules
- Sanctions need to be related to behaviour; they need to be reasonable and maintained with due dignity
- Sanction such as **No PE**, **No Swimming** and **NO play/fitness** can **only** be used if the offence took place **during that lesson**. However if it deemed as unsafe for a student to go out on play they may require a separate play time.
- Students need to be sent to the Headteacher for good behaviours, not just bad behaviours
- Students need to be encouraged and supported to take a 'cooling-off time' to consider; why do I think this incident happened? What can I do to help fix it?

SLIDING SCALE OF SANCTIONS

- Ask student to desist in the behaviour
- Disapproving look or gesture
- Show visual cards
- Remind student of the school rules
- Warning 5 4 3 2 1
- Related sanction – make up work/clean up mess etc.
- Move place
- Time out of class
- Time out in another class
- Sent to Headteacher
- Call home
- Internal exclusion (dependent on behaviour)
- On report to Headteacher

As far as possible students need to be able to start afresh after the consequence with a clear message that the incident has finished.

Following an incident:

Reflection Sheets

- A student can be required to sit with an adult and reflect on the behaviour using a Behaviour Reflection Sheet, where this is appropriate.

- The student is then encouraged and supported to make appropriate reparation

Recording Incident, Consequence, restraint & bullying on My Concern

Staff are required to log the incident on My Concern

- Following an incident that is deemed as **inappropriate** and **against school rules**, the incident must be recorded on My Concern following the guidance below.

- The Consequence must be recorded in the 'Action Taken' box.

- If a restraint takes place it must be recorded in the book and recorded in the Action taken box.

MY CONCERN:
https://www.myconcern.education/

Summary should initially say either **Behaviour or Safeguarding** in capitals then should outline the student involved and some detail of the incident
==e.g: *BEHAVIOUR - Ben hit a teacher intentionally at playtime.*==

- Record after the consequence has been agreed (so not just 'reported it to teacher' but an actual log of what the teacher did or....
- Log it and then the person involved in setting the consequence can upload the consequence after.
  Example of incident recorded:

Original Referral

Concern Summary
BEHAVIOUR- Spitting and throwing desk

Concern Date/Time
12/02/2020 10:11

Location of Incident   [Change Location]
classroom

Action taken
Ife was given space to calm before being spoken to. After he was spoken to by Mr Hawk he picked up the items he had thrown over and on his own accord came and apologised to me

Details of Concern
At the end of bucket group students where asked to put their chairs back behind their desks. Ife refused, a number of staff asked Ife to move his chair but he lay back on it and would not move.
I moved Ife to the grey cloud on the behaviour ladder, a short while after he stood, picked up his chair and walked past Edie. As he did I went to punch her. I said no we do not hurt our freinds, at this point Ife threw his chair , spat in my face and then threw the white board over.
We moved the other students away so he had space from them. Shortly after he threw over his desk and sat on the floor.

Motivating students to behave appropriately:

1. All staff adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem.

2. The school will make every effort to work in partnership with those who know the student, family and professionals, to understand the factors that influence this student's behaviour and to identify any behavioural triggers.

3. Behaviour management must be unobtrusive, show the student respect at all times and not restrict the liberty of students more than is absolutely essential.

4. Students are involved in setting the School Rules via student voice meetings. The School Rules are discussed annually and amended if necessary. We believe that this gives the students ownership of the Rules which will in turn encourage them to adhere to them.

We encourage and reinforce appropriate behaviour by:

- Creating and maintaining a secure learning environment.

- Setting work that is relevant and appropriate to students' abilities and considering needs of each student.

- Setting and maintaining clear limits and imposing appropriate consequences where necessary.

- Encouraging students to trust staff through treating students fairly and with respect at all times.

- Making it clear to students the ways in which they are expected to behave and not behave.

- Having high expectations of students and providing positive feedback about students' efforts and achievements.

- Being consistent with approaches and boundaries which create a predictability which in turn can help to reduce uncertainty and anxiety in students.

- When incidents happen, encouraging students to act honestly and to make it clear that they can help to put it right. Ensuring that students understand it is the behaviour that is not appropriate rather than them as a person.

- Encouraging students to discuss their concerns.

- Where possible students should be involved in setting their own behavioural targets.

- Rewarding good behaviours, in order to promote the concept of "good behaviour" and having individual reward systems in each class.

- Ensuring Equal Opportunities are actively maintained.

- Ensuring adult behaviour is a good model for the behaviours expected from students

- Where possible, the management of behaviour should be based on consultation rather than confrontation.

- Teachers should be aware of their own emotions during conflicts and confrontations and be able to stand outside the situation, thinking carefully and using appropriate strategies skilfully. The vast majority of such incidents can be defused and dealt with efficiently and effectively.

The following strategies may NOT be used:

- Corporal punishment

- Denying food or drink

- Denying basic physical comfort

- Incarceration

- Forcing/bullying

- Manhandling of students i.e. the use of excessive physical or vocal force – unless the student is in danger of causing harm to themselves or others. (See Positive handling & restraint policy)

- A student cannot consistently miss a play time, however if it deemed as unsafe for a student to go out on play they may require a separate play time.

Staff should recognise the triggers that might result in a confrontation:

- Prolonged learning difficulties or life experiences which might cause frustration

- Inappropriate discipline strategies which are seen as unfair and a threat to the students' self esteem

- Explicit physical or verbal intimidation

- Sarcasm

- Embarrassment

- Physical restraint or positional restraint

Staff should deal with inappropriate behaviour effectively by:

1.   Being pro-active in the classroom

2.   Building strong relationships with students

3.   Spotting potential problems before they happen

4.   Respect the personal space of students at all times

5.   Using support staff effectively

Students should be helped to learn to make better choices and to take responsibility for their own behaviours. This approach helps to develop self-discipline, and enhances self-worth and ultimately develops independence.

Cross-Curricular Links
The curriculum for PHSE, RE and Citizenship supports the teaching of ideas to promote positive behaviours and to reduce inappropriate behaviours and to eliminate unacceptable behaviours.

Behaviour Issues and Risk Assessment and Management

Risk assessment and management helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. Staff should use what is known, in the light of experience, to make rational judgements about risk issues. Staff should weigh up options and take reasonable risks and implement a range of approaches to support and safeguard students. By working in this way it is possible to make decisions and take actions to limit the level of inherent risk to which students and others are exposed; to take calculated risks to broaden the student's experience and to maximise his or her individual potential; to avoid unreasonable risks for a particular student and others; and to ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Staff should explore why a specific student behaves in a way that poses a risk, and try to understand the factors that influence the behaviour, which include recognising the early warning signs that indicate that the student's behaviour is beginning to emerge, and develop the skills to manage difficult situations competently and sensitively.

It is important that staff consider both potential and actual risk. Staff should assess the context for risk that is they should try to predict the situations in which risks may occur such as where students might feel frustrated or fearful. Staff should also assess probability, in that they should try to estimate how likely it is that the risk situation will occur and how likely it is that any injury or harm will occur. Staff should also assess seriousness, trying to gauge the kind of injury and harm that could result.

It therefore follows that staff should undertake procedures to reduce levels of risk they have assessed. The benefits and drawbacks of risk reduction options need to be considered. Risk reduction should include proactive measures to support the student

effectively and prevent difficulties emerging; early interventions to help the student in difficult situations and avert problems; and planned measures to manage the student and others safely, when unavoidable difficulties arise.

The behaviour management plan and any risk management strategies should be shared with all those responsible for implementing or monitoring the impact of the plan. This will help to ensure that all those concerned know how students are to be supported and why, which behaviours are to be managed and how they are to be managed, and which risk reduction measures are to be employed and when. Information should be shared through discussion and should include the student, his/her parents or carers, members of the school staff and other professionals involved. A record should be kept of those informed about the strategy.

Outside Agencies
In promoting positive behaviours and eliminate unacceptable behaviours, it may be necessary to communicate with outside agencies, for example:
- Local Education Authority personnel
- Educational Welfare Services
- Educational Psychological Services
- Court Welfare Services
- Social Services, including Respite Care Workers and Child Protection Officers
- CAMHS * Health Services, including Psychiatric Services