



LARKRISE SCHOOL

Behaviour for Learning Policy

Adopted: November 2016

Next Review : November 2018

Guide to the Law reference – Behaviour

Link to Exclusion Policy

Anti-bullying Policy

1 Larkrise School's Behaviour for Learning Policy

At Larkrise School we feel that it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected.

The Personal, Social and Health Education curriculum of all pupils aims to develop personal qualities and social skills which will lead to the development and improvement of acceptable behaviours across all areas of school life, and in the wider community.

2 Larkrise School's Behaviour for Learning Policy aims to:

- help pupils understand that we care;
- be consistent in our caring attitude;
- treat all pupils with respect;
- be fair and be seen to be fair;
- have clear expectations of our pupils which are understood by all;
- promote good behaviour through praise and reinforcement;
- demonstrate good role models between adults and pupils;
- help pupils to develop their self-esteem; and
- deliver a curriculum which motivates and supports pupils in developing both learning and social skills.

3 The ethos of Larkrise School aims to promote:

- positive relationships between pupils, staff, and pupils and staff;
- dignity and respect for pupils and staff;
- a caring environment;
- fairness and consistency;
- tolerance and empathy;
- effort in all areas; and
- celebration of success.

4 Classroom Rules

As part of their PSHE each class will discuss and decide upon 'classroom rules' which reflect the ethos of the school. All classes will display their Class Rules in the classroom. The rules will be reinforced by teaching and by experiences. Pupils will be encouraged to help one another to behave in acceptable ways.

5 How we encourage positive behaviour

At Larkrise School we believe that positive behaviour can be encouraged by:

- establishing positive relationships;
- delivering a stimulating curriculum;
- showing positive role models; and
- a familiar reward system.

6 Rewards

Individual pupils will respond in different ways to a variety of rewards. Rewards will be relevant to each pupil. They will also have significance for the whole school community. All achievements will be celebrated and rewards will be given as often as is appropriate.

- **Spoken praise** creates a positive atmosphere, whether it is delivered to an individual pupil or to a group of pupils. It can be reinforced by whole-class and/or whole-school recognition of the achievement.
- **Non-spoken praise** can be indicated by smiles, 'thumbs-up' and the Makaton sign for 'good'.
- **Displays of achievement** demonstrate respect for pupils' work, which will be displayed in such a way to make it obvious that we are proud of our pupils' successes. WOW boards in each class.
- **Stamps, stickers and certificates** celebrate achievement. 'Stamps' are rewards given immediately for good behaviour and effort. They are colourful, and can be applied to an adhesive badge. 'Stickers' can be used in the same way. 'Certificates' are awarded to show more substantial achievements and are presented during whole-school assemblies. They may form part of a pupil's Record of Achievement when s/he leaves school.

7 Consequences for inappropriate behaviour

- **Spoken Consequences:** It may be necessary to remind pupils of the rules and of the expectations of appropriate behaviour.
- **Non-Spoken Consequences:** We may use a shake of the head or the Makaton sign for 'no' or 'stop'.

8 Challenging behaviours

• Responses to challenging behaviours

Teachers will inform members of staff of the required responses to individual pupils when inappropriate or challenging behaviours are exhibited. However, the following guidelines should always apply (as recommended by Team Teach):

- a. pupils must be handled respectfully even when they are being removed from confrontational situations, using appropriate physical intervention;

- b. a calm approach to challenging behaviours will ensure the safety of all pupils;
- c. pupils must be re-directed and spoken to in a controlled voice – they will be encouraged to recognise consequences by the tone of the voice;
- d. 'time out' must be carefully monitored;
- e. the loss of rewards or privileges must be carefully planned and monitored.

- **Planning to deal effectively with challenging behaviours**

Where challenging behaviours are exhibited, the following guidelines should be followed:

- a. **A record of behaviour** should be kept. This is the responsibility of the person witnessing the behaviour. The class teacher should give advice on recording relevant details when the behaviour has been displayed to another member of staff. The record should show –
 - antecedent behaviour (what happened before the behaviour/ incident);
 - the behaviour displayed (a short and accurate description of what happened); and
 - the consequence of the behaviour (what action was taken).
- b. **An action plan** to deal with the behaviour should be written (De-escalation Plan). This is the responsibility of the class teacher who may wish to consult with a member of the Senior Management Team and/or the Educational Psychologist. The action plan will show –
 - Stage 1:** *What anxieties/triggers need to be planned for?*
 - Stage 2:** *What signs do you notice when things start to escalate? What are the best strategies for de-escalation?*
 - Stage 3:** *In a moment of crisis, what is the 3 step plan?*
 - Stage 4:** *Where will the child calm after the crisis – who will support them?*
 - Stage 5:** *What do they need for recovery (how do we re-enter them back to the classroom?)*
 - Stage 6:** *What script will be used to discuss the incident? How are peers (witnesses) supported?*

(See appendix)

- **Use of Quiet/Chill out Areas**

The purpose of a Quiet/Chill out Area:

- To enable a pupil a quiet space to calm down after an incident.

The pupil should be carefully monitored and not left alone – it is acceptable to wait quietly on the outside, but remain in visual contact.

The door (if applicable) should **not** be locked if a pupil is inside.

Appropriate Team Teach methods should be used to support a pupil to the quiet area if they are causing harm to students and staff, causing a disturbance or causing damage to property. These incidences should be recorded on a 'red form' as soon as possible. De-escalation Plans should be in place and followed (including timings and a clear outline of expectations).

- Some children may choose to use the quiet areas if they are finding the classroom environment difficult to cope with.
- Sometimes this space is used as a quiet work space.

- **Monitoring and evaluating behaviour programmes**

It is the responsibility of the class teacher to monitor and evaluate the effectiveness of the action plan on a regular basis. Behaviour programmes should be discussed at staff meetings in order that all school staff can be made aware of required responses to individual pupils. This will promote consistency throughout the school day. A record should be kept when the behaviour has been successfully modified. The action plan should be re-visited if it fails to modify the challenging behaviour. In this case, the class teacher should consult with a member of the Senior Management Team and/or the Educational Psychologist.

9 Incidents

An incident is where a pupil has displayed a behaviour which leads to concern and which will require discussion and/or an action plan to modify that behaviour for the safety and security of both the pupil concerned and other pupils or staff around him/her.

All incidents should be reported to the class teacher. Major incidents should be recorded in the School Incident Book which is kept in the school office. Incidents requiring physical intervention need to be recorded in the 'Red Book'

10 Guidelines

- **Corporal punishment**

Corporal punishment involves the deliberate use of hurt. It is this which makes it different from other forms of physical contact. Corporal punishment is totally unacceptable in Larkrise School. Not only is it illegal, it is against the whole ethos of the school.

- **Physically restraining pupils**

Physical restraint is the positive use of sufficient force to ensure, by physical means, that a pupil does not harm him/herself, another pupil, a member of staff or school property. Physical restraint should only be used when significant damage or danger is imminent and appropriate Team Teach techniques and strategies should be used.

Staff are allowed and required to use physical restraint when:

- a. they are concerned that a pupil is harming him/herself;
- b. to protect other pupils from harm;

- c. to protect themselves or other members of staff from harm; and
- d. to prevent the destruction of property.

Physical restraint should cease once the pupil has regained self-control or has become calm. Ideally two members of staff should be present when physical restraint has to be used. A second member of staff will give support and help to record the facts of the incident. Incidents requiring physical intervention need to be recorded in the 'Red Book'.

- **Holding pupils**

'Holding' is the use of physical contact to direct or calm a pupil. Holding does not involve the loss of freedom and so is different from physical restraint. Staff may use holding to reinforce a spoken direction. It should be age- and gender-appropriate. A pupil may be held by the hand, or arms linked, or a hand placed to guide on the shoulder. A pupil should never be 'led' in an undignified manner.

A correct and sensitive hold will give the pupil a sense of security. A pupil who is out of control may be calmed by the appropriate hold of the guiding adult. Therefore holding should always be positive.

- **Touching**

Appropriate touching can be described as everyday acts of physical communication to show approval, affection or sympathy.

In school we may need to show 'parental' comfort or affection to a pupil who is in distress. It is advisable to have another member of staff present when a pupil needs touching in order to be comforted.

Routine tasks such as personal hygiene and toileting programmes mean that a pupil may often need to be handled and touched. Staff will carry out these duties as part of the pupils' educational programmes. Staff need to be sensitive to the need for a pupil's privacy whilst reassuring themselves that other staff are close at hand if needed. Staff need to discuss touching and handling in relation to age and gender issues. Discussions and written educational programmes will assist staff with these issues.

11 Staff Training

A rolling programme of 'Team Teach' training is in place. The aim is that all staff will be trained in the principles of Team Teach in relation to de-escalation of incidents and safe handling of pupils.

12 Good behaviour rules around the school

- Respect for others shown at all times by the way in which we approach and communicate with each other.
- Consideration and tolerance for all when moving around school.
- Quiet conduct in the school.
- No running in the corridors or classrooms.

- Quiet and safe entry into and exit from the minibuses.
- Pupils should be escorted by staff in a respectful manner, appropriate to their age and gender.
- Orderly queuing whenever queuing is required.
- Prompt attendance and appropriate behaviour at assemblies and other whole-school gatherings.

13 Conclusion

Larkrise School's Behaviour Policy is for everyone in our school community. If it is to be effective everyone must use it consistently and confidently. We must support one another to encourage appropriate behaviour in all situations.

All staff need to consider the issues surrounding physical restraint, holding and touching. There is a whole-school responsibility to discuss and agree upon the principles of the Behaviour Policy. Staff should work as a team to promote a safe, secure and happy environment which will encourage good behaviours and help to modify challenging behaviours.

14 Evaluation of the Behaviour Policy

The Policy Statement will be evaluated and up-dated when necessary, taking into account new legislation, In-service training and the views of the Senior Management Team, the school staff and the school's Governing Body.

Behaviour Policy evaluated and up-dated: April 2016

Review date: April 2018

De-Escalation Plan

Name: _____ Nature of risk: _____ Date: _____

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|--|--|
| <p>Stage 1: <i>What anxieties/triggers need to be planned for?</i></p> | <p>Stage 4: <i>Where will the child calm after the crisis – who will support them?</i></p> |
| <p>Stage 2: <i>What signs do you notice when things start to escalate? What are the best strategies for de-escalation?</i></p> | <p>Stage 5: <i>What do they need for recovery (how do we re-enter them back to the classroom?)</i></p> |
| <p>Stage 3: <i>In a moment of crisis, what is the 3 step plan?</i></p> <ol style="list-style-type: none">1.2.3. | <p>Stage 6: <i>What script will be used to discuss the incident? How are peers (witnesses) supported?</i></p> |

Share plan with: child, parent/carer, all relevant staff.

Review & evaluate each time the plan is used – make the necessary adjustments.

