

Moorcroft School

Whole School Behaviour Policy

Effective Date: June 2018

Next Review Date: June 2019

Statutory? Y

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Scope

The policy applies to the staff of Moorcroft School, drivers and escorts, professionals working in the school, parents, and governors of the school, directors of Eden Academy and pupils of the school.

Introduction

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

At Moorcroft, we believe that behaviour should be addressed proactively not reactively, and that pupils should be treated as individuals with respect and dignity. We believe that pupils' behaviour will be much improved when they have a high self-esteem and clear communication. It is important that pupils are respected for who they are as well as what they can do, that they are listened to and

taken seriously, praised when appropriate and shown, by verbal and appropriate physical contact, that they are liked and valued.

Our Ofsted report, December 2014 states; *the behaviour of students is good. Students behave well in lessons and show positive attitudes in all activities.*

Golden Rules

The school uses ten 'Golden Rules' to promote a positive learning environment in which pupils can learn and develop to their full potential. They are written from a pupil's point of view.

1. *Treat me with respect and dignity.*
2. *Talk to me not about me.*
3. *Give me time to respond and interact in my own way.*
4. *Listen to what I have to say.*
5. *Let me know what's going to happen.*
6. *Telling me what I am good at builds my confidence.*
7. *Stay calm with me; even if I do not stay calm myself.*
8. *Try to understand me. I can't always explain my feelings.*
9. *Allow me to make choices and decisions for myself.*
10. *Help me to stay safe.*

Communication

Effective communication is key to managing behaviour for pupils across the school. Many behavioural difficulties can be prevented from arising, by using communication strategies at the pupils' level; i.e. appropriate, clear speech, signs, symbols, objects of reference, all of which help to explain what is going to happen. Communication systems are used which allow pupils to make some choices, and to exert some influence over their environment. The SALT team provides an individual communication profile for each pupil, and it is essential that these are used when communicating with them. Unexpected changes in routine need to be sensitively handled, and the use of visual timetables are paramount.

Celebrating Achievement

Great emphasis is placed on developing pupils' self-esteem and sense of worth, through a range of reward systems. Staff are encouraged to celebrate achievement throughout the week and every Friday, there is a Well-Done Assembly, where one student per class receives a Student of the Week Certificate. In addition, one student per week will receive the Headteachers' award for outstanding achievement. Assessment for Learning Language is also used consistently throughout the day to raise self-esteem. The school records all positive achievement on Behaviour Watch (a web-based system). This enables the school to track achievements to ensure that all pupils are rewarded for their achievements in school. Staff can also awarded Gold and Silver Certificates during the week using the Behaviour Watch system.

Once a month, a pupil who has made significant progress receives the Jack Petchey Award, and receives money to spend on behalf of the school. Jack Petchey Award winners attend a special ceremony, along with other Hillingdon schools, each year.

At the end of each academic year, there is an awards afternoon where the achievement of all students is celebrated. All students also receive a report celebrating their achievement at the end of the academic year.

Throughout the year there are other special events and assemblies to celebrate pupil achievement. All assemblies aim at Social Moral, Spiritual and Cultural (SMSC) development and, therefore, promote positive behaviour and understanding concepts such as tolerance, distinguishing between good and bad, conflict resolution, etc.

In the Sixth Form, the curriculum is designed to help pupils to become more independent and to prepare them for adult life. Enabling pupils to become more independent helps to raise their self-esteem. Pupils will also learn about appropriate behaviour in the community, through the Sixth Form Community Programme.

Behaviour Strategies

Moorcroft has adopted the philosophy and principles of the Team Teach Approach:

- 95% or more of all incidents should be managed without recourse to physical intervention
- It is a flexible framework of responses stressing a holistic approach
- Moorcroft employs a traffic light system where staff analyse pupils' moods. The main purpose of this system is keeping pupils "in the green" so that their anxiety is low. In the event pupils move towards orange (where their arousal is increasing) de-escalation is a priority e.g. using communication skills, humour, distraction etc...
- Physical techniques are based on providing the maximum amount of care and therapeutic support.
- If physical intervention is required it will use the least intrusive moving to more restrictive interventions only as necessary.
- Standing or seated holds are preferred to ground holds.
- Any physical intervention will be used for the shortest possible time.

There are currently three members of staff who are Intermediate trainers in Team Teach, and there are others within the Eden Academy. All staff who handle pupils with challenging behaviour are given training in Team Teach. They also receive ongoing support and advice with regard to strategies for defusing and managing difficult behaviours.

The level of intervention required to support some pupils will be outlined in individual Positive Behaviour Plans.

There are opportunities for discussion, amongst relevant staff, following any significant incidents. Where significant physical controls have been necessary, following a serious incident, these will be recorded, monitored and evaluated on a Behaviour Watch.

The importance of every member of staff cannot be overemphasised when considering behavioural management issues. All staff have a duty to show pupils that they are liked, respected and welcomed. They should demonstrate appropriate ways of expressing emotions. A calm, consistent approach and a sense of humour are important qualities for reducing tension and promoting a sense of security and confidence in pupils.

However, there will be occasions when inappropriate behaviour occurs. Most incidents should be dealt with straightaway by the staff present at the time, with due regard to individuals' Positive Handling Plans. Staff should never use aggressive behaviour towards pupils, whether of a physical or verbal nature, or subject them to torment, ridicule or fear. Some pupils, who do not have a Positive plan, may also display instances of inappropriate behaviour, which need to be sensitively handled. The principles of Team Teach should still apply and appropriate de-escalation techniques used. e.g.

- Encouragement, reassurance, humour
- Appropriate communication techniques
- CALM body language, distraction, change of task
- Time out, remove audience
- Use of help protocol
- Reminding pupils of boundaries and rules
- Giving choices /options.
- Using positive handling

As suggested by The Team Teach approach, most difficult behaviours can be effectively dealt with by sensitive and consistent use of these types of techniques. It is important to remember, that some behaviours, such as throwing and grabbing, are typical of specific developmental stages. These stages may last longer in pupils with severe learning difficulties, and should not necessarily be considered a major problem, although they may need addressing.

Where a pupil's behaviour necessitates a Positive Handling Plan, the following procedures should be followed:

Stage 1 - The class staff should raise the matter at a class meeting and agree on the Positive Handling Plan, strategies and programmes. These will be minuted in the form of the plan itself, and communicated to parents, who will be asked to agree to and sign the plan. The plans will be kept in the on Behaviour Watch and shared throughout the school.

Stage 2 – If a pupil continues to cause concern, his or her teacher should raise this with their Head of Department, who will arrange a class multi-professionals meeting. The aim of these meetings will be to facilitate interventions which will help pupils stay in the green.

Stage 3 – For pupils causing serious concerns the class teacher will raise the matter with the Headteacher so that the matter can be discussed at the monthly School Multiprofessional meeting. At this meeting an action plan will be formulate which will be reviewed monthly. In extreme cases the Headteacher may call an extraordinary multiprofessional meeting to formulate an action plan.

Stage 4 -Through discussion between class teachers and senior staff, it may be felt that the advice of outside agencies is advisable. The Educational Psychology Service or CAHMS are the most likely agencies to be involved, but other professionals, such as advisory teachers or counsellors, may be included. Any programme, devised as a result of this process, should be consistently applied, recorded and regularly reviewed. This should be at least once a year.

Stage 5 - Consideration may need to be given to the detail of a pupil's Education, Health and Care Plan (EHCP). This should be done through the Annual Review process, and this review could be brought forward if the above stages have not proved effective.

Liaison with parents over behaviour

A shared understanding between school and home, about behaviour and other issues, is extremely important. Opportunities for parents to discuss problems and successes exist through home link books and other informal communications. All staff will take a flexible approach determined by the individual needs of pupils. This will then be communicated effectively through class and staff meetings, so that consistency of approach is ensured. Where a pupil has a Positive Handling Plan, Parents will be invited to contribute to and sign the current copy, to promote a consistency of approach at home and school.

Where there has been a serious incident, parents must be informed by telephone the same day by the class teacher, a senior member of staff, the Health Care Worker, or the school nurse. Parents will be invited to meet with the class team where there are serious concerns about behaviour. Parents/carers are able to look at records concerning their child, whenever they wish.

The family services team can provide support and advice regarding problems parents / carers may be having at home. Positive parenting groups are also held, periodically.

Physical Interventions and Restraint

There are some aggressive and confrontational behaviours that are extreme and require immediate intervention. To manage these situations the following guidelines should be followed, which are in accordance with Team Teach recommended approaches

- Members of staff should never try to cope with an aggressive situation on their own. If it is known that a pupil often exhibits aggressive behaviour they should not be in a group with only one member of staff.
- If an aggressive situation threatens, and a staff member is on their own, they should immediately attempt to summon help, and should delay, if possible, any physical intervention, until assistance is available.
- Physical intervention should aim only to restrain and protect the pupil.
- The aggressive pupil should be taken to a place of safety as soon as possible, or if more practical the rest of the group should be moved.
- When restraining a pupil, it is vital that individual Positive Handling Plans are followed, to ensure reasonable and agreed restraint.

- While restraining a pupil, staff must use the minimum force for the minimum period, keep talking to the pupil, not use punitive violence and keep his or her own temper under control.

This is in line with current legislation and guidance; in particular the Department for Education's guidance 'Use of reasonable force' (2013). At Moorcroft, all pupils who may need physical intervention will have individual Positive Handling Plans, outlining specific strategies and how the school plans to reduce the occurrence of challenging behaviour and the need to use reasonable force. These are discussed with parents/carers and signed. The use physical restraint should also protect the rights of vulnerable children in accordance with the Equalities Act 2010.

All instances of restraint must be recorded as a Serious Incident on Behaviour Watch. As part of the incident reporting the class teacher must record how their team plans to reduce the need to use physical intervention. If necessary, the class teacher should consult their Head of Department to support them with action planning for risk reduction.

The senior management team will regularly monitor use of reasonable force and will support class teams through debriefings when considered necessary.

Incident Recording

Recording of serious incidents is a legal requirement, where violence towards self, others and property is involved, or where restraint has been used. Staff must record serious incidents on Behaviour Watch. Injuries to staff or pupils have been injured, this should also be recorded on Behaviour Watch. Class teachers must also record on Behaviour Watch how they plan to reduce the risk of incidents reoccurring. They should consult their Head of Department if they need support in completing the serious incident report.

Minor incidents (where there is minimal injury to staff, students or property) can be record on a Minor Incident. These take the form of ABC charts and are useful in helping staff to identify triggers and plan interventions.

Members of the Senior Management Team will track reports regularly to ensure that the appropriate interventions are implemented and will monitor these interventions to measure their success. Behaviour plans should be reviewed following each incident and amended where appropriate.

Sharing Information

Information recorded on Behaviour Watch is confidential and is shared on a need to know basis. Incidents are available to the class teacher, Senior Management Team, the admin team, DSLs and the person submitting the incident. Parents may request information about incidents involving their child. Incident reports shared with parents will anonymise the identities of all parents involved in the incident. The class teacher must also inform parents as soon as possible then an incident has taken place.

From time to time external agencies such as Social Care and Cahms may request copies of incident reports. No information will be shared without the consent of parents and the agreement of the Headteacher. External agencies may also ask the school to track the behaviour of a particular child. All such tracking must take place using Behaviour Watch. If necessary, the school will ask Behaviour Watch to set up additional tracking systems requested by an external agent.

Debriefings

The school wants to support staff who face emotional trauma because of a serious incident. Any staff member who has been injured should report to the school office. If first aid is required, this will be provided by the staff first aider who will be appointed from the admin team. The school office will inform the Middle Leadership Team who will provide a debriefing to the member of staff. There is a dedicated debriefing area in the MLT office. A member of MLT will provide a debriefing to the class team at the end of the school day or as soon as is practical. All actions arising from the debriefing will be recorded on the debriefing section at the end of a Serious Incident Form.

If by leaving the classroom due to an injury the class is left unsafe the class teacher should inform the school office immediately, so support can be arranged.

This Policy will be reviewed annually and will be shared with parents/carers annually.

Date of next review: June 2019

Signed on behalf of the governing body: _____

Moorcroft School

Managing behaviours which may cause harm

June 2018 Review Date: June 2019

CONTEXT:

- Employers have a legal duty under this Act to ensure, so far as it is reasonably practicable, the health, safety and welfare at work of their employees. **The Health and Safety at Work etc Act 1974 (HSW Act)**
- Employers must consider the risks to employees (including the risk of reasonably foreseeable violence); decide how significant these risks are; decide what to do to prevent or control the risks; and develop a clear management plan to achieve this. **The Management of Health and Safety at Work Regulations 1999**

INTRODUCTION:

There is a risk that pupils may hurt staff at Moorcroft School. The risk that this will happen varies and is managed through pupils' positive handling plans. The aim of this document reduce the risk to acceptable levels.

MANAGEMENT PLAN:

STAFF should:

- Ensure PHP (Positive Handling Plan) are written to prevent pupils hurting others
- Staff should follow these plans

Good Practice includes

- Ensuring communication between staff and pupils is consistently well managed including complete access to symbols at all time
- Giving pupils clear instructions to ensure physical interactions are avoided
- Keeping instructions clear, simple, quiet and calm
- Staff should remember that very few interactions, particularly when stressed should include physical contact
- Staff should think about their body language and remind themselves of the TT side wards stance and looking after their head, heart hips etc and the need to step away

- Staff should develop skills to avoid adding to pupils anxiety (keeping them in the green) – if you are anxious you may need to ‘act’ VERY calm even if you don’t feel it
- The more anxious everyone gets the less clearly they think. As professionals we have to develop the ability to stay calm and think clearly – the pupils won’t be able to do it unless they see others doing it
- Covering up exposed skin areas that may mean a physical contact does not turn into an injury e.g. a scratch. Staff can do this by wearing a long sleeve top.

LEVELS OF RISK

The level of risk is managed by PHP and the aims of these is to reduce the frequency of incidents that cause harm i.e. so each pupils risk is reduced to a low risk

LOW RISK: pupils who occasional scratch, pinch, bite, kick others i.e. once or twice a term

MEDIUM RISK: pupils who scratch pinch bite or kick others every 2 or 3 weeks

HIGH RISK: pupils who are harming pupils on a weekly basis

If pupils are currently displacing frequency of behaviour putting them in the medium or high risk group class teams should;

- Review PHP and support each other within the team to ensure good practice is followed throughout the school day.
- Seek advice from senior leadership
- Discuss ways of lowering pupils anxiety levels with creative therapist, Occupational therapist and speech and language therapist
- Follow through programs consistently and confidently
- Record injuries in the accident book and complete an incident report, file in the office and place a copy in the pupil’s Intervention Folder.

WHEN INJURIES CONTINUE

When the level of risk remains high

Consideration should be given to

- A complete revision of the PHP and curriculum plan with senior leadership and other specialists as needed
- Increasing the level of protection needed for staff e.g. access to alternative teaching spaces, change in personal, protective clothing etc..

Protective clothing will, therefore, be provided if

- A pupil is displaying behaviour that is medium or high
- If a member of staff is at increased risk of illness following an injury

Staff are responsible for wearing clothing provided. Protective clothing should be worn only when the risk is medium or high.

Signed _____ Date _____

On Behalf of the Board of Trustees

