



Positive Behaviour and Well Being Policy September 2016

Approved by:	Approved by Longwill Governing Body
Date:	
Next review date:	36 months from last approval

Signed

(Chair of Governors)

Date.....

Signed

(Head Teacher)

Date.....

Contents

Introduction and Rationale
National Guidance

Aims and Expectations

Rights Respecting Statement
Rights and Responsibility
Role of Pastoral Support
Role of Head Teacher

Safeguarding
Safeguarding Governor
Confidentiality
Safeguarding Lead
Safety Rules
The Anti-Bullying Code

Positive Behavioural Strategies
Rules and Routine
Circle Time
Golden Time
Rewards and Reinforcements
The Taking Control Book
Sanctions
The STEPS procedure
The Use of Fixed Term Exclusion
Involvement of Parents

The Use of other roles in school
Role of the Learning Mentor
Multi-agency working (CAMHS/Forward Thinking Birmingham)

Individual Behaviour Plans (IBP)
Use in school
Monitoring and reporting

Care and Control and Positive Handling
Monitoring and continuous staff awareness
Informing parents

Management of the Policy

Review of the Policy

Appendix 1: Code of Behaviour

Appendix 2: Individual or group Risk Assessment.

Appendix 3: Five Steps Management Procedure

Appendix 4: Proforma for Recording

Reporting and recording poor Behaviour and Action
Assault /Incident reporting to the LA

Longwill School Positive Behaviour and Handling Policy

Introduction and Rationale

National Guidance

This policy has been formulated in the light of the latest guidance from the Department for Education. All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Aims

Our positive behaviour and handling policy has been devised in partnership and consultation with pupils, staff and governors. It is to be read in conjunction with the following policies:

- Keeping Children Safe in Education (DfE guidance for all schools and colleges)
- Anti-Bullying
- Safeguarding Policy
- Health & Safety Policy
- SEN Policy
- E-Safety Policy
- Code of Conduct Policy
- Complaints Policy
- Whistle Blowing Policy

At Longwill School for Deaf Children our aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose ethos is built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. By promoting positive behaviour we hope to deter the negative. At Longwill we recognise that social, emotional and behavioural skills are key skills for learning, life and work. A pupil's readiness to learn, and ongoing positive relationships and behaviour, depend upon their social and emotional well-being. We aim to ensure pupils feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

For all our Deaf children we aim ...

- To facilitate a provision that meets the needs of profoundly deaf pupils, enabling them to learn, feeling safe, in a healthy environment and making a positive contribution to school and the wider community.
- To provide a calm, purposeful and happy working atmosphere within our school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing levels of independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent and fair approach to behaviour and learning throughout school with parental cooperation, support and involvement
- To raise children's self-esteem and confidence as young Deaf people
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To provide an environment that is conducive to learning and free from disruption and any circumstances, in which they are bullied, ignored, ridiculed or discriminated against regardless of gender, sexuality, race, class or disability.
- A creative and visual curriculum that stimulates learning and encourages engagement for Deaf children by using British Sign Language and English through our Sign Bilingual Practice ensuring that language is planned for individual need and abilities.
- To help children, staff, parents and governors to have a sense of direction and a feeling of common purpose.
- To prevent bullying (See separate Anti-Bullying policy September 2016)
- To ensure pupils do their best and have a positive attitude to learning and school.
- To provide School Meals and snacks that are healthy and increasingly improving in nutritious content so that pupils are well fed and happy.
- To provide an opportunity to have their views known and shared and a place and people to go to when they need to share a concern

Expectations

It is expected that **all members of the school community** behave in a considerate way towards each other and to demonstrate and model positive behaviours which support our school ethos. We have an expectation for all members of Longwill School to follow the rules and principles that underpin this policy and ensure that they are applied consistently and fairly, act as role models for pupils, and that we have a collective responsibility as a staff to promote high standards of behaviour for all pupils at all times.

We recognise that children exhibiting inappropriate behaviour have a 'need', and that we have a duty to strive to meet that need. We use different approaches as needed.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we immediately act to stop any further occurrences of such behaviour, following our reporting system. We take all reasonable measures to ensure that every child comes to school knowing it is a safe and welcoming environment. We have regular programmes and systems in place to remind children to speak up if they feel they are being treated unfairly. We have;

- A very active and focused School Council enabling pupil voice to be heard
- Home-school agreements signed by pupils, parents and school
- Each classroom displays a Rights Respecting Class Charter and this is regularly referred to and shared with pupils.
- Our broad and varied curriculum promoting mutual respect and positive attitude towards others
- Assemblies and acts of Collective Worship
- Personal Social Health and Economic education (PSHE)
- Rewards and Sanctions

Children are taught about the negative impact of aggressive, unkind or bullying behaviours and how to say no to bullying. Pupils are taught that bullying is systematically repeated unwanted aggressive and unkind behaviour that involves a real or perceived imbalance of power directed at an individual or group of individuals. (See separate Anti-Bullying Policy)

We take into account pupil's specific needs when dealing with an incident. In particular, we take into account our knowledge of any medical conditions, home-life issues, historical or current and a pupil's challenge with social understanding and communication when deciding a course of action.

Rights Respecting Statement

Longwill is a Rights Respecting School and adheres to the UN Convention on the Rights of the Child. We believe that the articles of the Convention of most relevance to this area of policy are Article 3 ("The best interests of the child must be a top priority in all actions concerning children"); Article 12 ("Every Child has the right to say what they think in all matters affecting them, and to have their views taken seriously) and Article 28 ("Every child has the right to an education. Our positive behaviour policy encourages the right of every child's to an education and is balanced with the pupil's need to respect this by behaving in a way which does not damage the education of others.

The Pupils have a Right to...

- An education that develops their personality, talents and abilities to the full. (RoC 28,29)
- Respect the rights and responsibilities of the parents and carers to provide guidance so they can fully enjoy their rights(RoC 5)
- Be free from discrimination regardless of ethnicity, gender, religion, language ability or other status, whatever they think or say (RoC 2)
- Access reliable information safely. (RoC 17)
- To express their thoughts and opinions (RoC 13)
- The best possible health (RoC 24)

Pupils will Respect this by...

- Working to their best ability.
- Showing, through their behaviour, language and actions, a respect and consideration for all the adults and other pupils in school.
- Taking proper care of the environment, books and others' property.
- Accepting the school rules noted in each class's Rights Respecting class charter

Teachers Entitlements and Responsibilities

Entitlements

Teachers should be able to enjoy teaching without being subject to unacceptable pupil behaviour above that of the Special Educational Needs of the Deaf pupil. Teachers should...

- Have access to regular training and updating on Behaviour strategies that work best for profoundly Deaf pupils.
- Have access to a range of defined behavioural measures-sanctions and rewards.
- Have clear guidelines and professional development on what to do in any crisis situation, restraint issues, and recording and logging unacceptable behaviour
- Have an input into the behaviour policies of the school and to know the line of strategies and arrangements, which they can use to support their teaching.
- Be able to work within an ethos that is supportive and gives a strong lead on behavioural issues in school.
- Be given a good teaching environment that offers security and is supportive of Teaching and Learning with regard to Health and Safety, and a fair assessment of risk.

Teachers have a Responsibility to

- Respect the children they teach.
- Be committed and have high expectations of the children they teach.
- Encourage good behaviour and respect for others.
- Prevent all forms of bullying.
- Keep their pupils safe.
- Seek support and advice about how to promote positive behaviour.
- Keep parents informed about their children's educational and social progress.
- Keep written record of conversations with parents.
- Work as part of a team with other teachers in the Teaching and Learning group, TAs, Deaf colleagues, Family support team and Learning mentors.

Teaching Assistants have a responsibility to;

- Ensure that the school rules are followed and enforced fairly.
- In the first instance, deal with minor incidents themselves in the normal manner, regardless of the class a pupil is in.
- Report all incidents/behaviours to the child's teacher, who can decide if further action is needed. As the class teacher is the 'Key' person who holds information about the child, incidents or poor behaviour should be shared with parents by them unless advised otherwise.

Teaching Assistants have an entitlement to

Teaching Assistants should be able to enjoy supporting the teaching and learning of all Deaf pupils, including those with needs in addition to their deafness and expect positive behaviour from all.

Parents have an entitlement to expect the following from school.

- High quality education for their Deaf child including full information about their progress.
- Consultation about the school's behaviour policies.
- Information on how school promotes positive behaviour and what they can do to support this in school
- A facility to discuss and resolve any concerns.

Parents have a responsibility to support their children in school by...

- Encouraging their child to recognise the importance of education and learning.
- Backing the application of behaviour policies and the Longwill system of rewards, incentives and sanctions.

- Insisting that children show respect to the adults and other pupils in school.
- Preparing the children for school by providing breakfast and a good night's sleep.
- Supporting the Home-Learning policy.
- Encouraging their child to respect staff, taxi guides and the school environment and not to behave aggressively or rudely towards them.

The School Governors

- Have a responsibility to strategically monitor the effectiveness of behaviour
- To follow guidelines on standards of discipline and behaviour
- To be strategically involved and contribute to the formulation of the policies and training of the staff in all the areas concerning the Health and Safety of the pupils and staff.
- Have a responsibility to contribute to the positive ethos of the school and its work to enhance the pupils' learning.

The School Community

- Has a right to see and be involved with the school's Behaviour policy. It should be applied fairly and consistently and be followed by all pupils, staff, parents and, as appropriate, visitors to Longwill.

The role of the 'Other Adults' in school

On occasion other adults may be working with pupils in school, either delivering assemblies, music, PE, workshops or as students, volunteers or work experience. The expectation is that the same standards of behaviour are maintained during these interactions. Adequate supervision by school staff must be maintained and school rules adhered to. Visitors should refer to school staff to implement the positive behaviour policy.

The role of the Lunchtime Supervisors

- The expectation is that children demonstrate the same high standards of behaviour at lunchtime as they do at other times in school.
- Pupils should respond to Lunchtime supervisors with the same respect as to other adults in school.
- Supervisors should follow the positive behaviour policy rewarding children with praise and proximal praise to encourage desired behaviour.
- LTS may give pupils stickers and or a behaviour certificate to be displayed in the classroom, before going home.
- If sanctions are required, LTS are to follow the schools behaviour policy and STEPS procedure.

Role of Senior Management Team

- To support teachers to manage the behaviour of pupils in their Phase.
- Be aware of individual pupils with a behaviour plan and support class teacher where possible
- In Phase meetings remind staff to log all behaviour incidents appropriately and log on to MyConcern
- Discuss any concerns with the Behaviour Co-ordinator

The role of Pastoral Support

- Monitoring the effectiveness of the positive behaviour policy throughout school and report to HT & Governors
- Support staff in the implementation of procedures outlined in the policy and provide guidance where necessary
- Keep records and monitor significant poor behaviour
- Monitor behaviours logged onto MyConcern
- Monitor Golden Time sheets weekly
- Liaise with external agencies where required
- Monitor the incidents of 'Low Level' Concerns from TODs, TAs, LTS and transport guides.
- Liaise with Learning Mentors half-termly to ensure that there is an effective programme in place.
- Take appropriate actions to support and reduce, initially through a short term behaviour plan for challenging behaviour (appendix 5)

The role of the Head Teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety and welfare of all children in the school.
- Supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Has the responsibility for giving fixed-term exclusions if necessary

Safeguarding

Regular whole staff training ensures that pupils are protected and that staff roles are clear and lines of direction to key staff are in place.

All staff have a responsibility to ensure that pupils are protected and any signs of neglect, abuse or unexplained injuries are investigated via the Designated Safeguarding Lead or the Headteacher.

Any issue of staff 'over-handling' a child or similar concerns must be reported to the Headteacher or DSL. If a report of concern involved the Head Teacher or staff felt that they had explored all appropriate avenues for a concern, the Chair of Governors would be notified.

It is preferable that a member of staff discusses their concerns at their earliest convenience for the benefit of all. (See Whistle Blowing Policy)

Safety Rules and assessment of Risk

Health and Safety is a central part of the behaviour policy. Risk Assessments are made before any lesson or educational visit to ensure safety and health of pupils. Individual risk assessments are made for pupils who have particular behavioural or medical issues.

Anti-Bullying (See Anti-Bullying Policy)

Any reports of bullying are taken very seriously and written reports are taken from the parties concerned and witness/es accounts minuted. Apologies are taken, parents informed of any serious concerns for both parties. If an act of bullying is continuous and/or there is a serious physical threat or act of violence, a fixed term exclusion will be considered. All pupils and their parents will be made aware of this sanction.

Positive Behaviour Strategies

A positive climate is created and pupils have many opportunities to come back to the right way' and are rewarded for doing so.

Teaching Positive Behaviour

The expectation is that all children behave in a manner that is 'ready to learn', to support the development of pupils into 'lifelong lovers of learning'. We encourage children to build their Learning Powers. In order to do this we have four animals who exhibit excellent learning behaviours. They are: Resourceful Octopus, Reflective Owl, Reciprocal Bear and the Resilient Elephant.

Rules and Routines

Class rules are consistent across the school, from Nursery to Year 6. Rules are positive, and encourage the desired positive behaviours to deliver the best working environment for all. They are displayed in each classroom using the UN language for the Rights of the Child and a class charter produced and displayed. Members of the our school community are expected to be supportive of our school ethos and provide a clear set of boundaries to ensure that pupils work cooperatively, in a safe, happy and supportive learning environment.

Circle Time

This is planned weekly with a changing theme for each week designed to teach the pupils about their emotions and ways of dealing with their feelings appropriately. It encourages openness and learning in an open environment. (See Jenny Mosely Circle Time materials/ www.NDCS.com for useful materials).

Golden Time

This is a thirty- minute weekly slot held at a variety of times in each TLG, where all pupils are given the privilege of choosing an activity from a range of choices, freely with their friends. Any poor behaviour during the week results in minutes of this time being taken away. The child has to sit and wait whilst the others are enjoying themselves doing their chosen activity.

SEAL programme

This programme taught in school (since September 2006) expands the personal social training programme in class time and offers some good opportunities to teach about emotions and dealing with personal responses to life events.

The Taking Control Book

For some pupils who find it difficult to keep control of their behaviour in class or in the taxi, a Taking Control Book will be established. Each session is marked for control

- 1= not satisfactory control
- 2= OK ...just
- 3= Satisfactory
- 4= Good
- 5= Brilliant, well done!!!

The pupils are encouraged to take responsibility for the book and ask for it to be filled in by whichever adult is responsible for school sessions.

The encouragement is to get 3 and above as a minimum requirement and a class teacher, DHT or the HT will sign the book each night.

Parents are encouraged to use the book and we ask that they look at it and reward accordingly to get the maximum Home-school connections. Parents may find a visit from our Family Support Team useful at this time.

Rewards and Reinforcements

At Longwill pupils are encouraged to behave well and work hard. Positive behaviour is praised and rewarded in various ways to encourage pupils. It may be possible to see any of the following:

- Praise pupils to recognise and reinforce desired behaviours.
- Encourage pupils to praise peers.
- reward good behaviour with notes home
- Visit to Senior Leader for praise
- Staff award stickers, fill sticker charts and prizes can be given from the cupboard in the hall for good behaviour.
- Use circle time to show appreciation of each other and congratulate each other.
- Ensure that praise is equally given
- Display good work or celebrate a behaviour
- Award a Special Achievement certificate for Behaviour at Achievement Assemblies each half-term.
- Staff are expected to use proximal praise to encourage pupils to display desired behaviours.
- Names put into weekly Golden Time box.
- Individuals can be given additional rewards, in line with behaviour plans, e.g. computer time, access to a particular object or an agreed reward.
- BLP Certificates for behaviours for learning to be given out during whole school assembly
- inform parents
- Notice and praise the good and ignore the minor negative behaviour.

Sanctions/Consequences

In order to encourage good behaviours we believe it is essential to teach positive behaviours. If a child is not following the School Rules, it is important that children understand that there will be a consequence. Staff should encourage pupils to resolve issues themselves and take responsibility for their actions.

If poor behaviour is shown, there is an agreed logical structure of consequences for all staff to follow. In this way, we aim to ensure a safe and positive learning environment. We employ each sanction fairly whilst considering each individual situation.

Early intervention should be a first strategy e.g. a frown, a quiet word or a gentle reminder of the right behaviour.

These exist to give a consequence for poor behaviour and it is very important that when speaking to a child who has misbehaved that attention is directed to the 'poor behaviour' and not to the 'naughty child'.

A variety of sanctions exist.

- Use of 'time out' standing by the wall if the incident happens on the playground, or outside the classroom door if inside.
- Removal of 'Golden Time' minutes.

- Ignoring of attention-seeking behaviour
- Losing minutes of play-time (not all- it is preferable to allow minutes of several playtimes to allow the child to run off steam)
- Doing school- improvement work at lunch-times and playtimes.
- Being sent to senior staff to work at the back of their classroom.
- Being sent to the DHT or HT in a serious incident or refusal to co-operate.
- Given a 'taking control' book that is shared between pupil/parent and teacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others and themselves, the adult stops the activity and prevents the child from taking part for the rest of that session.

The STEPS process

There is a distinct series of steps to follow to ensure consistency and good order in the classroom.

- In the event of a minor disruption:
- Step 1 - Use of proximal praise, tactical ignoring, gentle reminder
- STEP 2- This is your 1st & 2nd reminders. I want you to ...It is your choice. If you don't it will lead to loss of 1 minute Golden Time.
- STEP 3 -if poor behaviour persists pupil to be offered LM time or opportunity to work in a different learning space (with a member of the SMT, with loss of 5 minutes Golden Time)
- STEP 4 - pupil to be sent to the AHT for more focussed behaviour management, resulting in loss of 5 minutes play time that day.
- STEP 5 - pupil sent to see HT. HT to determine further sanctions if poor behaviour continues.

Further sanctions include school improvement work, play lost etc. Parents are likely to be informed at this stage. Further information can be found in appendix 3.

For more serious incidents, the likelihood is that steps 1 and 2 are bypassed and a senior member of staff is involved quickly. Staff are trained in de-escalatory strategies to resolve situations but are also skilled in dealing with upset and challenging children. All incidents are recorded on the appropriate forms (see appendix 4) and parents are informed of serious incidents.

Fixed-term and Permanent exclusions.

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the head teacher (or the deputy head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If a serious situation has occurred where violence or aggression is used deliberately and where there was a definite intention to hurt another person either a pupil or member of staff, the Headteacher may consider a fixed-term exclusion.

Parents:

Parents will be involved and pupils will be informed that this is the consequence of such an action. The parents of the aggrieved child will also be informed that such an action has been taken. Apologies and redress will be sought to make full use of the learning that will hopefully have taken place.

- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The head teacher informs the governors of any FTE on a termly basis.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

The Use of other roles in school

Planned programmes by the Learning Mentors

Learning Mentor time is available for any pupils experiencing problems at home, in the taxi, at school or in need of some special individual time. There are opportunities in school time given, for individuals or small groups or pairs of pupils to work through an agreed programme instigated by the Pastoral leader or class teacher and given by the Deaf or Hearing Learning Mentors.

What do Learning Mentors do in Longwill?

Learning Mentors are a developing role in school to focus on the specific aim of raising achievement through working with identified pupils to identify and address their barriers to learning. Their work reflects the needs of our school and individual pupils and work is supervised by the SENCO. It could involve some or all of the following:

- One to one and group support.
- Before school clubs/lunch time drop ins.
- Help pupils address non-attendance. Group work, one to one sessions, telephone follow up to parents, etc - all with the consent of the pupil.
- Classroom observation – gathering info about how an individual or group of individuals operates in class
- Breakfast/pre-school meetings. A chance for pupils to meet informally and prepare for the school day. Really helps to focus deaf pupils and improves concentration levels during the day.
- Anti-bullying programmes. These whole school initiatives promote positive behaviour and help to address what is often a major barrier to learning
- Peer mentoring programmes. Recruiting, training and supporting pupils to provide help to colleagues in relation to learning and progression.
- Supporting pupils through transition phases to secondary school or any in school transition (see Transition Policy)
- Classroom support – on occasions, to help mentee with specific issues.
- Acting as an advocate for mentees.

Multi- Agency Working

As part of our behaviour management we collaborate with other agencies e.g. Deaf CAMHS, Learning Disability Team, Educational Psychologists, Social Care Team and the Behaviour Support Service, for a small number of pupils who experience specific and regular behaviour difficulties. The system of support used is similar to the SEND Code of Practice and is used to address individual pupil's needs. Referrals can be made in discussion with parents and school led by the SENCO. A meeting with parents and the class teacher to look at ways of addressing the child's needs will be offered.

Individual Behaviour Plans (IBP)

If a pupil's behaviour is causing concern, then the teacher will discuss it with the SENCO and phase leader. This might result in an Individual Behaviour Plan (IBP) being formulated for the child. The IBP is regularly reviewed in consultation with the parents.

- A pupil may need to follow an Individual Behaviour Plan (IBP). It will be reviewed at half-termly intervals.
- After consultation with parents an Individual Behaviour Plan - IBP (Appendix 6) is drawn up and agreed with the child, parents and class teacher and runs for approximately 6 weeks. At the end of this period another meeting will be held to review progress and to determine whether another plan needs to be written or support needs to be sought from outside agencies such as the Educational Psychology Service or Behaviour Support Service
- A Deaf CAMHS or Forward Thinking Birmingham referral could be made if school or parents raised Social Emotional and Mental Health (SEMH) concerns.
- Support sort from an Educational Psychologist to identify the child's complex need
- Children's Services /LA teams may be referred to for support of families who need further support or who are raising concerns or not coping.

Positive Handling

There is Monitoring and continuous staff awareness of Positive Handling of pupils at all times. The Team Teach model has been adopted at Longwill School, following the two full day and two twilight sessions training from Team Teach trainers (see Safe Practices Policies' Care and Control and Positive Handling policy 2016) Biennial updates of training are brought in by trained Team Teach trainers for a PD day.

Any incident involving Restraint is reported to parents and the Chair of Governors and following local advice we use a special proforma for reporting and noting incidents and informing parents.

Review of Policy

The policy will be reviewed every three years by the Deputy and Headteacher and shared with the Governors. Practice will be regularly reviewed in staff meetings and a Keeping Up sessions at least annually.

Appendices

Appendix 1 - School Rules

Appendix 2 – individual Risk Assessment

Appendix 3 – Steps Procedure

Appendix 4– School Behaviour Record

Appendix5 – Frequency Behaviour Chart

Appendix 6- Individual Education/Behaviour Plan

Appendix 6 – Home School Agreement 2016-17

Longwill School Rules Rights and Responsibilities

Everyone has a right to...	We will respect this by ...
Be Safe	<ul style="list-style-type: none"> • Walking safely • Bullying? NO! • Telling • Not hurting • Not saying bad things
Be Happy	<ul style="list-style-type: none"> • Being kind • Being a good friend
Be respected	<ul style="list-style-type: none"> • Good signing • Respecting adults • Respecting other children • Never stealing or damaging
Learn	<ul style="list-style-type: none"> • Watching • Not ignoring
Learn in a clean place	<ul style="list-style-type: none"> • Being tidy • Being clean • Not dropping litter
Know things	<ul style="list-style-type: none"> • Don't know? ASK!
Be Proud	<ul style="list-style-type: none"> • Being proud to be Deaf • Smiling at people • Behaving well in the taxi • Behaving well on trips

Appendix 2: Risk Assessment for Specific Pupils working in school (groups or individuals)

Risk Assessment

Hazards identified	Person at risk	Risk Identified	Control Measures	Action Points	Confirm that it is in place Y N

Risk Assessor: _____ **Date:** _____

Risk Manager: _____ **Date:** - _____

Reviewed September 2015 or when needs change

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

Appendix 3 Five Steps Management Procedure

Five Step Stage Management Process

Stage	<u>What should we do?</u>	<u>Consequence?</u>
S1	<ul style="list-style-type: none"> • Praise • Tactical ignoring! • Gentle reminders 	
S2	<ul style="list-style-type: none"> • “This is your 1st reminder. I want you to.... It is your choice. If you don’t will lose 1 minute of GT. • “This is your 2nd reminder. I want you to.... It is your choice. If you don’t will lose 1 minute of GT” • You have lost one min of GT <p>Give child the opportunity to talk to a member of staff or a learning mentor for a calming chat in Room 12 or wherever convenient.</p> <p>If calm – Return to Class and S1. If still angry/non compliant – S3</p>	Lose One min GT (record on class sheet)
S3	<p>Child to be sent to a member of the Senior Management Team</p> <ul style="list-style-type: none"> • You have lost 5 mins Golden Time because you have had to be removed from your class and the learning • SMT ask child to continue working in a quiet corner of the room. • After an agreed time child to return to class if calm <p>If calm – Return to class and S1 If still non compliant – send to AHT</p>	5 minutes loss of Golden Time
S4	<p>Child to be sent to AHT</p> <ul style="list-style-type: none"> • You have lost 5 mins playtime because you have had to come and see me. • AHT then asks child to explain why they are in trouble and can spend some time ‘unpicking’ the issue. • Help the child to identify how he/she can best resolve the situation and think how to avoid the same thing happening in the future. <p>Then, learning mentor will pop back in 5 minutes for a chat. If calm – Return to class and S1 If still non compliant – Call AC</p>	5 minutes loss of that day’s playtime. (am play, lunch play or assembly)
S5	Child to see AC	Loss of privilege/play Parents might be informed.

Appendix 4 **LONGWILL SCHOOL BEHAVIOUR RECORD**

Child:	Class:	Teacher:	Date:	Time:	Reported by:
Tick or Highlight					Other
Refusal to work	Vandalism				
Poor Work	Swearing				
Racial Abuse	Assault				
Defiance	Possession of inappropriate objects				
Disruption	Sexually inappropriate behaviour				
Rudeness/answering back	Theft				
Fighting	Unkind words or actions				
Running off	Verbal bullying				
Throwing objects	Physical bullying				
Spitting	Self-harming				
Brief Details... (victims/witnesses/ trigger					
Action Taken – Tick or Highlight			Parent Contacted Y/N		
De-escalation strategies used: <ul style="list-style-type: none"> • Distraction objects • Walk around class or another space • Re-focus on another task • Talk with another adult • Use of friendship hand • Reflection time (with timer) 					
Lost Playtime _____ minutes			Sent home _____ day		
Sent to another class			Formal exclusion _____ days		
Spoken to :			Team Teach Hold used: YES/ NO (Complete serious hold form)		
Pupil de-brief/reflection			Staff de-brief		

Appendix 5 Behaviour Frequency Chart

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
9 am					
9.30 am					
10.00 am					
10.30 am					
11.00 am					
11.30 am					
12.00 pm					
12.30 pm					
1pm					
1.30 pm					
2pm					
2.30 pm					
3.00 pm					

Appendix 6 Behaviour Frequency Chart

INDIVIDUAL EDUCATIONAL/BEHAVIOUR PLAN

Teacher:	Review date:
DATE: 14.12.15	

Pupil	Target	Who, What & When?	Outcome
	<ul style="list-style-type: none"> • To follow the rules and directed tasks (to listen to all staff) • To be less aggressive towards others • To develop her communication skills 	<p>Steps procedure will be followed.</p> <ol style="list-style-type: none"> 1. Using her taking control book/ repeat task and instructions for her/ 2. Use of stress box-malleable toys/equipment to defuse her when stressed/ frustrated or kicking out. 3. Daily access to BSL conversation/ BSL story time daily/ 	



LONGWILL SCHOOL HOME – SCHOOL AGREEMENT

CHILDREN

To help me do well at school, I will do my best to:

- always try my best and take responsibility for my learning and actions
- work hard at my literacy and numeracy targets
- talk at home about what I learn at school
- do all my homework and hand it in on time
- not to miss school
- wear my school uniform with pride
- be kind to others
- behave well and obey the school rules
- be polite and helpful to other pupils and grown ups
- to enjoy school and help other children to do the same.

If I am unhappy or need help, I will talk to my teacher.

Signed

(pupil).....

PARENTS

To help my child at school, I will do my best to:

- give my child every help with his/her schooling
- learn to sign with my deaf child
- see that my child is ready for school each morning
- inform the school by letter, telephone or through the guide escort when and why my child is ever absent from school
- work with the school to ensure my child behaves well
- to make sure that my child wears his/her school uniform
- attend Parents’ Evenings and annual review meetings about my child’s progress at school
- support my child with his/her home activities
- talk to the school if my child is worried about attending school or if something happens to affect my child’s learning
- reply to any school correspondence

If you have concerns, please speak your child’s teacher, Mrs Day or Mrs Carter

Signed

(parent).....

SCHOOL

The school will do its best to:

- look after your child's safety
- deliver a rich, varied and enjoyable curriculum which meets with the needs of your child and the requirements of the National Curriculum
- contact you if we have worries about your child's work, health, well-being or behaviour
- set appropriate and relevant homework that meet the needs of your child
- contact you if we are concerned about your child's attendance
- set challenging targets for your child, irrespective of their gender, race, beliefs, social background or abilities
- provide a range of activities designed to enrich your child's experience
- deal firmly with bad behaviour and bullying
- celebrate and praise efforts and success
- create a happy school by establishing a clear framework of school rules and promoting high standards of behaviour
- maintain close links with the Birmingham Institute for the Deaf and the Deaf community
- welcome you into the life of the school and keep you informed on the work that is planned for your child and their progress.

Signed

(Teacher).....

We recognise that the education of your children is a venture shared between you, the parents, and us the staff of the school.

We each have our part to play. We welcome your support, value your involvement and are always pleased to see you in school.

Care and Control and Restraint and Positive Handling Policy 2016

Approved by:	Approved by Longwill Governing Body
Date:	
Next review date:	36 months from last approval

Signed

Date.....

(Chair of Governors)

Signed

Date.....

(Head Teacher)

POLICY for CARE AND CONTROL

(incorporating Physical Restraint)

‘The use of Positive Handling to manage physically challenging behaviour.’

Introduction

The policy has been reviewed after staff discussions during refresher training in September 2016. The responsible person for the implementation of the policy is the Headteacher. The policy will be reviewed again after refresher training in 2018 (depending on advice from LA) by the Head Teacher and the Governing Body.

The policy has been developed in response to recent DfE and DOH letters of guidance and follows “Use of reasonable force: advice for head teachers, staff and governing bodies” 2013.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils. (See Safe Practice file, Behaviour and Discipline Policy, Anti-Bullying Policy)

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Behaviour and Discipline policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

Purpose of policy

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in Longwill School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Longwill School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

Any use of restrictive physical intervention should be consistent with the Department for Education DfE guidance on the “Use of reasonable force: advice for head teachers, staff and governing bodies” 2013

Schools can use reasonable force to: (Use of Reasonable Force)

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in ‘loco parentis’ and should always operate with an appropriate ‘Duty of Care’, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Positive Handling.

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Longwill School is as follows:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

1 Physical Contact

Situations in which proper physical contact occurs between staff and pupils, eg: in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

2 Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

3 Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Underpinning values

At Longwill School we are a Rights Respecting School and are fully committed to safeguarding pupils by ensuring that pupils are aware of their rights.

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Authorised staff

At Longwill all teachers are authorised to use reasonable force once Team Teach trained.

Only non-teaching staff specifically authorised by the Head Teacher to have control or charge of pupils may use reasonable force to manage or control pupils.

The school provides training for all staff and the Head Teacher retains a list of all those staff trained. The list is reviewed on an annual basis (or more frequently if necessary).

Authorisation is **not given** to volunteers, students or parents.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Outside Agencies working within the school.

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice.

Training

It will be the responsibility of the Head Teacher to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Following a review of existing school practice in consultation with governors/ staff and the LA, the school/provision is committed to using Team Teach providing this approach continues to adopt the BILD Code of Practice on physical intervention, and has been or is working towards being accredited through the BILD Physical Interventions Accreditation Scheme. Longwill School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LA's framework for accessing training in that:

-
- 1 It will review its Behaviour policy on at least a two-year cycle.
 - 2 Negotiation will take place between the Behaviour Support Service and the Head teacher and agreement will be reached in relation to the standard of behaviour management within the school before a formal application for training is made.
 - 3 Training will be delivered on a needs based approach and procedures are in place to monitor incidents, following a behavioural audit and implementation of appropriate risk management procedures.
 - 4 All training will include theory on at least the following:
 - Causes of challenging behaviour
 - Prevention strategies
 - Positive behaviour management
 - De-escalation
 - Risk Assessment
 - Behaviour Support Planning
 - De-brief following incidents

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a pupil's:

- age,
- gender,
- level of physical, emotional and intellectual development,
- Deaf issues of communication
- Additional special needs,
- Social context.

Also, they provide a gradual, graded system of responses.

Where appropriate, Positive Handling Plans are written for individual children and where applicable, these will be designed through multi-professional collaboration. These should be included in any Pastoral Support Plans/IEPs.

Risk Assessments need to be completed against each child when physical intervention may need to be used, in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)

Further verbal reprimand stating:

- that this is the second request for compliance;
- an explanation of why observed behaviour is unacceptable;
- an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from another Team teach trained TA or teacher.
- Physical intervention: reasonable force being used to prevent a child harming him or herself, others or property.
- Use of language: "We are holding you to protect you and keep you safe".

Types of Incident

Incidents fall into three broad categories:

- Where action is necessary, in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;

-
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
 - a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
 - a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention

The school will put in place systems for managing and reviewing the following:

- Strategies for preventing the occurrence of behaviours that precipitate the use of a physical intervention.
- Strategies for 'de-escalation' or 'de-fusion' that can avert the need for a physical intervention.
- Procedures for post incident support and de-briefing for staff, children, service users and their families.

The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including:

- 1 The seriousness of the incident:
- 2 The relative risks arising from using a physical intervention compared with using other strategies
- 3 The age, cultural background, gender, stature and medical history of the child.
- 4 The application of gradually increasing or decreasing levels of force in response to the person's behaviour
- 5 The approach to risk assessment and risk management employed
- 6 The distinction between:
 - **seclusion** where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave (nb: this is not a permissible form of control);
 - **time out** which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme;
 - **withdrawal** which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

- 7 The distinction between **planned** physical interventions (where incidents are foreseeable in that they have occurred previously and a response planned following a risk assessment) and the use of force in **emergency** situations (which cannot reasonably be anticipated)
- 8 First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention
- 9 **Unacceptable** practices that might expose service users or staff to foreseeable risk of injury or psychological distress.

Wherever possible, assistance will be sought from another member of staff.

Positive Handling at Longwill is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used. Whenever physical intervention is deemed necessary, staff must focus on the best interest of the child (Right of the Child: Article 3) and explain that they are holding them to protect them and to keep them safe.

Recording

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school Serious Incident Book, statutory for all special school provision. This is a hard-backed book, with numbered pages, retained by the Head Teacher and kept in the Office, containing a brief reference to the detailed Restraint Form and (Health & Safety/Incident Form as appropriate).

The Restraint Form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Assistant Head. The Headteacher will sign all entries and closely monitor the bound book.

After the review of the incident, copies of Restraint Form will be placed on the pupil's file.

A Health and Safety Accident/Incident Form will be completed and returned to the Local Education Authority in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

Monitoring incidents

Whenever a member of staff has occasion to use physical intervention, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Action after an incident

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Individual Behaviour Programme (IBP)
- Safeguarding procedures (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Other relevant Policies

Other Relevant Policies that cross reference with this one are:
Positive Behaviour and Well-Being Policy, Anti-Bullying Policy, Health & Safety Policy, Safeguarding Policy, Whistle Blowing Policy.

Links

Use of Reasonable Force in Schools July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and Discipline in Schools January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[_A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

To be reviewed July 2018