



Behaviour Support Policy

Summer 2015

Introduction

This policy reflects the values, ethos and philosophy of Greenside School in relation to behaviour support. It provides guidance on the procedures in place when working with pupil behaviour including, the identification of needs within Greenside School, and the organisation of specific arrangements. This policy includes guidance relating to: Bullying, and Restrictive Physical Interventions (RPI). The behaviour support policy should be read in conjunction with the school's Physical Contact / Touch policy (attached).

The Behaviour Support Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties. The implementation of this policy is the responsibility of all staff.

At Greenside teachers, tutors, coaches, nursery nurses and assistants working with young people receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*" This statement reflects the philosophy, policy and practice at our school.

Rationale

At Greenside School it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. This requires teaching an understanding of:

- Right and wrong
- Honesty, truth and fairness
- Respect for others and self
- Importance of positive relationships
- Self-discipline and sense of responsibility

All the pupils who attend Greenside School have significant learning difficulties. This is likely to affect all areas of their learning and functioning, including communication skills and learning the conventions of society. It is recognised that, some pupils require structured support and guidance in order to enable them to live full and valued lives in spite of emotional and / or behavioural difficulties. The behavioural challenges presented by a small number of pupils mean that, in order to reduce the risk of harm some form of restrictive physical intervention may be unavoidable.

At Greenside School, every member of staff shares a responsibility to support pupils to demonstrate behaviours that enable fulfilling relationships and full participation in learning activities. This policy explains the philosophy and practices of the school in meeting the needs of learners who display behaviours that "challenge" others and increase the risk of harm. It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as specific individual behaviour support plans relating to promoting positive behaviour.

Shared Values

The Greenside support behaviour policy reflects the shared values, aims and practices of the school. These are expressed in our mission statement: *Working as one – Learning together*. This statement encapsulates the belief in a collaborative, supportive community where all members learn and develop together, within a culture that reflects positive attitudes and beliefs, and which ensures that everyone is treated with respect and dignity.

At Greenside our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the *dignity* of each person; their individuality, their feelings and their role in the school.
- Showing *respect* for each person, and empathy for their feelings.
- Building *confidence* and *self-esteem* by valuing each person's successes and achievements.
- Building *trust*, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- *Communicating* effectively, including *listening to hear*, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of *enjoyment* and *fun* into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of the group, so that the school can continue to *improve*.

At Greenside School we recognise that the learning process is about the quality of relationships and that young people learn better when they have an emotional attachment to the person imparting information, knowledge or who is providing support.

Key areas of learning

The key areas of learning at Greenside School relate to the development of:

- Communication
- Personal Development (including social interaction and relationships)
- Physical and sensory development

Progress in these areas will often reduce the need for a pupil to present problem behaviours.

Supporting pupils with severe learning difficulties (SLD) whose behaviour can place themselves and others at risk of harm

The vast majority of young people those assessed as having SLD will have problems with...

- Communication.
- Short and long term memory
- Maintaining concentration
- Understanding abstract concepts

Many will have difficulties with:

- Establishing and maintaining effective and meaningful relationships.
- Understanding the effect their actions might have upon others.

When planning and support pupils with SLD it is important that adults consider that:

- There will always be a reason or purpose behind any behaviour that others find challenging and which can place the young person as well as other people at risk.
- It is the responsibility of those adults working to support the child or young person, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the young person's point of view.
- People with SLD are likely to spend a very large percentage of their life being controlled by others, so it is not surprising that some might try to exercise control in the only way they can – through their behaviour. At Greenside school staff enable the person to learn appropriate ways of achieving these goals and to take control of their own behaviour.

- The young person will exhibit their behaviour in order to try and get their need(s) met. Adults planning to support the person must try to find more appropriate means for the person to meet these needs. Within the classroom situation it is probable that the meaning of the behaviour may relate to either: task avoidance or seeking to interact with others.

Supporting pupils with Autistic Spectrum Condition (ASC) whose behaviour can place themselves and others at risk of harm

Pupils with Autistic Spectrum Condition (ASC) may have a different perception of the world and its meaning. Their behaviour is a reflection of their difficulties in understanding the complexity of “ordinary life.”

- Many will have complex sensory needs
- Many will experience high levels of anxiety.
- Most will encounter difficulties understanding and accepting change.
- The vast majority will experience problems in meeting and communicating basic needs such as hunger, thirst, pain and discomfort.

The way young people learn behaviour

At Greenside School we understand that young people learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

The way we teach positive behaviours

At Greenside we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

Key elements in planning

Herts Steps provides guidance in assessment and planning which must be followed in planning for individual pupils. It is the responsibility of every member of staff to seek to understand the behaviour of the young person. The key elements to inform such understanding are:

- Think
- Plan
- Respond

Conscious and Subconscious behaviours

An important aspect of the training that staff receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a problem behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

A Therapeutic Approach

At Greenside we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. The Herts Steps programme provides an assessment / planning tool called "roots and fruits" to assist adults in this area.

Risk assessment

When a young person repeats a behaviour(s) that may place themselves or others at risk of harm, the teacher / tutor must undertake an Individual child risk assessment plan, using the Herts Steps planning Tools.

When faced with a challenging behaviour

Any adult seeking to support a young person whose behaviour is presenting a challenge can act in a way that can make the situation worse or can calm the situation. It is the responsibility of adults at Greenside to follow the guidance provided in the Herts Steps training to support the young person. This can be achieved through one of or a combination of the following as appropriate:

- Positive phrasing e.g.
 - *"Stand next to me"*
 - *"Put the toy on the table"*
 - *"Walk beside me"*
- Limited choice e.g.
 - *"Put the pen on the table or in the box"*
 - *"When we are inside, lego or drawing"*
 - *Talk to me here or in the courtyard"*
- Disempowering the behaviour e.g.
 - *"You can listen from there"*
 - *"Come and find me when you come back"*
 - *Come down in your own time"*
- Use of a De-Escalation Script e.g.
 - *Use the person's name – "David"*
 - *Acknowledge their right to their feelings – "I can see something is wrong"*
 - *Tell them why you are there – "I am here to help"*
 - *Offer help – "Talk to me and I will listen"*
 - *Offer a "get-out" (positive phrasing) – "Come with me and...."*

Consequences and sanctions

At Greenside adults have the responsibility to use consequences, which have a relation to the problem behaviour and as a result help the young person learn and develop positive coping strategies / behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources; escorted when moving between classes, assisting with repairs, restorative meetings. The use of constructive consequences must inform planning and practice at Greenside.

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishments can harden and numb the young person, produce obstinacy, sharpen the sense of alienation and strengthens the power of resistance. Punishment relies on external discipline. Punishment is not to be used as a sanction at Greenside School.

Bullying and Harassment

Bullying is a deliberately aggressive, habitual, hurtful behaviour causing pain or embarrassment to others. It is an abuse of relative power. It is often repeated over a period of time; It is difficult for those being bullied to defend themselves. It can take on many different forms and can be physical, verbal or indirect. It can be planned and organised or it can happen suddenly and spontaneously. It can be carried out by individuals or groups.

Bullying may include: Any form of physical violence such as, hitting, punching, kicking, pushing, spitting. Making aggressive, intimidating gestures or intruding into someone's personal space. Interfering with someone's property by stealing, hiding, damaging or destroying it. Making violent threats, using offensive names or insulting someone or his family. Telling lies, spreading rumours or making up stories about someone. Picking on someone or putting them down, belittling their ability and achievements. Making abusive or degrading remarks about someone's race, culture, religion or social background. Making sexually suggestive or insulting comments. Ganging up on someone or hurtfully excluding them from a group or activity. Ridiculing someone's appearance; Forcing someone to do anything against their will.

Greenside School does not tolerate bullying or harassment and recognises the damaging effects of all forms of bullying. All members of the school community are dedicated to establishing and maintaining an environment in which everyone can learn, develop and enjoy life while feeling safe and secure.

We recognise that many of the students at Greenside have difficulties with challenging behaviours which can be directed towards to other students and we are committed to helping with these problems. Some of our students have challenging behaviours and can be violent. Most of them direct their violence towards staff. Some are violent towards other children. This is not bullying if it is not done with the intention of causing harm to that person in particular – if they are simply the unfortunate recipient of the problems the child is experiencing and expressing at that time.

Bullying implies a degree of forethought, and of malice. It has to be directed deliberately at a person and with the intent to hurt or harm that person with physical abuse or verbal insult. Some children in the school are capable of doing this. However the reasons for their doing so are frequently associated with the extent of their learning difficulty, emotional problems or their autism, and so the issues become less clear cut, pupils require positive structure, support .

As a school community we will not allow bullying to go unreported. All instances of bullying must be recorded in the schools incident book, and the Head or DSP informed immediately. It is the responsibility of the Head to report to the governors and the Local Authority (LA) the number incidents of bullying.

Use of Restrictive Physical Interventions.

At Greenside we believe that pupils need to be safe, to know how to behave and know that adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical interventions be needed. On such occasions, acceptable forms of intervention are used.

All members of teaching and assistant staff need to feel that they are able to manage inappropriate behaviour and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour.

Restrictive Physical Intervention (RPI) is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour.

Due to the learning and emotional difficulties of some pupils attending Greenside School there is a significant likelihood that they may present behaviours that place themselves and / or others at risk of harm, requiring adults to physically intervene in order to reduce this risk.

Restrictive Physical Intervention is an act of care and control and may only be used to reduce the risk of harm and never as a form of punishment. RPI must never be used to force compliance with staff instructions.

Staff will take steps in advance to avoid the need for RPI through dialogue and diversion. Only the minimum force necessary will be used. Staff will be able to show, when asked, that the intervention used was a reasonable response to the incident. As soon as it is safe the RPI will be relaxed to allow the pupil to gain self-control.

At Greenside all teachers, tutors, coaches, nursery nurses and assistants will receive training in restrictive physical interventions, using the Herts Steps programme (Step Up). The training will be delivered by fully trained and accredited tutors in Herts Steps. There may be specific pupils whose complexity of need requires further support. A written audit of need must be undertaken following which support and guidance will be provided by a Steps Tutor.

The use of Restrictive Physical Interventions, either planned or unplanned must always be recorded in the "Numbered and Bound Book" which is located in the Head's office.

If a pupil is identified for whom it is felt that RPI is likely, then a Positive Handling Plan must be completed. This must be shared with the Head of Department, Steps Tutor and parents. The plan will help the pupil and staff avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include: a risk assessment, a record of risk reduction options, techniques for managing the pupil's behaviour e.g. de-escalating conflict, stating at which point at RPI may be used; identifying key staff who know exactly what is expected; systems for summoning additional support; identifying training needs.