

# Behaviour Policy

## Greenside School



**Approved by:**  
Governing Body

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### 1. Introduction

The school's core values that specifically relate to the support and management of behaviour are: Respect; Creativity; Collaboration.

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 learner behaviour including identifying the meaning behind behaviours and who to go to for support. This policy should be read in conjunction with the:

- Anti-Bullying policy
- Restrictive Physical Interventions (RPI) policy,
- Exclusion policy
- Safeguarding policy
- Equalities policy
- Curriculum policy

The Behaviour Support Policy is a working document and as such it reflects both the practices that are carried out and those which the school is striving towards. The policy is agreed by the whole teaching staff and presented to the Governing Body annually.

The document is available for interested parties. ***The adherence to and implementation of this policy is the responsibility of all staff.***

This policy is also based on advice from the Department for Education (DfE) on:

- Special educational needs and disability (SEND) code of practice
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

As a school we recognise our legal duties under the Equality Act 2010 to safeguard and support all of our pupils. ***Please refer to our safeguarding policy for further information.***

## **2. Values and aims**

At Greenside all staff working with young people receive training in behaviour support. This training is called “Hertfordshire 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 is reflected in the philosophy, policy and practice at our 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.

All learners who attend Greenside School have significant learning difficulties. This is likely to affect all areas of their learning and functioning, including communication skills and social interactions. It is recognised that, some learners 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 learners mean that, in order to reduce the risk of harm to themselves or others some form of restrictive physical intervention may be unavoidable. ***Please see RPI policy for more information.***

The Greenside support behaviour policy reflects the shared values, aims and practices of the school. These are expressed in our mission statement: *Learning, Achieving, 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.

## **3. Positive behaviour**

At Greenside all staff model positive behaviour and social interaction to promote healthy and positive relationships, which in turn allows greater engagement in learning.

Our values are demonstrated by each member of staff working as a team, sharing achievements, successes, problems, concerns and stresses.

All staff use positive phrasing, explaining to the learner what they would like them to do rather than being negative and saying what not to do. Other strategies used by staff include being mindful of body language and giving learners a limited choice so they do not become overwhelmed.

All staff at Greenside are solution focused and will always find positive ways to support our learners to achieve their best.

We teach positive behaviours through:

- Relationships / friendships
- Empathy
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Acknowledgement / thanks / intrinsic and extrinsic rewards and positive reinforcement
- Comfort and forgiveness

#### **4. A Therapeutic Approach**

Greenside has a behaviour support team made up of 5 staff, all of whom are Hertfordshire STEPS trainers. The team train all staff 'step on' training and also provide individualised support for class teams. We work collaboratively with class teams to identify strategies that enable learners to actively engage in their learning. We are always looking for ways to analyse the behaviour and come up with strategies that remove the barriers to learning.

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.

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishment 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.

#### **5. Teaching and learning**

Greenside provide a highly personalised curriculum known as the 'my curriculum'. This all starts with the learner and the EHCP is at the heart of everything we do. The learning outcomes from the EHCP inform planning and practice.

These are the key aspects to the Greenside curriculum:

- My Body
- My Communication
- My Thinking
- My Wellbeing

At Greenside school we are always thinking about these 4 areas and how we can meet the needs of our learners through them. But behaviour can be a significant barrier to learning.

When planning and supporting our learners it is important that adults consider that:

- There will always be a reason or purpose behind any behaviour that others find difficult 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 and 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

## **6. Recording positive behaviours**

At Greenside we celebrate the learner's achievements in different ways. Parents have access to the evidence for learning app where they can see the progress their child is making. Wow moments are also recorded through the app with comments and photos uploaded to explain what the child has achieved. We also share positive behaviours through home school books, email and phone. Assemblies are also a great way of sharing the learner's achievements.

## **7. Recording and monitoring incidents**

Greenside uses an on-line recording systems (CPOMS) to record incidents. All staff have a responsibility to record all incidents they witness or are involved in on CPOMS. This enables patterns of incidents to be identified which will inform support planning. Currently the behaviour team are also undertaking regular learning walks to enable a more proactive approach to behaviour support.

In order to enable and recognise progress it is vital that clear, concise planning is undertaken and shared with all stakeholders (including the young person when appropriate). Herts Steps provide resources to assist with this process.

Staff accidents are recorded in the yellow accident book (located in the Head's office).

All RPI's must be recorded on CPOMS and in the RPI book (located in the head's office). This book is regularly monitored and reviewed by a member of SLT and the behaviour team. Parents must also be informed by a member of SLT

## **8. Risk reduction plans (RRP)**

There are some learners at Greenside school who require an individualised approach to supporting them with their behaviour. In this situation a risk reduction plan will be written. This plan will be written by the class team and will contain a very specific set of instructions for working with that particular learner. The RRP must be followed consistently by all staff.

## **9. Restrictive Physical Interventions (RPI)**

An RPI involves the use of force to control a person's behaviour, using bodily contact, mechanical devices or changes to the person's environment. This includes both **physical restraint** and removal to a seclusion or calm room

Some learners may have a planned RPI on their plan but this is still only to be used as a last resort. Staff do have the right to use reasonable force where a pupil is deemed to be:

- A danger to themselves
- A danger to others
- Poses a significant threat to property

Members of staff may use reasonable, proportionate and necessary force to prevent learners committing an offence, injuring themselves or others, or damaging property. All staff receive appropriate training and support using the Herts Steps model.

***Please see RPI policy for more information.***

## **10. Appropriate touch**

At Greenside there are occasions when staff will use physical contact with the learners, for example:

- to comfort a learner who is distressed
- for communication purposes e.g. placing a hand on a shoulder to make the learners aware of your presence
- body signing for our PMLD cohort
- to enhance a learning experience e.g. dance, PE or intensive interaction
- to help a learner transition
- to keep a learner safe

In all situations where physical contact between staff and pupils takes place, staff must make sure the touch is appropriate and consider the pupil's age and level of understanding.

## **11. Exclusion**

The use of exclusion is very rare at Greenside School. An exclusion is never used as a sanction. An exclusion may be required in order to ensure the safety of the learner concerned, or the safety and emotional wellbeing of others. For temporary and permanent exclusions the school will follow the guidance of Hertfordshire County Council (see Exclusion policy).

## **12. Support for staff – Debrief team**

Greenside has a team of staff who are available to support any colleague who has experienced a difficult incident and consider the next steps. We also have a member of SLT who is first aid trained and one who is a qualified drama-therapist.

## **13. Parental involvement/outside agencies**

At Greenside we have open and positive relationships with parents and all outside agencies. Parents are always welcome at Greenside and their views are taken on board with great consideration. If a learner has an RRP this is discussed with parents and jointly agreed by everyone involved, including the learner if appropriate. We have regular parent support groups and the behaviour team are always available to support.

Greenside has school nurses on site every day and other outside agencies are involved where necessary e.g. CAHMS, PALMS, family support workers and many more.

The home school book should not be used to communicate regarding behaviour.

## **14. Appendixes**



Hi

The behaviour team would like to share with you some changes to CPOMs. The layout, expectations and analysis.

We would like you all to follow a script when writing the entries so that we can analyse the correct data

Learner/adult – learner/learner incidents

1. write **who (this is the person you are recording under)** did what to **who (the person you link)**
2. describe what happened, where it happened and the things you saw that may have caused it to happen
3. how is everyone now?
4. Have the correct people been informed – class lead, SLT, first aider, parents?
5. Confirm contact with parents if necessary

You may be contacted after the event in person or via an action on CPOMs. Please respond to these actions.

Categories are ...

**Accident** - all accidents to learners should be recorded here. Accidents to staff **MUST** be recorded in the accident at work book held in Dave's office.

### **Bullying**

**Child protection – record of concern** – this will alert the DSP team only and all incidents under this category are triaged and responded to accordingly – you may not hear the outcome.

**CiN/TaF/Professionals meeting** – only meetings should be tagged here, if you speak to the parents it is the next category

**Communication with parents** – this should not be a standalone tag, but be a secondary tag to an incident

### **E-Safety**

### **Emotional Distress**

**First aid** - this should not be a standalone tag, but be a secondary tag to an incident (name the first aider who attended in the text)

**Harm** – all harm whether to an adult or learner should be tagged here unless it was an accident in which case – accident should be tagged instead. This has a subcategory of – **Bite and one of hair pull**. These are vital so we can analyse occurrences and tailor training

**Minor Concerns** – anything you are not sure about. This will then be triaged and either stepped up to a record of concern, or will be left as a minor concern

### **Record of concern -**

**RPI used** – this should then be written up in the RPI book in Dave's office

The information we analyse is used to share with professionals and with families and of course to inform our professional development, but most importantly to keep us safe. If we have the correct data, we can analyse trends so that we can target training for groups/individuals/the steps team.

**Please support the team by filling in CPOMs in a timely fashion (directly after the incident is best) or if doing later – that you put the time of the incident in the time box.**



### **Complex Behaviours: Masturbation**

Sexual feelings and interests are a typical part of human development. At Greenside, we believe that young people have the right to fulfil their sexual needs regardless of their learning needs or developmental differences. There are many reasons why young people masturbate, not all of which are sexually motivated. Masturbation can have a number of different motivations, including sensory stimulation, the need for comfort, routine/repetitive behaviour, the reactions of others, curiosity or natural impulse. As with all difficult behaviour, staff at Greenside are expected to use the Steps tools to analyse the function of the behaviour and develop an individualised response, taking into account the context in which masturbation is occurring, the developmental stage of the learner and their level of understanding. Members of staff must ensure that the response to masturbation is based on professional analysis rather than personal views. In order to avoid confusing learners or giving unhealthy messages that masturbation is 'wrong', responses must be calm, consistent, include pro-social language/communication and support the learner, at their developmental level, to develop pro-social behaviour.

One of the key areas of teaching around this aspect of behaviour is helping learners to understand the concept of 'public' and 'private' and that masturbation should take place in a private space. Teaching is differentiated for each learner's developmental stage and also covers exceptions e.g. the bathroom can be a private space; however, if an adult is in the bathroom, it is no longer private.

### **Complex Behaviours: Biting**

Biting is a behaviour that can occur in any school setting. Biting happens for different reasons, with different children and under different circumstances. Biting is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. Due to the potentially serious medical implications of a bite we have strategies in place that limit opportunities for this to happen. We also have a bite protocol in place in the event a bite does occur. ***Please see bite protocol appendix.***

## **Bite recording and action protocol**

### **CPOMS:**

- Enter a description of the incident
- Include any known or suspected triggers to the bite occurring
- Record who was bitten, a description of any wound and very importantly whether the bite broke the skin
- Record who gave 1<sup>st</sup> Aid and what advice was given. If the skin was broken medical treatment must be sought the same day. Pre Covid we recommended going straight to A&E. Due to Covid please telephone 111 for advice before going to A&E. If you can get a same day appointment for your GP that is the alternative to going to hospital. The same advice applies for adults and learners.
- Tick the categories of Harm, subcategory of Bite and 1<sup>st</sup> Aid, and if the bite was to a learner Communication with Parents/Carers
- If a learner has been bitten link that learner in
- A near miss or attempted bite should still be recorded under the bite category
- If a learner has been bitten but this was onto a thick jumper or coat, still record and keep an eye on the area throughout the day, if any bruising appears parents/carers should be contacted

### **Action Needed:**

Communication with parents/carers must be made your Area Lead. It is not acceptable to pass this information via email. If the bite is very serious SLT must make this call. This must happen the same day.

Sarah, Holly and Sam will check every bite recording on CPOMS to check that the recording is complete and all the appropriate action has been taken.

Michael will follow up all bites to ensure the correct 1<sup>st</sup> Aid procedure has been followed.