

Wren Spinney Special School

Behaviour Policy and Statement of Behaviour Principles



Last reviewed on: July 2019

Next review due by: July 2020

Aims

Children with complex needs and learning difficulties do not easily perceive the structure and purpose of the world they live in, and they may experience difficulty in focusing attention on meaningful activities for even a short period of time. They may be hyperactive, or conversely, lethargic, and are easily distracted. They may also resent intrusion into their own world and resist attempts to direct their activities or restrain their behaviours.

At Wren Spinney we aim to be positive, consistent and proactive in our practice, and use a system of

- Reporting
- Recording
- Monitoring and
- Evaluating

We aim to reduce the barriers to learning that result from behaviours related to complex needs and learning difficulties, by

- Identifying and reducing the incidence of events likely to “trigger” aggressive and/or violent behaviour
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing students to focus their attention on learning activities

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is not tolerated at Wren Spinney. We deal with any cases/concerns on an individual basis and work in partnership with families and multi professionals.

Reducing aggressive and violent behaviour

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other students will be reduced by:

- Providing high staff to pupil ratios. Groups are assessed and reviewed by the head teacher and SLT in consultation with class teachers to evaluate the pupil/staff ratios in place
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid students' anxieties about what happens next.
- Using augmented communication, so that students understand what is expected of them and so that they can express their needs
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings
- Providing daily opportunities for physical exercise to increase fitness and reduce stress
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress
- Analysing students' individual behaviour to identify possible causes or triggers
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans
- Ensuring new and temporary staff members are briefed about behaviour issues and strategies before working with any pupil

Responding to aggressive and violent behaviour.

Responses should focus immediately on making sure that everyone involved is safe, then at a later time problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual students and can include:

- Firm and clear instructions to stop, supported by appropriate aids to communication
- Physical intervention to protect other students or staff
- Diverting the pupil to an alternative activity/area

- Use of “quiet” words, objects of reference, reassuring physical contact etc
- Withdrawal to a safe area or quiet-room

Obsessive behaviour

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to the pupil or others, or take over completely that the pupil concentrates solely on the behaviour, excluding all other stimulus, and becoming aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged and it is better to try and avoid the onset of behaviours that restrict the social life of the students and the pupil’s family.

Strategies to reduce obsessive behaviour include:

- Reducing the time available for them by providing a busy timetable
- Allow allotted time for any “essential” obsessive behaviour during certain activities as a reward for not engaging in it at other times
- Direct pupil to an alternative activity

Exclusions

Occasionally students may be temporarily excluded by the head teacher if their behaviour is highly challenging, and presents a high risk of injury to themselves and others.

Behaviour Improvement Plans

Each pupil who requires the use of behaviour strategies in addition to normal classroom routines must have a written behaviour plan. These documents are live and updated regularly.

Any specific physical interventions should be named on the behaviour improvement plan.

Any proposed use of a quiet room or safe space must be written in the behaviour plan, with the reason for the proposed use, and the monitoring and strategies in place when used.

Positive handling

All staff in school are trained using the ‘TEAM TEACH’ method which is based around current thinking on the psychology of behaviour management and de-escalation.

Physical restraint must only be used when a pupil is:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities)
- self-injuring or placing him or herself at risk
- injuring others or placing them at risk
- causing significant damage to property, including that belonging to the pupil
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of physical restraint must be recorded on Behaviour Watch and reported to families.

Quiet Rooms

We have 3 safe spaces which we encourage our students to use to self-regulate. Students should be accompanied in the safe spaces when safe to do so. On very rare occasions it may be the safest option for staff to step out of the safe space. The student must be very closely supervised and a record kept each minute. If a student is in the safe space alone for 10 minutes, a member of SLT must be called to the scene. Our standard letter must be sent home with the student on the day if the student uses the safe space with the door closed.

Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or students resulting from the students' challenging behaviour must be recorded and reported to the head teacher, as described in the school's health and safety policy.

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, the use of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place/s, times and witnesses.

Monitoring and evaluation

At Wren Spinney we use Behaviour Watch to record and monitor behaviour. All staff can access this and teachers monitor this. SLT and ML meet fortnightly to monitor and quality assure this data.

The head teacher will report on any issues relating to students' challenging behaviour to the governing body each term.

Training

All staff members receive training in positive handling techniques, with regular and frequent refresher courses.

New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless absolutely necessary (under a general duty of care).

Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a teaching assistant needs further training in behaviour management techniques, this should be discussed with the class teacher in the first instance. Teachers should discuss their training needs at appraisal or as issues arise, depending on importance.

Home-School Partnership

We promote excellent partnerships with families and multi-professionals and behaviour improvement plans are in full consultation with all involved. Regular communication with families forms part of our behaviour improvement strategy.

Teaching Opportunities to reinforce good behaviour

Staff members are committed to reinforcing good behaviour by daily use of praise and positive behaviour strategies. This is reinforced across the curriculum e.g. through a strong emphasis on building self-esteem, confidence, communication skills and resilience.

5. Roles and responsibilities

5.1 The Governing board

The Governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on behaviour watch

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy