

**St Luke’s Primary School**

**Behaviour Policy**

Regular classroom observations by senior school leaders and reports from visitors including Ofsted inspectors and local authority advisers show that all pupils are usually motivated and engage positively in all activities. A very small minority of pupils behave in ways that are disruptive or hurtful on occasions. This behaviour is typically caused by the pupils’ lack of social understanding due to their learning difficulties or emotional problems rather than as result of deliberate bullying.  
  
The School has a very positive approach to maintaining good behaviour among all the pupils. Our ‘Behaviour and Discipline Policy’ details the strategies that staff are expected to follow. Although the emphasis is always on the positive there are also times when children require sanctions in order to maintain the safety and security of all children.

A consistent approach to behaviour management.

The use of visual timetables and the establishment of meaningful and clear routines help pupils to feel secure.  Clear and consistent rules about acceptable behaviour are essential and only appropriate and meaningful rewards and sanctions should be used.  Above all staff and volunteers are expected to act as role models for desirable behaviour.   
  
Each classroom (except for the younger children) displays a set of rules (traffic light system), with the written word supported by the use of symbols and pictures as appropriate.  These rules are referred to frequently by staff to reinforce good behaviour and discourage inappropriate behaviour.    
  
The use of physical punishment by staff is absolutely forbidden and is illegal.  
  
Staff regularly share any concerns about pupils’ behaviour because this is the best way of developing a consistent approach for individual pupils and monitoring its effectiveness. The Senior Leadership Team (SLT), parents or class staff will identify those children who they have some concerns over and will alert the school behaviour team who will begin the identified pathway to address those concerns.

Strong school leadership.

The SLT have regular updates where they will assess the levels of support needed for those children identified as being on the behaviour pathway as well as those children requiring some input from the behaviour team.

Pippa Jones (Assistant Head Teacher) will lead the behaviour team of Liz Whiteley (Teaching Assistant Level 3) and the Senior Leadership Team who will ensure all meetings are held and followed up. The behaviour team also ensure that all staff working with the child have all the information they need.

Classroom management, behaviour strategies and the teaching of good behaviour.

In their work with the pupils the staff will:

* Assess and endeavour to meet the personal needs of each individual pupil
* Treat each pupil with respect and show that they are valued
* Seek to develop the personal, social and emotional skills and attitudes of each pupil including the skills necessary for living in the community
* Model appropriate behaviour and good manners in all they say and do
* Treat each pupil fairly and consistently without discrimination and in accordance with clearly defined rules supported by visual displays and reward systems as appropriate
* Ensure that the dignity of pupils is maintained
* Be approachable and actively listen to what pupils are saying and doing
* Try to be responsive to what pupils attempt to communicate
* Provide an environment that is not only stimulating and appropriately challenging but also safe and secure
* Adapt all activities and teaching strategies to meet the individual needs of pupils
* Seek to build the confidence and sense of self-esteem of pupils by ensuring success and a positive sense of achievement
* Remain calm and consistent in their dealings with pupils and not behave in ways that are humiliating or demeaning

Rewards and sanctions.

**Use of Traffic Light System**

This system has been developed as a visual reminder for pupils and staff about desirable behaviour and unwanted behaviours and their consequences.

**General arrangements**

Treat each day as divided into four sessions – Morning A, Morning B, Afternoon A and Afternoon B.

Display the green, yellow and red cards in left to right sequence on the wall between the door to the quiet room and the wall of the classroom store.

**Green card**

Green card shows responsibilities to be taught - behaviours that we all like.

Staff must talk about and model these behaviours. Staff may wish to use drama and role play situations to practice these skills.

At start of each session, each child’s name should be placed on green board below green display. This also has space for display of any special rule being targeted.

**Yellow Card**

Yellow card shows how class rules are broken. Yellow board below yellow display has space for display of any class-specific behaviour being targeted for elimination.

Child’s name should be placed on yellow board below yellow display if a rule is broken.

Class teams must be consistent about transfer of name to yellow board. They must be clear why child’s name is being placed on yellow board.

**Red Card**

Red card shows how school rules are broken. Red board below red display has space for display of any class-specific behaviour being targeted

Child’s name should be placed on red board below red display if a rule is broken.

A second yellow card in a session also results in red card.

Note that display also shows **red book behaviours**. If necessary, a class can have red book which contains details of specific behaviours that are not allowed, e.g. mooning, masturbating, particularly offensive language. If child offends in this respect they have to be shown red book.

Class teams must be consistent about transfer of name to red board. They must be clear why child’s name is being placed on red board.

**Special Notes**

At the start of each new session, each child should start on the green card *regardless of whether they received a red or yellow card in the previous session*.

It is important to take every opportunity to model and otherwise teach the expectations.

It is essential to have clear system of rewards for targeted desirable behaviour and to ‘catch children being good’.

**Individual Behaviour Plans**

Repeated incidents of red card behaviours should lead to formulation of an individual behaviour plan if one does not already exist.

The agreed positive handling strategies must be implemented as the need arises.

**Sanctions**

Due to the nature of the children any sanction must be relevant and understood by the pupil and may be based upon:-

* Reinstating any equipment they may have moved.
* After modelling may have another attempt.
* Missing part of their social time.

**Rewards**

Again these will need to be relevant and understood by the pupil and may be based upon:-

* Awards in assembly.
* Showing SLT their achievements.
* Receiving a privilege.
* A treat of something to give them an instant reward i.e. computer, time with an adult, game, sweet.

Staff development and support.

Staff are instructed to use restrictive physical interventions only as a last resort and as part of an agreed behaviour plan. They receive regular practical training by accredited instructors on safe methods to minimise the risk of harm either to themselves or the pupil.

**Use of Restrictive Physical Interventions**

This policy is based on guidance issued jointly by the DfE and Department of Health.

**Ethical and Legal Considerations**

The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive physical intervention.

A restrictive physical intervention must also only employ a reasonable amount of force - that is the minimum force needed to avert injury or damage to property or to prevent a breakdown of discipline - applied for the shortest period of time.

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 he or she might cause.

The techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the child's Individual Behaviour Plan.

The use of force is likely to be *legally defensible* when it is required to prevent:

* self-harming
* injury to other children, staff or others
* damage to property
* an offence being committed and
* any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention.

Where planned physical intervention strategies are in place, they should be one component of a broader approach to behaviour management as set out in an individual behaviour plan and, in general terms, in the school policy on *Behaviour and Discipline*.

**Prevention**

The use of restrictive physical interventions should be minimised by the adoption of *preventative strategies*.

**Preventative strategies include:**

* ensuring that the number of staff deployed and their level of competence corresponds to the needs of children and the likelihood that physical interventions will be needed
* helping children to avoid situations which are known to provoke violent or aggressive behaviour
* individual behaviour plans, which are responsive to individual needs and include current information on risk assessment
* creating opportunities for children to engage in meaningful activities which include opportunities for choice and a sense of achievement
* developing staff expertise in working with children who present challenging behaviours
* talking to children and those with parental responsibility about the way in which they prefer to be managed when they pose a significant risk to themselves or others;
* recognising the early stages of a behavioural sequence that is likely to develop into violence or aggression
* employing 'de-escalation' techniques to avert any further escalation.

**Proactive use of restrictive physical interventions**

In most circumstances, restrictive physical interventions will be used reactively.

Where there is clear documented evidence that particular sequences of behaviour rapidly escalate into serious violence, the use of a restrictive physical intervention at an early stage in the sequence may, potentially, be justified.

It is important to establish in a written individual behaviour plan a clear rationale for the use of the restrictive physical intervention and to have this endorsed by at a meeting which includes the school team and, wherever possible, those with parental responsibility.

**Emergency Use of Strategies**

It is recognised that unplanned or emergency intervention may be necessary when a child behaves in an unexpected way. In an emergency, the use of force can be justified if it is reasonable to use it to prevent injury or serious damage to property and, to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.

In such circumstances, members of staff retain their duty of care to the child and any response must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the Team-Teach training they have received.

Effective risk assessment together with well-planned preventative strategies will help to keep emergency use of restrictive physical interventions to an absolute minimum.

**Staff training**

All staff require induction training before being required to work with people who present challenging behaviours. All staff will be given additional, more specialised Team-Teach training in a 12-hour course.

The nature and extent of the training will depend upon the characteristics of the pupils who may require a physical intervention, the behaviours they present and the responsibilities of individual members of staff.

Staff should normally only use Team-Teach methods of restrictive physical intervention for which they have received training. Specific techniques should be closely matched to the characteristics of individual pupils.

It is not appropriate for staff to modify the Team-Teach techniques they have been taught.

All staff will receive updates and refresher courses at least once every two years.

Normally, only staff who have received Team Teach training should use restrictive physical interventions. However, in an emergency the use of force by any person (trained or untrained) can be justified if it is the only way to prevent injury or to prevent an offence being committed.

Pupil support systems.

The pupils will have access to:-

* communication aids
* visual timetables
* social stories
* sensory integration activities and resources

Liaison with parents and other agencies.

Communication with parents and carers is essential when a pupil’s behaviour requires consistent management. The standard home/school book is not the best medium to raise concerns or report incidents. Staff will try to communicate by telephone or sealed letter.   
  
If a pupil has been injured by another pupil, the parent of the injured pupil should receive a full explanation of the injury although the perpetrator's name is not given. Explanations of injuries are usually best given by phone or face to face if possible. The parents of the child causing the injury should also be informed. 

Staff are expected to seek the guidance of a First Aider when treating any injuries and make written reports of the accident. An incident form is also completed when somebody sustains an injury, when significant property is damaged, when a lesson is seriously disrupted and when a restrictive physical intervention has to be used.

A behaviour pathway will direct staff to include other agencies when required.

Managing pupil transition.

The school has a strong link with the Secondary special school to ensure the Year 6 transition meets the needs of all children. Bespoke plans will be put in place for those children who need them.

As each child moves through the school the behaviour team will ensure all information is available to the new class teams for all children who have had behaviour plans in place and meeting will be held to discuss issues they may need to be aware of and plans put in place to meet the children’s needs.

Organisation and facilities.

The school have specific areas:-

* Sensory Integration room.
* Quiet rooms for calm time or small group working.
* Workstations.
* A nurture environment is always encouraged within the school.