

**GLYNE GAP SCHOOL**

**CURRICULUM GUIDELINE 17**

**SUPPORTING POSITIVE ATTITUDES AND GOOD BEHAVIOUR**

**A behaviour policy with teaching and management guidelines.**

**Contents**

- A Rationale
- B Aims
- C Practical strategies for promoting good behaviour
- D Individual pupil planning / IPA
- E Challenging behaviour
- F Physical contact and restraint
- G Self harming
- H Bullying
- I Exclusion
- J Staff well being
- K Continuing Professional Development

## A. RATIONALE - why worry about behaviour?

It is vital to underpin our aims and practice with an agreement and understanding about why this aspect of the schools' work is so important: -

- Our school aim is to enable young people to be autonomous, independent and self-determining. Asocial behaviour can be a real impediment to achieving this and can handicap a pupil more than their primary disability does.
- Good behaviour and good order is a necessary pre-requisite to effective teaching and learning
- School is more than a forum for pupils to acquire skills and knowledge. Our aim is to develop whole pupils who are spiritually, morally and socially well rounded - this means teaching *values*:
  - .....right and wrong
  - .....honesty, truth and fairness
  - .....respect for others
  - .....importance of positive relationships
  - .....self discipline and sense of responsibility
- Our pupils learning difficulties are not always solely the result of the pupils' own disabilities. Our practice can contribute to negative behaviours - for example where our inability to access a pupil's communication results in their becoming frustrated.

### School Ethos

Every member of staff, without exception, has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of pupils, having respect for all, providing good social models for pupils, constantly looking to celebrate achievement, and looking to enjoy and have fun in school.

## B. AIMS

As it is important to share the same fundamental aims as a school so it is important to share the same aims when we talk about managing behaviour

- We aim to create a school culture that reflects our positive attitudes, values and beliefs, with respect for pupils at its centre.
- We aim to create an environment of calm and good order
- We aim to have positive expectations that pupils will behave well, courteously and with self discipline.
- We aim to provide a systematic training programme for all staff - particularly those working with pupils with severely challenging behaviour.
- We aim to work in partnership with parents and families and professionals from other disciplines

## C. PRACTICAL STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

### 1. General Order and Conduct

Good order can be facilitated by...

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next. E.g. the use of now and next, and personalised/individualised to prevent times becoming challenging
- Effective class teams working consistently with clear high expectations rules routine and rewards (see Appendix 1 Classroom good order plan)

- Using rewards and sanctions carefully and systematically. It is important that there is a sense of fairness and have a consistent link between rewards and good behaviour  
Rewards and sanctions that could be used include: -
 

social rewards -	verbal praise, messages to parents, message to favoured members of staff etc.
activities -	helping a class/member of staff etc, toys, games, outings, privileges, special responsibility etc.
material rewards	stars, tokens, certificates, merit awards, sweets, snacks, special meals
sanctions	(rarely effective if used in isolation from rewards) loss of privilege, telling off, chores etc N.B. Prohibited Sanctions Verbal abuse, corporal punishment, including rough handling is completely forbidden, as is the locking of a child in a room.
- Purposeful teaching - a clear sense of what you want to teach and how you want to teach it. Motivating activities which encourage high levels of participation and enjoyment.
- The organisation of the environment should be purposeful for learning with consideration to organisation of furniture, displays, visual clutter, temperature lighting etc
- Attention to learning styles and strategies to meet the needs of the pupils whilst ensuring appropriate activities for all. Careful attention to effective communication strategies is key to managing behaviour
- The importance of relationships which are underpinned by respect and where all feel safe, valued understood and supported. An important influence on relationships is the ability to see beyond the behaviour and see the pupil. Encouragement to show compassion tolerance and forgiveness should be modelled by staff
- Some groups in school are able to use peer pressure and peer sanction as part of an approach to encouraging respect for others and good order. This is to be encouraged but care needs to be taken should the peer 'sanction' become too harsh.

#### **D. INDIVIDUAL PUPIL PLANNING / IPA**

Sometimes the general structure and ethos of the school will not be enough to maintain an individual pupil's behaviour within acceptable limits. The cause of the behaviour may be explainable and transitory in nature or may be deep seated and more fundamentally be, a feature of that particular pupil's disability. Whatever the reason, that pupil's behaviour may need a more structured, systematic and intensive approach, which will be written as an Individual Pupil Arrangement (IPA) (See Appendix 2)

##### **1. Analysing and Recording Behaviour**

The first stage in changing an individual's unwanted behaviour will be to establish a careful ABC record: A - the antecedents or events leading up to a behaviour, the context and background of it; B - the behaviour itself, what actually happens, who is involved, how long does it last for; C - the consequences of the behaviour, whether they are reinforcing or not. There should be an effort to interpret the log - even if the interpretations change over time.

##### **2. Intervention Strategies**

The first stage of planning intervention strategies will probably be class based involving the class team. The class team may consider:

- Identifying one particular adult with whom the child can develop a positive relationship.
- Identifying times and ways in which that relationship can be fostered
- Arranging that a visual timetable is individual and accessible to the pupil **and using** it to ensure that the pupil knows what the expectations are.
- Making sure a timetable has regular opportunities for the pupil's strengths and interests.
- Providing activities where the pupil will succeed
- Structuring work activities which are motivating and purposeful
- Formalising a system of identifying and recording the level of positive and challenging behaviour.
- Setting up an individual system of rewards for good behaviour.
- Providing strategies in which the pupil can opt out of situations that they find challenging However care must be taken that all curriculum challenges are not avoided

### 3. Meetings

#### Planning Meetings

- *Informal planning meetings* can be arranged between the class teacher, class team and members of SMT. to discuss any pupils whose behaviour is causing concern.
- A further more *formal meeting* will involve parents (who almost certainly will have been involved by the class team already) and any other organisation or individual that has contact with the particular pupil or who could offer further advice.
- *Behaviour clinics* have an agreed protocol. They will involve the class teacher and co-chaired by the Headteacher and Assistant Headteacher. They will also involve 2 Clinical Psychologists from the FISS (Family Intensive Support Service) and a Speech & Language Therapist

#### Every Child Matters (ECM)

It is the schools practice to report on vulnerable pupils at the Termly multi-agency ECM meetings. Individual pupils with challenging behaviour are discussed through a special advocate who is a member of the Senior Management team. The discussions include issues, actions and concerns. However we also celebrate improved behaviour which has enabled pupils who have made progress with their learning.

## E. CHALLENGING BEHAVIOUR

### 1. Definitions

*'By severely challenging behaviour we mean behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities. Severely challenging behaviour is not a transient phenomenon'.*

(Emerson et al)

*'The behaviour itself or its severity is inappropriate, given the persons age and level of development. The behaviour is dangerous either to the person himself or to others.*

*The behaviour constitutes a significant additional handicap for the person by interfering with learning of new skills or by excluding the person from important learning opportunities.*

*The behaviour causes significant stress to the lives of those who live and work with the person, and impairs the quality of their lives to an unusual degree.*

(Zarkowska and Clements)

## 2. Coping Strategies

The most effective coping strategy is the attention given to **being proactive and having strong positive attitudes**

There are no foolproof solutions to challenging behaviour. Coping or 'dealing with the now' is the first step to responding positively. The following are features often associated with coping, along with some suggestions on how to achieve them.

- Being positive. Practice, persevere and train yourself to be positive and optimistic. Resolve not to get into conflict but send signals that you really enjoy your relationship with the pupil. Work at building a positive relationship.
- Coping with yourself. Means taking care of yourself. It's o.k. to be angry, frightened and frustrated but not o.k. to be driven by negative emotions. Recognise that our own negative attitudes limit and handicap.
- Discussing issues effectively -the basis for determining practical strategies. It is also invaluable for dealing with emotions, unloading, getting reassurance and building trust with a team. It helps form ideas and maintains consistency.
- Teamwork - every member is responsible for an effective team. The sense of team and morale starts with each member. Effective teams will probably have effective communication, shared values and systems and procedures.

## 3. Prevention

- Confrontation, or control of a person by more powerful behaviour, is sometimes used to check challenging behaviour. It usually means a win/lose situation with a focus on negative behaviour. It is usually stressful, often promotes challenging behaviour and is a single tactic leaving the protagonist nowhere to go!  
Try to avoid confrontation by not shouting; not disapproving of everything a child does wrong. A relaxed facial expression and relaxed body language will help as will trying to defer agreement (e.g. I'll come back and ask you later).  
Some people mistakenly confuse non confrontation with abdicating responsibility and walking away from a problem - nothing could be further from the intent.
- Being calm is the best working model for dealing with challenging behaviour. Being calm often means making the conscious decision to be calm and practising (breathing slowly, thinking calm). Having a positive attitude about being here to help the person and having a detached interest about the behaviour should also help. When you're calm, you think better, you help others to be calm, you are less stressed.
- It may help to teach pupils to deal with their own stress by providing a variety of coping strategies - like music, aromatherapy, deep breathing and physical exercise. It may also help to teach a pupil to be calm and how to ask for space and time away from the stressful situation. Teaching pupils to ask for help is an important skill.

## 4. Stages of Violence and Aggression

Being able to identify the stages of aggression can help in addressing the behaviour. The possible stages may be:

- Arousal/Triggers... minds and bodies are getting ready for supercharged activity. Triggers could be having desires blocked, distressed thoughts, being near angry people.
- Build up ....as arousal increases there are changes in behaviour. Maybe increased activity, rapid talking, sweating, non compliance etc.

- Crisis ... the crisis is the period of actual aggression/violence which maybe directed at self, others or objects. It is usually brief however can be hours/days if arousal is constantly being retriggered.
- Recovery... is the gradual period of returning to normal (if there are no further triggers!)
- Post crisis depression ... not all pupils seem to go through this stage. Those that do often withdraw from social contact and are difficult to talk to.

## 5. Incident Management

The main aim when managing an incident is to make the incident as brief as possible, for the consequences to be limited and to make the incident to be less likely to re-occur. Therefore:

- Try to remove triggers - or make a calculated decision not to remove them (wrong to always avoid saying no.)
- Take action to reduce arousal (don't contribute to it with your behaviour) - use distraction techniques, calming techniques (face, voice, body, thoughts), respond to reasonable request. Remember the principle 'I am not a threat to you - 'you need not fear me'.
- Look for effective outcomes rather than winners and losers.
- In a crisis probably do nothing - other than protecting yourself and others.
- Don't expect to manage all incidents successfully (it's o.k. to be fallible) but do take time to think and reflect.
- In a crisis probably do nothing - other than protecting yourself and others.
- Take extreme care in the post crisis not to introduce further triggers.
- An opportunity to encourage the pupil to talk about what has happened and why when the pupil is in a calm state is very important. The question 'what could you have done differently?' can enable pupils to self regulate and avoid future incidents

## F PHYSICAL CONTACT AND RESTRAINT

Within the context of teaching pupils in a school such as ours, our pupils require physical contact in the process of learning and meeting their needs. The style of our relationships with pupils requires a degree of physical contact.

- Many of our pupils require physical prompts to enable them to experience and learn new skills and concepts.
- In our behaviour management plans, we may need to have physical contact to calm a pupil. Staff have had substantial training in the effective management of potentially confrontational behaviour. Pupils in distress, or in need of reassurance, may seek or need comfort through physical contact. Acceptable ways of comforting pupils will vary from individual to individual, and will depend on age, gender and maturity.
- Physical contact is necessary to maintain personal hygiene or administer medication used to treat epilepsy for example.
- Physical contact may be necessary to encourage pupils to make requests and develop other communication skills.

In respect of restraint the same precautions, rules, guidelines and common sense prevails as for other kinds of physical contact. Holding/restraining may be a protective or supportive extension of touching. Where holding is part of a pre-planned behaviour management, it should be carried out with the consent of the pupil's parents and must be clearly recorded as part of the pupil's IEP. The IPA (Individual Pupil Arrangement), which makes specific reference to any potential use of restraint must be discussed with, and authorised by the Headteacher.

The principles regarding restraint are: -

- It must not be used when less extreme measures would effectively resolve the problem
- It must be a last resort when other forms of intervention are impracticable or obviously not working
- Under no circumstances should it be used in anger or with the intention to punish
- It must involve the minimum effective force for the shortest period possible
- Particular care must be taken to avoid inflicting unnecessary or deliberate pain or injury

The Education Act 1997, is designed to empower school staff to make controlled and purposeful interventions when

- The purpose or restraint was to defuse or prevent a potentially more violent or dangerous incident
- Its purpose was to avert immediate danger or injury to anyone (including the pupil concerned,) or serious damage to property
- Means other than force have been attempted and proved ineffective
- It was justifiably considered to be the only effective means of intervention to render the situation safe

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation

## **G. SELF HARMING**

Self injurious behaviour is extremely difficult to understand and it presents many challenges to those of us who are supporting someone who presents such behaviour. It is essential to show sensitive support and empathy for pupil who self harm. Opportunities to discuss behaviour of this nature could happen at Liaison meetings and a possible referral to the school based planning meetings, or the FISS team or CAMHS

## **H BULLYING**

As pupils in the school are always supervised it is unlikely that bullying would go unnoticed. Should bullying occur the probability is that it would involve a single individual. When bullying does happen it is more likely to occur for older pupils who are taking part in community based learning opportunities. It is essential that we support the individual pupil and give them strategies and confidence to deal with such incidents. This individual would then become subject to the individual pupil arrangements described above and those arrangements would specifically address that behaviour.

## **I. EXCLUSIONS**

Permanent exclusions will be extremely rare and a course of absolute last resort. A permanent exclusion would never be arrived at without planning meetings and consultations with parents, psychologists and LEA representatives. It is however, a course of action available probably at a point when pupil or staff safety is severely compromised.

Fixed term exclusions may be used, again after planning meetings and discussions and probably only after an exceptional incident where a pupil or member of staff has been violently assaulted and a cooling off period is needed.

## **J STAFF WELL BEING**

Managing pupils, particularly those who exhibit severely challenging behaviour, is a physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress which must be recognised and managed appropriately. Many staff recognise this but usually put their efforts into planning for pupils. Class teams must be the first point of support with effective team discussion playing a major part in reducing anxiety and stress. Remember every member is responsible for an effective team!

There is a strong staff ethos about providing mutual support to each other. It is good practice to make a member of the schools SMT aware when staff are involved in situations causing stress

All incidents of violence must be logged using the official forms found in the office. The Headteacher monitors these daily, the forms are forwarded to Health and Safety in County Hall. A synopsis of the forms is provided to the full governing body every term.

## **K. CONTINUING PROFESSIONAL DEVELOPMENT**

There are 2 strategic planned opportunities for CPD.

- A series of 6 twilights for ALL staff covering
  - i) Rationals and Principles
  - ii) Classroom Climate and good order plan
  - iii) Positive behaviour management including rewards and sanctions
  - iv) Individual pupil recording and planning including Transition
  - v) Challenging behaviour
  - vi) Staff care and well being
- A programme developed into 5 levels which is dependent on the needs of individual staff
  - i) Induction for newly appointed staff, therapists and Governors
  - ii) Foundation - see above for twilights
  - iii) Intermediate level - extended Induction. This is offered to targeted staff
  - iv) Advanced - all teachers delivered at Teachers Meetings. Other staff may be specifically invited
  - v) Extended level - participation in Specialist Behaviour Management Clinics

These Curriculum Guidelines should be read in conjunction with

SP 17 Equal Opportunities Policy

CG 18 Developing the Whole Child

CG 20 Communication and the pupil with ASC

CG 24 Teaching the pupil with ASC

Appendix 1 - Good Order Plan

Appendix 2 - Guidance for writing an IPA

Appendix 3 - Behaviour Clinic Protocol

Appendix 4 - Governing Body's Statement of general principles on discipline and behaviour

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CLASSROOM 'GOOD ORDER' PLAN

AIM	ACTION
<p>1. Have clear EXPECTATIONS that are understood by everyone.</p>	<ul style="list-style-type: none"> <li>• Make a <u>short simple</u> list of 'rules' (make sure they are symbol supported)</li> <li>• Have a regular rehearsal of the rules (daily/weekly)</li> <li>• Rehearse what the breaking of a rule looks like (through role play)</li> </ul>
<p>2. Have clear and tangible ways to say <u>well done</u> to all those <u>working hard</u> and <u>keeping to the rules</u>.</p>	<ul style="list-style-type: none"> <li>• Create a 'token' system. Have a range of material / activity / social rewards</li> <li>• Have regular times to award tokens</li> <li>• Have special alternatives to 'compliment tokens e.g. sweets and chocolates, double points.</li> <li>• Create special award ceremonies</li> </ul>
<p>3. Create <u>simple routines</u> ( preferably with a <u>visual</u> element) at <u>key times</u></p>	<ul style="list-style-type: none"> <li>• Share symbolised timetable at the beginning of the day.</li> <li>• Identify 'shamble' times and put a routine in place e.g. home time - candle Lunchtime - grace.</li> <li>• Make sure lessons sessions (morning and afternoon) have a clear beginning and end and are organised.</li> </ul>
<p>4. As a <u>team</u> agree some <u>simple sanctions</u> and <u>employ</u></p>	<ul style="list-style-type: none"> <li>• Agree a simple list e.g. <ul style="list-style-type: none"> <li>a) telling off</li> <li>b) loss of privilege (what?)</li> <li>c) special chore</li> <li>d) time out period</li> <li>e) peer sanction</li> </ul> </li> </ul>

Guidance and Considerations when writing an IPA to support pupil's behaviour

The **process** to inform an IPA consists of

**Behaviour analysis**

- Incisive description of all behaviours causing concern
- Frequency
- Possible needs fulfilled by behaviours
- Antecedents

Other questions .....

i. could a behaviour be averted by altering the preceding chain of events ?

ii. Does the behaviour occur with everyone?

- refer to analysis of previous IPA

2. Choose the priority behaviour which needs to be addressed. It is critical that the behaviour which is most impacting on learning IS the priority

3. It is the very best of practice to discuss the behaviours and any possible strategies with the class team prior to writing the IPA

**Recording Behaviour**

1. Only record what is **useful** and what will **inform future planning**
2. What can the class team realistically handle on a day to day basis
3. Will the recording system easily (graphically?) show that the behaviour is improving
4. Is a 'scaling' system useful either to "gauge" the behaviour overall or to identify priority areas for support

**Writing the IPA**

Name

Date

**Introduction**

A pupil's IPA may begin in a positive way by writing an introduction based on their strengths, interests, favourite things etc and on how they communicate (both receptively and expressively) and make their needs known.

**Objectives**

Long-term (and possibly short-term) objectives

**Proactive Management for managing the behaviour**

Main techniques for averting behaviour (including strategies that support x's behaviour) e.g. giving **high** levels of praise to create a positive atmosphere, using a Social story to address the issues before they occur

**Strategies**

1. Main technique for managing the priority behaviour when it occurs. **Who** will do and say what Remember there should be a chain of events that come into play e.g. ignore > distraction > verbal prompt > a warning of a consequence. Remember consequences given must be followed through
2. Main techniques after behaviour has subsided e.g. rewarding a good choice made by pupil and then what should happen next to support the pupil in re-engaging with their learning

**Evaluation**

An evaluation of how effective the IPA (see 'scaling' above).

Alterations to future IPA or further behaviour targetted

**Parental support**

Have parents been involved / informed?

Consistency of approach used at home. Remember the Home Learning Tutor can support parents with this

Is a planning meeting needed?

**N.B if the IPA includes a physical restraint or holding it MUST be agreed and signed off by John and a copy sent to parents**



### Behaviour Clinic Meetings Protocol

**Referrals:**

Pupils can be nominated for a Behaviour Clinic Meeting by:

- Class teacher at liaison meeting
- Recommendation at an Annual Review Meeting
- Class Teacher at a Teachers' Meeting
- A member of staff/therapist through briefing

The pupils nominated will be discussed at SMT and a pupil will be identified for the next Behaviour Clinic meeting and the remaining pupils and any issues will be discussed at the subsequent Every Child Matters Meeting.

**Informing Parents:**

Parents will be notified that their child has been identified to be discussed at the next meeting, the issues to be discussed and parental consent will be sought.

**Information Prior to the Meeting:**

A proforma will be completed by John/Barbara before the meeting in discussion with the class teacher outlining the issues to be discussed. (See Appendix) A video of the pupil will be made showing some typical positive and difficult/negative or challenging behaviour.

**Behaviour Clinic Meeting:**

The meetings will be co-chaired by John and Barbara and will be attended by one or two psychologists and a speech and language therapist from the FISS Team, the class teacher and a teaching assistant.

They will follow an agenda as per the proforma completed.

**Next Steps:**

The next steps will be identified and agreed by the group as a way forward. Feedback from the meeting and the next steps will be shared with the parents often at a subsequent planning meeting.

## **GLYNE GAP SCHOOL**

### **The Governing Body's statement of general principles on discipline and behaviour**

Glyne Gap school aims ... 'The schools culture and ethos centres around enabling pupils to manage their behaviour through staff developing positive attitudes and relationships based on respect and high expectations, to teach pupils the knowledge, skills and confidence that will enable them to lead as full, normal and independent a life as possible'.... behaviour can be a real barrier to achieving this and can handicap a pupil more than their primary disability does. Good behaviour and good order is a necessary pre-requisite to effective teaching and learning.

The school employs a series of practical strategies to promote good behaviour particularly to encourage good order and conduct in the life of the school. For some pupils, possibly because of the nature of their disability or other factors, addressing their behaviour may require a more structured intensive approach. For such cases careful individual planning precedes a 'how, when and what' agreement to dealing with the behaviour. To ensure everyone employed at Glyne Gap remains concerned with this area of our work and to ensure all are familiar with school expectations and strategies, regular training is provided for all staff.