

Introduction

The purpose of the policy is to support the educational and emotional well being of children and staff. It also ensures that all members of the school community uphold the values of the school. The school aims to work to support these values with integrity, consistency, fairness, cooperation and clarity. We use teamwork approaches and solution focussed approaches and aim to be non-judgemental. This reflects the values and principles of the Convention on the Rights of the Child (CRC).

Aims and objectives

To develop good relationships and positive behaviour in the classroom, playground and wider community.
To help pupils understand their rights and take responsibility for themselves, their work and their actions.
To provide consistent and constructive solution focussed approaches to enable pupils to develop self awareness and self esteem.
To encourage all stakeholders (pupils, staff, parents and carers and other professionals) to work together to promote the right environment for effective learning and teaching.

Principles

There are two key national policies supporting the promotion of positive relationships - Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC). All staff are expected to be proactive in promoting positive relationships and behaviour and there are specific experiences and outcomes in Health and Wellbeing which is the responsibility of all teachers.

Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. It is important to maintain a consistently positive approach. Some pupils may require a more individualised assessment and plan setting out clear guidelines of the management of difficulties.

The school has embarked on the Rights Respecting School Agenda and will work with learners to develop class charters based on UNICEF's Convention on the Rights of the Child. These will then be displayed with appropriate symbols in every classroom and around the school. These charters highlight children's rights and will be embedded to ensure a consistent approach to improving relationships and behaviour throughout the school and wider community.

Proactive Strategies to create a positive environment for learning and teaching

- Establish simple routines and predictable structure
- Support and teach coping strategies and independence skills
- Visual communication and augmentative communication strategies
- Understanding motivation - likes/dislikes
- Understanding level of development so play activity is appropriate
- Keeping change to a minimum and preparing children in advance
- Sharing helpful responses - key words/phrases which motivate or demotivate the child
- Understanding that some children will require longer to process information
- Use of positive language to scaffold child's emotional, social and academic development
- Organisation of physical environment so that opportunities for learning are maximised

A Restorative Approach

A restorative approach underpins our positive behaviour management system. Restorative practice is a way of dealing with conflict peacefully and fairly. It promotes a safe, caring environment where problems can be solved successfully. It encourages children and young people to take responsibility for their actions and to think about how their behaviour affects others.

Children respond very positively when they feel they are being listened to and treated fairly. The children are learning to be better listeners and to think about other people's feelings. It also helps them to learn to resolve conflicts and disputes themselves

How does it work?

When disputes happen at school we use restorative words. We ask questions like:

- What happened?
- What were you thinking when it happened?
- How were you feeling?
- How has this affected others and how has it made them feel?
- What can you do to make things better?
- How can we make sure this doesn't happen again?

Woodlands mentoring programme

Our mentoring programme pairs learners with adult mentors drawn from the staff team, who engage in a supportive relationship based on a mentoring approach. The focus varies according to the individual needs of the mentee; mentors work with learners to develop better self-esteem and achievement motivation. Research shows that mentoring is very effective and is an easy programme to establish. This is a new programme at Woodlands and we will monitor and evaluate the results at the end of each academic session.

In addition, we want to recognise positive behaviour and achievement through the use of:

Head Teacher Awards, Peer of the Week and Star awards

Acknowledgment will be given in weekly assemblies to those learners who have made a particular effort and, in addition to the Head Teacher Award and Peer of the Week Award, a star certificate will be awarded to a learner from each class which they will take home. A copy of this should be displayed in the class for a week and kept as a record of achievement. Photographs of stars of the week and their certificates will be displayed in the main hall. Staff may wish to give special responsibilities to the class Star award winner for the week.

Praise

Use of praise is given throughout the day. This could come from any member of the school community and children are supported in recognising the achievement of their peers.

Merits

These should be used in each classroom and learners should bring these to the HT or DHT to have these signed off.

Other rewards

Class teams may choose other appropriate rewards e.g. helping the janitor/younger children, time for favourite activities, whole class trips, a prize box.

Procedures and responses to more challenging behaviour

There may be times when a child shows difficult behaviour. We can't always be sure what the reason is but we need to think about the function the behaviour has for the child. There are usually four main reasons

- Gaining interaction/communication to express a need or want
- Escape and avoidance of an activity or task
- Accessing a desired item
- To fulfil a sensory need or increase stimulation

When behaviour is disruptive our best approach is to minimise our reaction to the behaviour but not ignore the child. We need to teach the child an alternative way to have their needs met. More appropriate behaviour is shaped by staff using all of the positive strategies outlined above.

Staff are trained to understand how to de-escalate a situation so that behaviour does not become worse. Staff should support each other in difficult situations, providing space to the child or handing over to someone else. This can sometimes reduce tension and allow calmness to be restored more easily. Resolution of problems can take place more effectively when this has been achieved. HT/DHT are available to support staff teams to manage a situation.

Behaviour profiles are contained in the child's IEP and for some pupils this may detail de-escalation strategies and safest techniques for the individual. This may include the use of CALM.

The local authority has issued guidelines on the use of physical interventions in special schools in order that school staff are aware of their position and responsibilities. This behaviour policy sets out the measures undertaken in school to promote good order and discipline. The school would refer to the authority's Physical Intervention policy in cases where physical intervention may be necessary. It is recognised that there are occasions when extreme situations arise and staff need to act in order to prevent injury or harm to people or property, e.g. when learners lose control of their own behaviour. In such cases physical intervention may be necessary.

Thus, as part of our duty of care it may be necessary to hold children. This is only done, after risk assessment to prevent significant harm to others, self or property. The CALM system is used and there is a programme of training for all staff. CALM is a training programme approved by the authority to enable staff to use physical intervention strategies.

CALM promotes de-escalation at all times and children are actively encouraged to make appropriate choices.

Staff should remember:

- De-escalation should be used at all times. CALM holds should only be used as a last resort.
- There is a duty of care to pupils. Staff should ask themselves what is likely to happen if I do/do not intervene.
- If you are not trained in CALM, you are still obliged by your duty of care to intervene as appropriate, although trained staff should lead wherever possible.
- If you have a pre-existing injury or weakness, school advice is not to intervene in situations where there is a high risk of further injury.
- If you are on your own and uncertain of containing a situation, send for support before intervening.

Reflecting on what has happened

Following a difficult situation it is important to reflect and try to identify the reasons why a child may have become anxious or angry. For most children the incident may be isolated or managed with proactive strategies. However some children will require a detailed behaviour profile. This offers a multi element approach that is values led and aims to:

- Understand why behaviour occurs
- Reduce the likelihood of challenging behaviour
- Ensure skills teaching is a central intervention
- Reduce/avoid the use of restrictive interventions e.g. CALM holds

At times a STAR approach (Setting, Triggers, Action, Result) may be used to analyse particular behaviours in order to formulate objectives and targets and teach new skills in response to need.

Documentation to be completed

Behaviour report- this is the school's internal recording form. It should be completed for any incident/behaviour causing concern or requiring CALM intervention level 3. These forms should be given to the HT/DHT for follow up as appropriate. The incident will be recorded in the Challenging Behaviour Log by the DHT which is reviewed regularly by the SMT.

CEC Incident report form - for any injury to a child or adult resulting from either an accident or violent incident. This form may also be used for any threat of violence. It may be used as valuable evidence for the Department and school SMT on the number and type of incidents which occur and is used to ensure the pupil has relevant support. This form should be completed and discussed with the HT to ensure follow up with appropriate actions.

Individualised behaviour profile and risk assessment- when a child's behaviour cannot be managed within the classroom behaviour system an individualised behaviour plan should be written in conjunction with a risk assessment of appropriate behaviour.

Exclusion - in accordance with CEC guidelines, children may be temporarily excluded from school when their behaviour requires a response that cannot immediately be formulated or achieved. This would only be considered in exceptional circumstances when the safety of the child at school cannot be guaranteed. In other cases, it may be considered appropriate to use a system of internal exclusion in the school's support base.

Support

Children's wellbeing is at the heart of the ethos at Woodlands. We use the GIRFEC approach to focus on the wellbeing of every child to ensure they are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)

Pastoral support and pupil voice

Pupils are encouraged to express opinions and are included in the decision making process in a variety of ways. All pupils are offered the opportunity to participate in an annual young person's planning meeting through either attending in person or preparing their views on school to be presented at the meeting on their behalf. Pupils are actively encouraged to participate in a wide variety of activities designed to promote pupil voice including pupil council, Eco Schools, Rights Respecting School, and participating in enterprise and other whole school events.

Pupils can speak to a member of staff on any matter of concern and every effort is made to accommodate requests promptly. Any child protection issues should be related to the HT immediately.

Working with parents

Managing behaviour in Woodlands is more likely to be effective when we work with parents as genuine partners in the learning process. Parents need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to establish and build relationships with parents and demonstrate clear procedures for contact between parents and school staff. These include home/school diary, telephone calls, parents' evenings, Young Person's Planning Meetings and other multi-disciplinary meetings as appropriate. Opportunities are provided for parents to attend information seminars run by the authority on understanding and managing behaviour.

Support services

The multidisciplinary team is vital in supporting the work of the school. Services such as the educational psychologist, Community Learning Disability Nurse, respite agencies, therapy staff, social work and Child and Adult Mental Health workers all contribute towards the support of pupils with challenging behaviour. They can offer advice on resources and activities, assessment or work 1:1 with pupils on tailored programmes e.g. emotional and social development, PECs.

By working together we can best meet the needs of all our pupils.

Links with other policies and procedures

This policy has links to the following -:

- Equalities and Anti-bullying
- Emotion Talks
- Healthy Schools
- CALM
- Rights Respecting School
- Total Communication approach
- GIRFEC
- Better Relationships, Better Learning, Better Behaviour
- CfE
- Physical Intervention Policy
- Mentoring programme

Monitoring and evaluation

This policy should be seen primarily as a working document, subject to revision in the light of changing circumstances and impact on actual practice. In assessing the impact of this policy the following questions will be taken into consideration-:

- Does the policy effectively support the day-to-day management of behaviour difficulties?
- Does the policy use existing resources as efficiently as possible?
- Does the policy actively promote the principles of equality of opportunity for all pupils?
- Is the policy document written in plain, jargon free language?
- Does the policy avoid unnecessary bureaucracy particularly in relation to written communication and record keeping?

- Has a specific date been set for the formal evaluation of the behaviour policy, and is it clearly stated who will manage the process?
- Have the criteria been established for evaluating the success of the behaviour policy?