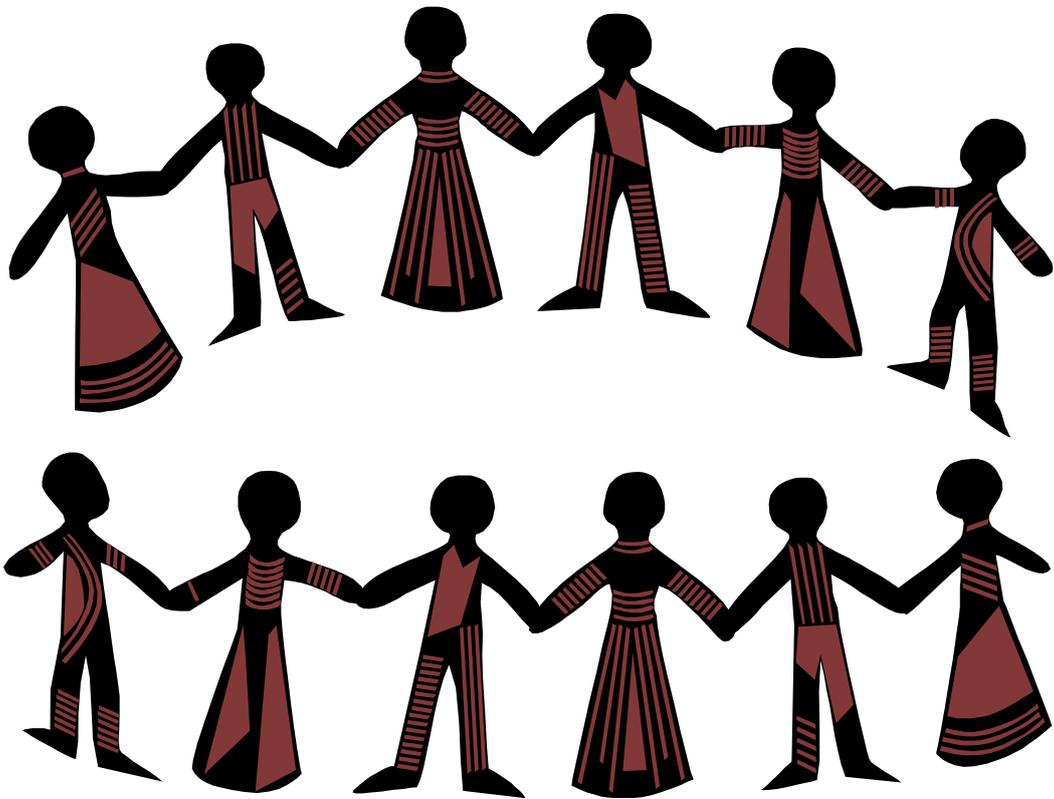


# Woolgrove Special Needs Academy Promoting Positive Behaviour Policy



*Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.*

**R Pritchard**

**December 2017**  
**Review Date: December 2018**

# Woolgrove Special Needs Academy

## Promoting Positive Behaviour Policy

Woolgrove School seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

- To raise people's self-esteem, so that they are able to make the most of their **Abilities** and talents,
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to *achieve* and **Succeed**,
- To work in **Partnership** with parents, other schools and the wider community, to promote a more inclusive education system and a sense of citizenship,
- To promote **Independence** and encourage intellectual, emotional, spiritual and *healthy* growth, so that everyone can become lifelong learners,
- To work together in an atmosphere of trust and mutual **Respect**, so that all feel equally *safe* and valued,
- To provide a challenging and **Enriching** curriculum which addresses individual needs.

The Governors and staff believe that all members of the school community should:

- Show respect for one another
- Avoid confrontation by approaching conflict and challenging behaviour constructively and in a positive manner.
- Work together to enhance everyone's self-esteem

It is our aim to promote positive behaviour in our pupils so as to:

- establish a stable and safe social and learning environment
- develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
- show appropriate respect for the school environment and its resources
- involve pupils in discussing their behaviour

### **A shared and consistent approach:**

At Woolgrove School, every member of staff shares a responsibility to work together to implement the Positive Behaviour Policy, using a consistent and shared approach and acting as positive role models. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice. It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as specific individual behaviour support plans relating to promoting positive behaviour.

## A Code of Behaviour (School Rules)

At Woolgrove, our Behaviour Code is consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff, pupils and parents. The code sets out positive expectations as to how our children should behave at school.

# At Woolgrove School...



We are Kind and friendly.



We are good listeners.



We look after everyone  
and everything



We share our ideas, toys  
and games.



We move carefully and  
quietly inside school.



## **Teaching and Learning How to Behave: Prevention**

At Woolgrove School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

### **The way children learn behaviour:**

At Woolgrove we understand that children learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

### **The way we teach positive behaviours:**

At Woolgrove we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

## **Specific Support: Working with individual/small groups of pupils with complex needs**

At Woolgrove we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

- **Managing Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons, lunch times). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.
- **Visual Support:** Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system) can also be used.
- **Sensory Support:** Many of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging

behaviour. It is important for staff to work together to recognise the different between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil.

- **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **Protective behaviours:** Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.
- **Use of staff/targeted Support:** Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Intensive Interaction:** A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.
- **Lego Therapy:** Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully built
- **Therapies:** At Woolgrove we are able to offer pupils 1:1 sessions with Art, Music and Play and Redbound therapists. Infant pupils also experience Sherbourne movement sessions. We also provide a counselling service for pupils.

### **Strategies, Praise and Rewards**

At Woolgrove we recognise positive behaviour through praise, affirmation and modelling. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow.

- **Creating positive choices/options**
- **Sharing strategies**
- **Jobs/Monitors**
- **Verbal Praise**
- **Stickers/ Sticker charts**
- **Awards and Certificates**
- **Golden Time/Choosing**
- **Playground green cards**

### **Links With Home: Support for Parents and Carers**

At Woolgrove we have a Family Link Worker who works closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the Family Link Worker are:

- to engage and build good working relationships with parents, children, staff and other agencies
- to work holistically and effectively with parents in ways that will help improve their children's well-being.
- to provide relevant information about the appropriate support services available for parents to improve their skills.
- to plan, deliver and offer parenting support courses for groups and one-to-one support
- to provide visual resources to use at home to promote and support positive behaviour.

### **Supporting and Understanding Pupil Behaviour**

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

### **Procedures for behaviour support:**

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

#### **1. Think: Analysing and Understanding Behaviour:**

Staff teams monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult. An **Anxiety mapping** pro forma is available for staff to track and record pupils' behaviour. In order to understand pupil behaviour a **Roots and Fruits Tree** should be completed to identify and discuss the reasons or experiences that are causing the behaviours.

#### **2. Plan: Promoting Positive behaviour:**

A **Behaviour Support Plan** is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves. Plans are to be monitored and reviewed on a half termly/termly basis as appropriate.

#### **3. Respond: Responding to challenging behaviours:**

A graded approach must always be used when supporting pupils who are displaying challenging behaviour.

- **Early intervention/distraction/diffusion**
- **Behaviour reminders/use of voice intonation/visual cues/support:**
  - **Positive phrasing** e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
  - **Limited choice** e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the courtyard"
  - **Disempowering the behaviour** e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"

- **Use of a De-Escalation Script** e.g - Use the person's name – “David”  
Acknowledge their right to their feelings – “I can see something is wrong”  
Tell them why you are there – “I am here to help” Offer help – “Talk to me and I will listen” Offer a “get-out” (positive phrasing) – “Come with me and.....”
- **Time Out:** timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.
- **Consequences:** It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Woolgrove will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;
  - What happened?
  - What were the people involved thinking and feeling at the time?
  - Who has been affected and how?
  - How can we put right the harm?
  - What have we learned so as to make a different choice next time?

Consequences can take the form of the following;

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings

**Positive Physical Contact – Herts Steps: to be read in conjunction with Hertfordshire Model Policy for Physical Intervention**

At Woolgrove we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

*Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable.* Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk.

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of **Herts Steps** (as advised and supported by Herts County Council). Staff have an initial one day training course that covers behaviour management and supportive guiding techniques. Where there is an identified need, further physical intervention training is available through **Herts Step Up**. All trained staff are required to attend an annual refresher. At Woolgrove School we have three members of staff trained to deliver Herts Steps training.

### **Recording of Incidents.**

All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents. At Woolgrove School we use **C-POMS** (secure online system for tracking and monitoring safeguarding and behaviour incidents) to record all incidents.

### **Support and Training for all Staff**

Behaviour management training and physical intervention skills are taught to staff on the Herts Steps training day. However additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours

### **Exclusion:**

Woolgrove school follows the Hertfordshire Guidelines for exclusions, both fixed-term and permanent. The school adheres to the DFE guidance specified in 'Exclusion from maintained schools, Academies and Pupil Referral Units in England:

Statutory Guidance for those with legal Responsibility in Relation to Exclusion- September 2017'. Exclusion is considered the very last resort and the decision is not taken lightly. The decision to exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school.