



MARSHLANDS SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

The School Behaviour & Discipline Policy consists of 3 sections:

Section 1 – Behaviour Management

Section 2 – Assessment and Intervention with Difficult Children

Section 3 – Physical Management

Our Aims

At Marshlands School we aim to provide a warm, caring environment in which children can learn and grow.

As a staff we aim to achieve consistency in our management of difficult children.

All pupils will be given the best opportunity of being accepted into the community by learning which is and which are not acceptable forms of behaviour.

In order for a child to develop into a well-adjusted and responsible member of society their behaviour needs to be shaped from a very young age. The acceptance of behaviour is often determined by the situation in which it is displayed. In order for people to work happily and safely there needs to be rules. Ability to obey rules is part of developing appropriate and acceptable behaviour.

At Marshlands School children are expected to:

- Walk and not run in corridors to prevent accidents.
- Be kind and considerate to others.
- Respect others and their possessions, the school building and its environment.

Rewards and Positive Feedback

In fostering a secure and positive environment for learning, pupils' achievements should be rewarded regularly. Positive feedback is more likely to result in repetition. Rewards at Marshlands will include; for example,

- Verbal praise
- Sharing of good work with class group
- Use of Class Dojo
- Use of stickers
- Use of House points
- 'Mentions' at end of day/week whole school meeting/pupil of the week
- Visit to Head or Deputy Head to receive praise
- Records of Achievement

Undesirable or inappropriate behaviour can take many forms. Responses from staff will depend on its nature, how often it occurs and the situation in which it occurs. Sanctions agreed for use at Marshlands, in dealing with minor misdemeanours (challenging behaviours are dealt with in a separate section) include:

- Verbal reprimand
- Withdrawal from activity/group
- Not receiving a sticker available for good behaviour
- Withdrawal of additional pleasures e.g. use of bicycle at lunchtime
- Withdrawal of attention i.e. sat facing away from other members of the group

For repeated undesirable behaviour a pupil may be taken to the Headteacher, Deputy Headteacher or Assistant Headteacher.

Behaviour Management

The needs of children with complex learning difficulties or challenging behaviours differ widely. There is no single approach to the management of difficult behaviours which can meet the wide range of needs as presented by pupils at Marshlands. However, it is advocated that the following agreed policies and guidelines for intervention, may assist staff in selecting a strategy which is considered to be most appropriate, according to pupil needs and specific circumstances.

- All children are valued as individuals and their positive behaviours are to be clearly identified and reinforced.
- Every effort to establish consistency in relationships with adults is considered important, whilst at the same time avoiding dependency on any one adult.
- Children exhibiting severe behaviour disorders are the responsibility of all staff, who should contribute to a whole school behaviour management programme and support consistency of its implementation across school.
- Implementing a behaviour management schedule may require access to many different learning environments and use of resources across school.
- Behaviour programmes should be communicated to parents/guardians and all other staff involved with the child, including bus escorts and mid-day assistants.
- Staff are advised to have Tetanus and Hepatitis B injections from their own GP.
- Families caring for a child with severe behavioural difficulties are most in need of continuing support from school staff. Staff should maintain professional advice and home school support links but should refer any issues beyond the classroom to the Head and Deputy Head.
- When there is risk of any injury to children, which could occur in school, it is noted that the same risk will apply out of school. Staff should therefore record any injuries/bruising noted, on arrival into school, that cannot be accounted for in school time and inform the Head and parents. All staff should also be familiar with County procedures on Non-accidental Injuries and Abuse.

Assessment and Intervention with difficult behaviours

Assessment and intervention can take place at a number of levels.

LEVEL 1

In class strategies: Class Team

LEVEL 2

Need to consider written Positive Behaviour Support Programme (PBSP) Class teacher works with Behaviour and Inclusion Manager

LEVEL 3

Behaviour and Inclusion Manager works with Deputy Headteacher. Additional Involvement of Outside Professionals (EP)

LEVEL 4

Multi-disciplinary Re-assessment

Whole School Behaviour Policy (Level 1)

Low level behaviour problems which should respond to general classroom management strategies, based on Whole School Behaviour Policy. These would not require a full, written behaviour programme, but once concern is expressed, a record (diary) of behaviour should be kept and consideration given to involving (discussing with) parents.

Challenging Behaviours (Level 2)

Pupils with challenging behaviours can take many forms and can be described as challenging to members of staff and/or parents. Behaviours can include physical or verbal aggression; self-injurious; and persistent refusal to co-operate. A programme for dealing with challenging behaviour should include long term and short term strategies for dealing with the behaviour and to help the pupil to develop some self-control. For these reasons the **WHAT - WHY – HOW** model for dealing with challenging behaviour, will be used throughout the school. Where, WHAT used to identify the behaviour that is occurring. WHY is to propose a hypothesis on why the behaviour is happening and HOW part is to suggest how we are going to deal with the behaviour. Which includes the teaching of positive skills, as well as, writing down the direct and emergency action to be taken by staff?

Concerns about a pupil's behaviour may be raised by any member of staff or by parents. Once a concern has been expressed and Level1 behaviour management techniques have been tried, then school staff need to consider Level 2 intervention and follow the procedures set out below:

Step 1

Class teacher informs Deputy Head/Behaviour Inclusion Manager

Step 2

Deputy Head/Behaviour Inclusion Manager and class team discuss a possible Positive Behaviour Support Programme (PBSP) for the pupil

Step 3

Deputy Head/Behaviour Inclusion Manager observes pupil if necessary.

Step 4

Deputy Head/BIM contacts Parents for informal discussion.

Step 5

Deputy Head/BIM and class team write a positive behaviour management programme.

Step 6

Meeting arranged with parents and pupil where they are informed of the programmes; physical intervention techniques demonstrated and a signature obtained agreeing for the programme to be used.

Step 7

PBSP shared with all professional adults who have contact with pupil.

Step 8

Physical intervention techniques practiced and agreed. Only Strategies for Crisis Intervention and Prevention (SCIP) techniques or techniques based on the principles of SCIP will be used following support and advice from Deputy Head, BIM/SCIP Link coordinator for school.

The principles of actual SCIP holds are:

- Avoid pressure on joints
- Avoid pain or injury
- Maintain a good stance by keeping centre of gravity low and wide base
- Allow the pupil movement where possible
- Good body alignment i.e. getting close to the pupil

All staff members will receive training in SCIP techniques at the earliest opportunity after joining the school. A revision of SCIP techniques will be held on an annual basis for all staff members.

Principles for use of physical intervention

- An unplanned intervention should only be used as a last resort, in an emergency situation, to protect the pupil him/herself injury to staff or others pupils or damage to property.

- An intervention should involve the least possible force and should continue for the shortest possible time.
- Whenever a pupil is involved in a physical intervention they should be monitored in terms of their breathing, colour of facial skin and noise and if there is any change in any of these the hold/restraint should cease immediately
- Communication should be maintained with the pupil throughout the physical intervention
- Where an unplanned intervention is used with the same pupil more than twice during a half term the behaviour programme should be modified to incorporate a planned restraint and parental agreement gained.
- No physical intervention should be used to punish a pupil or for staff convenience
- After a restraint has been used it is important to restore relationships as quickly as possible and for the pupil to re-join the group again in as dignified way as possible.
- Parents and carers to be informed of the use of a physical intervention via Home/School diary or by telephone.

Some pupils prefer to choose to place themselves in a restrictive environment such as a **time out chair** – especially when they are not coping with activity around them. This should be interpreted as ‘requested time alone’ and built into their programme.

Principles for use when child runs off

1. As soon as it is noted that a child has absconded from school premises the person in charge is immediately notified
2. Staff will be assigned to look for the child
3. Childs parents will be informed
4. If the child is not found in the immediate vicinity, police will be contacted

Recording and reporting

Written records are to be kept of:

- Positive Behaviour Programmes including planned use of interventions
- Instances of planned and unplanned interventions, including withdrawal and non-person interventions.
- Medication administered

Unplanned interventions

An incident sheet is to be completed by the teacher within 12 hours and parents informed within 24 hours. The details should include date, time, pupil involved, staff involved, other staff present, a description of the event, intervention used or a description of how the pupil was held, injuries incurred to persons/property, any action taken after the incident. This information should be followed by the signature of the member of staff.

Parents should be notified when an unplanned intervention has been used. Staff should either use the home school communication book or telephone parents/guardians, preferably on the same day that the incident has taken place.

Following the intervention a positive BSP should be written within 3 days.

Positive BSP.

- WHAT – WHY – HOW sheet and Four-fold Intervention Plan to be completed and circulated to class team and Deputy Head
- Instances of Planned Interventions to be written down on pupil's programme and communicated to parents in agreed manner.
- Reviews to be documented.

Working with parents and guardians

Marshlands School aims to work with parents/guardians as partners and involve them in the development of the positive BSP. Good communications between home and school are vital if we are going to work together to solve and modify problematic pupil behaviour. Regular contact with parents/guardians is maintained via home/school diaries on a day to day basis and during discussion at the Annual Review meetings.

Parents are encouraged to contact school to arrange to speak to the Headteacher, Deputy Headteacher or their child's teacher at any time should they have concerns about his/her behaviour.

Training

All staff members will receive full training in SCIP techniques and positive programming.

New staff will be trained at the earliest opportunity after joining the school.

A revision of SCIP techniques will be held on an annual basis for all staff members (refresher courses).

Responding to complaints

In the event of disputes over, or concerns about, techniques and methods being considered the matter will be referred to the LA for independent adjudication and advice.

Physical Management Policy

Positive touch is an important part of the day to day care and education of pupils, particularly those with Severe Learning Difficulties (SLD). Physical management encompasses eating, toileting, washing and dressing for pupils with Physical Profound and Multiple Learning Difficulties (PMLD) touch for communication and social development; medication; movement and positioning; use of touch in therapies; prompting whilst delivering parts of the curriculum. Physical management also encompasses the use of planned holds and unplanned interventions as referred to in the challenging behaviour section of this document.

Touch for Communication and Social Development

The use of touch in the development of communication and social skills is vital for all pupils, especially those with profound and multiple learning difficulties. This will involve physical contact not just with staff but also with other pupils.

Touch will be used responsibly and respectfully by staff. Parents will be informed specifically about the natural or planned use of touch in school and their views will be respected.

For pupils with profound and multiple learning difficulties, touch can be used as part of a planned approach to interaction and communication, (papers on Intensive Interaction).

Touch may be used as a primary means of communicating 'well done' (reward) or comfort and reassurance to a child.

Eating/Feeding

It is recognised that there may be feeding difficulties with many children who do not present with challenging behaviours and staff are concerned that strategies used cannot be identified as "forced feeding".

It is therefore advocated that if children are resistant to food, they are encouraged to taste, to eat a very small portion, but are not forced to eat large meals. Techniques may employ avoidance of disliked foods, rewards offered for a later time, encouragement and modelling from other children or different adults to feed.

Children cannot be denied puddings etc. for not eating main courses. Children will be encouraged to try the main course in the first instance. If feeding difficulties persist, parents and the Head must be consulted if any other measures are to be used.

The Speech Therapist will also advise on severe problems for many PMLD children.

Toileting

This is one of the areas which has implications in terms of sex of the member of staff and pupils. Due to the sensitive issue of child abuse it is necessary to have a clear policy that is both practical and accessible by all i.e. pupils, parents and staff. Staff should be aware of the pupil's dignity and be sensitive to the possible embarrassment of a pupil when being toiletted.

- a) Female members of staff employed by S.C.C. are allowed to change pupils of either sex.
- b) Male members of staff employed by S.C.C. are allowed to change boys of any age, but they must NOT change females.
- c) The same rules apply to students on placement in schools who are training to be a teacher, a nursery nurse or a nurse, as this is seen as part of their training. Staff on placement will be supervised.

Undressing/Dressing

Staff should be aware of and encourage age appropriate modesty. The child should be allowed to help themselves wherever possible; in all cases aim for increasing self-help, however limited. Maintain and enhance dignity of pupil, respecting privacy.

Giving medication

Pupils will be handled sensitively. Drugs must be prescribed by a doctor, and must be administered with the consent of parents/guardians. (Refer to Administering Medications Policy).

Movement and Positioning

Pupils with physical difficulties will require help in movement and positioning. Staff will communicate with pupils who are being helped to move so that they can anticipate and become more aware of what is needed. Safe lifting procedures will be used as agreed with the physiotherapist. Parents will be kept informed about any equipment used on the advice of the physiotherapist.

Massage and Aromatherapy

Massage can be used in a planned fashion when working one to one with a pupil in order to access communication and build relationships. For some pupils, massage will be used to calm them and to help reduce self-injurious or aggressive behaviour. Massage can also be helpful in increasing a pupil's toleration of physical contact. Children's responses (positive and negative) in massage sessions will be recorded.

Prompting

Physical prompting will not be used to control non-compliance, but will be used for encouragement when the child is genuinely unable to master a task independently. It can be a planned strategy towards a child mastering a new skill independently.

Physical Interventions

Refer to section on Challenging Behaviour.

Staff should ensure that any physical contact with pupils cannot be misinterpreted by them or by any member of the public. It is accepted that some pupils will be more dependant on a physical approach during the early stages of development and that, as they develop emotionally this need will decrease. Staff should continue to use positive touch in all the above mentioned situations and, as necessary, in other aspects of their teaching and should feel confident to do so.

All the above descriptions of physical management should be viewed in the context of other School and LA policies including:

- Child protection
- Health and safety

Reviewed by Governing Body on March 2017

Signed:



Chair of Governors