



*'Improving the quality of family life'*

## **Behaviour Policy**

We believe that every member of the Snowflake community has the right to feel safe and respected within the school environment. It is therefore our responsibility to model and promote positive behaviour in all that we do in order to foster self-discipline and self-control.

This policy is designed to be read in conjunction with other Snowflake Policies, specifically:

- Mission statement
- Health and Safety Policy
- Equal Opportunities Policy
- Positive Handling Policy

It is designed to help all members of the community to make sound judgements and take appropriate actions which are consistent with relevant legislation and the aims and values of the school.

Through the use of Applied Behaviour Analysis (ABA), Snowflake School actively encourages socially significant acceptable behaviours and reduces and replaces socially significant unacceptable behaviours. This is largely done through positive reinforcement. ABA encourages functional assessments of challenging behaviour. For example, a scream in one context may have a different meaning than in another context. While this policy applies to everyone at the school, every student has their own individual behaviour plan and risk assessment to enable their time at the school to be as positive and successful as possible.

### Principles

It is understood that every pupil at Snowflake has certain essential rights. These are:

- To be treated as a unique human being
- To be addressed by their name and never referred to as if they were not present or able to understand what is being said
- To be seen as an individual who is able to achieve – not a disabled person
- To be free from neglect or abuse whether it be physical, emotional or sexual
- To have equity of access to resources and provision as appropriate for individual needs
- To have individual needs met
- To have every opportunity for independence in activity
- To be given the opportunity to express their views and opinions by whatever

means possible

- To be listened to
- To be involved in decision making
- To form friendships
- To experience privacy, dignity and respect in their lives
- To feel safe and secure
- To be given information about what is happening before it happens
- To be offered a curriculum that is relevant, age appropriate and differentiated for their needs

## Definitions

There are pupils that may, at some time in their school career at Snowflake, display more **challenging** behaviour.

The term challenging describes a continuum of behaviours which may have the following impact

- preventing the pupil or their peers from participating in school activities and learning opportunities
- isolating a pupil from both adults and peers
- preventing a pupil from forming relationships
- adversely affecting the learning of other pupils
- making excessive demands on staff time and other resources
- placing the pupil or others in danger of physical harm

Some challenging behaviours may be more specifically identified under the following headings:

### **Physical aggression/abuse towards self or others**

This may include;

- Hitting
- Kicking
- Punching
- Hair pulling
- Biting
- Pinching
- Self harm
- Head Butting
- Spitting
- Non-consensual touching of private areas of another person's body

### **Verbal Aggression towards others**

- Name-calling
- Swearing
- Threatening

### **Damage to school property**

- Throwing furniture or equipment
- Breaking windows/furniture
- Damaging resources

## **Other**

Attention-seeking behaviours  
Hyperactivity  
Excessive crying/shouting/screaming/movement (eg, running within a classroom)  
Echolalia

**As a school we need to continually work towards recognising that we are challenged by the behaviour and not the pupil.**

## **Strategies**

In order to create a calm, supportive and purposeful learning environment we will

- Model appropriate behaviour
- Praise freely but specifically e.g. good sitting, good walking. Always use the child's name and be sensitive to their feelings
- Ask ourselves why a pupil may be acting out – empathise (reflective listening)
- Use physical contact where appropriate – a gentle pat on the back, well done handshake etc
- Use public activities to reinforce the praise of desirable behaviours such as the Well Done Assembly, plenary sessions, act of collective worship time as well as the use of displays
- Use class based strategies such a reward charts, individual behaviour plans or particular strategies for particular pupils
- Discuss inappropriate behaviours with the pupil wherever possible in a discreet and respectful manner
- Set clear and reasonable boundaries in a manner that can be understood by the child
- Ensure that as staff we feel emotionally equipped and supported to manage challenging behaviour
- Ensure that we are physically as safe as possible by not wearing sharp jewellery, long nails, chewing gum where this may cause choking (wearing long hair pinned up is advisable in some cases)
- Use every opportunity to allow pupils to rehearse desirable behaviours
- Engage in purposeful and positive play activities with pupils on the playground areas to minimise opportunities for inappropriate behaviour
- Use a 'hands off' approach to directing and moving children with minimal physical prompting where appropriate e.g. with an independently mobile child

## **Consequences**

Some pupils will have an awareness of the consequences of their actions. Such an awareness may support the use of particular forms of sanction e.g. if you throw this toy on the floor you will have to pick it up or if you pull hair you will have to sit away from the group for five minutes.

## **The School**

The school recognises its responsibility for the safety and well-being of all under its care. To achieve this, the school environment will be constantly assessed and any risks reported and recorded. Where any persons are involved in an activity that could result in personal injury or high levels of stress the school will evaluate the situation and minimise the risk.

Snowflake School will endeavour to ensure that all in their care (staff, students etc) are not exposed to unreasonable risks, and recognises that responses to physical danger and psychological stress will differ in individuals, and the support available will reflect these needs.

- The school will ensure that students' achievements are positively recognised.
- The school will inform parents of any concerns they may have about a student's behaviour with a view to working with them to promote positive change.
- The school will support staff in the maintenance of good classroom management skills.
- The school will adopt a programme of positive behaviour management in which students are given a clear expectation of appropriate behaviour. This will be supported by attention to the effects of the physical environment and teaching strategies.
- The school will record incidents of physical restraint and/or time out for students. (Refer to the Positive Handling Policy.)
- The school will offer training in attitudes and approaches to behaviour management.

### Parents and Carers

Snowflake School recognises that parents play a vital role in the promotion of acceptable behaviour in school and the importance of positive home /school liaison, encouraging opportunities to discuss students' individual needs with carers. The school expects parents and carers to:

- Inform the school of behavioural problems they may be experiencing at home.
- Inform the school of any health issues or medication that may affect a student's behaviour. This includes any changes in or withdrawal of medication.
- Inform the school of any change of routine which may affect a student's performance or behaviour.
- Inform the school if they seek external advice or support for behavioural difficulties.

### The Staff

All staff are expected to work within school policies and to work together as a team, communicating effectively and in a professional manner.

#### **Staff will not**

- Verbally demean pupils
- Behave threateningly towards pupils as a result of losing control. In stressful circumstances, affected staff should hand over to another member of staff where possible.

- Shout unnecessarily.
- Deprive any pupil of their entitlement to sustenance i.e. Lunch, pudding, mid-morning snacks.
- Physically harm pupils through rough handling e.g. pulling, pushing, squeezing, pulling, slapping.
- Handle pupils by their clothes unless absolutely necessary, for example, in a situation in which it would be necessary to ensure a pupil's safety.
- Use force to gain compliance.
- Withdraw curriculum entitlement except on the grounds of the health and/or safety e.g. unsafe behaviours in public places. Curriculum withdrawal should only take place with the permission of the Headteacher. A curriculum withdrawal form should be completed.

### **Staff will**

- Constantly assess the environment and the way it impacts on the students.
- Use a holistic approach to the behaviours of students and will constantly monitor and record their observations, recognising that there may be underlying causes, e.g. medical, social etc. By ascertaining the function of behaviours, appropriate strategies will then be employed.
- Act as models for acceptable behaviour, thus promoting clear expectations of pupil behaviour.
- Make every effort to understand the importance of individual behaviour programmes and the need for risk assessments.
- Not participate in physical intervention or restraint without being qualified to do so through training from a qualified Team-Teach instructor, unless to avert serious injury or danger in the most exceptional circumstances. In all cases, staff will work to the principle that the best interests of the student are at the centre of all decisions (Children Act 1989); that minimum force will be used for the minimum amount of time, and that interventions used will be reasonable and proportionate and used only where absolutely necessary (July 2002 Guidance for Restrictive Physical Intervention)
- Participate in the development of any behaviour programmes for students that they are working with and follow the agreed programme.
- Raise any concerns or queries about a behaviour programme and/or a physical restraint with the appropriate members of staff.
- Support one another and be open enough to discuss difficulties honestly with a commitment to seeking a solution.

### **Sanctions**

The Behaviour Analysis Certification Board (BACB) states that, wherever possible, reinforcement strategies should be used to reduce and replace socially significant unacceptable behaviours. If, however, further intervention is necessary, extinction and punishment procedures may be used but only with permission from parents, under the supervision of qualified persons, in accordance with all government and human rights legislation, and only where absolutely necessary. Reinforcement of acceptable behaviours will always accompany such procedures and detailed records will be kept and closely monitored.

Snowflake School acknowledges the right of all members of its community to feel safe. We are aware that the nature of some students behaviours will be challenging and that, although sanctions will be used as the last resort, intervention may be necessary. The following procedures may be instigated:

- Re-appraisal of behaviour plans
- Further analysis of information gathered to ascertain the function of behaviours more clearly
- A formal Functional Analysis may be considered
- Clear warnings may be given e.g. through the use of token boards
- Withdrawal of privileges e.g. removal of a reinforcer (i.e. DVD)
- Supervised time-outs

Where additional sanctions are necessary they will reflect each child's differing need and the good of the school as a whole. The determination of the following sanctions will be at the discretion of the Headteacher in consultation with ABA specialists and the Board of Trustees. Other key partners may be consulted where necessary. Such additional sanctions may include:

- Short-term exclusion
- Home Education
- Permanent exclusion

#### Behavioural Risk Assessment and Positive Support Plan

A behavioural assessment must be completed when there is *any* element of risk to pupil or staff member.

If in doubt see the headteacher.

- The assessment will ask about the specific behaviours and who is at risk and how.
- The completion of the form involves determining the actual level of the risk with a numerical ranking
- This ranking will help determine the level of action to be taken
- The assessment is shared with others involved with the pupil, as well as parents
- The assessment and ensuing plan will have monitoring dates attached and this will be determined on an individual basis.
- A Positive Support Plan is then developed which outlines strategies to promote desired behaviours and to reduce risk causing behaviours identified on the Behavioural Risk Assessments.

#### Additional Support

There may be situations where additional support is needed by the school. A referral may therefore be made to a relevant agency or professional such as an Educational Psychologist

**All such referrals will be made by the Headteacher.** All staff will have the opportunity to take part in basic risk and control management training and some staff will have additional training to support them in the use of safe handling where appropriate.

All staff should be aware of their own level of coping ability at any one time and be comfortable to ask any other member of staff to support them in a difficult or stressful situation. They may, occasionally, need to withdraw from a situation for a short period of time.

All staff will be guided through this policy as part of their induction to the school.

Review date: March 2018