



POSITIVE BEHAVIOUR SUPPORT POLICY



Wood Bank School

From strong roots we grow and blossom

Policy Ratified	September 2024
Review Date	September 2026
Signed (Headteacher)	
Signed (Chair of Governors)	

Philosophy

At Wood Bank School we recognise that children learn best when they are safe, happy, calm and engaged in meaningful activity. This means that we work in partnership with parents, carers and external agencies to ensure that our environment, relationships and expectations promote positive behaviour for each child.

Human behaviour is very complex and can at times be highly challenging. For our children this complexity is further exacerbated by a range of factors including their cognitive, sensory, physical and emotional impairments. Therefore, each child's care and education must be informed by an understanding of their individual needs and how these impact upon how they learn, make sense of the world around them and communicate. Therefore a 'one size fits all' approach to behaviour support does not work within our school context. It should also be recognised that for some of our children, challenging behaviour will always be a part of their life and so the priority is to provide them with positive strategies to regulate and reduce their behaviours rather than endeavouring to remove them completely as this may be an unrealistic expectation.

When introducing any approach to behaviour its impact will not be instantaneous, patience is required, behaviour change takes time, particularly if the behaviours are strongly ingrained over a long period of time. Sometimes chosen behaviour support strategies will prove to be successful but at other times ineffective. Therefore, ongoing reflection, analysis and discussions around the behaviour of individual children should form part of our daily practice.

Procedures/Practice

Aims:

- To provide a safe and supportive environment
- To assist pupils to flourish in a consistent, happy, caring and positive learning environment within the school where they feel safe, valued and respected
- To build good relationships with parents, carers and external agencies to develop a shared approach to Behaviour Support, working from the premise that behaviour is a communication.
- To encourage pupils to develop skills to regulate their feelings and emotions to make them in a position to access learning, to make positive choices and to engage in a positive way with their environment and develop their full potential
- To acknowledge that some behaviours are due to sensory needs and may require a different level of support
- To respect and celebrate difference
- To promote and raise self-esteem

Proactive strategies to foster positive behaviour

The ethos of the school is one of encouragement and positivity. We recognise that small steps for some, are giant leaps for others and we celebrate our pupils' efforts and successes.

We strive to:

- Ensure expectations and responses are appropriate to the child's developmental level
- Ensure that all adults provide behaviour support that is emotionally and physically calm and controlled. That any form of communication is consistent, confident, assertive and respectful, maintaining the child's dignity at all times
- Be available to any staff member dealing with challenging behaviour by offering support

- Model appropriate behaviour
- Give praise and attention to the behaviour that is desired
- Avoid discussing the child's behaviour with colleagues when in the presence of the child
- Work towards eliminating or reducing external or internal antecedents eg. hunger, discomfort, fatigue, over/under stimulation
- Be aware of particular external triggers for individual children
- Know our children well and build excellent nurturing relationships with them
- Fully understand the reasons behind their behaviours
- Communicate with them following their personal communication plan
- Acknowledge their efforts towards behaving appropriately
- Create opportunities for them to experience success
- See every small step towards appropriate behaviour as a success to be built upon
- Use personal interests and favoured activities as motivators eg. 'Work' then 'Reward'
- Reinforce natural positive consequences
- Give praise and celebrate success in a way which is meaningful to the child
- Provide, where necessary, Me at My Best Plans or Step 2 Plans, created and shared with all caregivers and relevant agencies
- Provide sensory input and regulation strategies to support pupils to self-regulate

De-escalation strategies

Staff should be alert to any changes in a child's behaviour. Recognising early signifiers of distress or inappropriate behaviour may enable early intervention and de-escalation of a rising crisis. Sharing observations and information with colleagues, parents/carers, outside agencies may help to establish positive strategies that work well for individual children. These may include:

- Planned ignoring as far as possible (providing it does not compromise the health and safety of the individual or those within close proximity) to take away attention from the unwanted behaviour and refocus attention to desired behaviour
- Use minimal language so as not to overload the child with too much information
- Giving simple, positive instructions for finishing and/or redirecting to a different task
- Using the child's known communication system(s) to support instructions/requests
- Ensuring the child has time to process information being given to them
- Changing adult support - a change of face may change a pupil's response and is also vital if any adult reaches a point where they themselves need a break
- Communicating reminders of rules, required behaviour, rewards or sanctions where appropriate
- Withdrawing the child from the situation.
- Offering a 'time-out' opportunity with an agreed period of time offered to the child to allow management of emotion and a return to appropriate behaviour
- Giving 1:1 support to re-establish appropriate behaviour in a quiet area
- Limiting the number of adults dealing with or in close proximity to the child, to avoid creating an unnecessary audience or overwhelming the child and their ability to process, respond and regulate
- Using our specified rooms to support our children (Sensory Stars room and Nurture room)

Positive Handling

- Behaviour Management at Wood Bank School is based upon the ethos and practice of Team-Teach (<http://www.teamteach.co.uk>). It is a whole setting, holistic approach to Behaviour Management and Physical Intervention, accepted by Calderdale Council as good practice
- Identified staff receive initial 12 hour training and 6 hour refresher training every 2 years in the Team Teach approach to Behaviour Management. Team Teach provides clear, structured guidelines for the use of strategies calibrated against risk. The approach places emphasis upon understanding behaviour as a communication.
- All other staff will receive input in keeping themselves safe and supporting de-escalation
- 95% of all crisis situations can be restored through calm, controlled, dignified and skilled de-escalation intervention. The use of restrictive physical intervention is wherever possible avoided.
- On occasion, however, situations arise in school which involve staff needing to physically support/manage a child's behaviour: where there may be;
 - Risk of harm or injury to the child
 - Risk of harm or injury to others
 - Significant risk to property

Any intervention used will always be;

Reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary.

Under no circumstances should staff

Push, pull or drag children in any way by either their clothing or body

when physically intervening

Any physical intervention will be in the best interests of the child and will seek to avoid injury to the pupil. Risk assessment of any situation will be continuous and approved physical intervention techniques will only be used by qualified staff. Techniques and actions should follow the guidelines set out in the Team Teach Handbook.

Following such an intervention, at an appropriate time and in ways appropriate to the child's level of understanding, he/she will be supported in repair of emotional well-being, supported in re-asserting self-regulation and given opportunities to repair relationships with peers and staff.

During a physical intervention SLT should be called immediately via the radio system.

If a physical intervention has taken place this **must** be recorded in the Serious Incidents Book (this is located in the SLT Office) Jenna (Headteacher) must be informed. Once a child has received a physical intervention, they must then be placed onto a Step Two Support Plan which must be sent home and be signed by a parent/carer to confirm they accept that their child may require a physical intervention.

All staff are responsible and have a duty of care for the children at Wood Bank. In supporting behaviour, all interventions should always be in the best interests of the child and ensure that the dignity and safety of both child and staff is maintained at all times.

Responsibilities for Leading, Monitoring & Evaluating

Our Behaviour Lead (Ben Walker) and Headteacher (Jenna Port) are responsible for leading, monitoring and evaluating this area through;

- Regular whole school behaviour analysis of individuals, which is shared with SLT and the Board of Governors
- Providing support to staff and children through ongoing dialogue, scheduled meetings and the reviewing of Step 2 Plans
- Overseeing the successful implementation of the Whole School Behaviour Support Protocol (see below)

Whole School Behaviour Support Protocol

The following steps outline the Positive Behaviour Support Protocol which should be followed by all staff;

STEP 1) IDENTIFY NEED

A Step Two Behaviour Support Plan is required if a child is exhibiting or has the potential to exhibit behaviours that;

- Are inappropriate and make/may make the child vulnerable
- Harm or are likely to harm themselves or others
- Cause or are likely to cause significant damage to property

A Step 2 Plan must be agreed and signed by the following people:

Headteacher

Behaviour Lead

Parents

If a child is exhibiting behaviours that they may need support with but are not as high risk as the behaviours listed above, they will be supported through a range of strategies written into a Me at My Best Plan.

STEP 2) WRITE SUPPORT PLANS

It is the responsibility of the school Behaviour Lead and the Class Teacher to write the Support Plan using the designated pro-forma. The Behaviour Lead and Class Teacher will decide which plan is required to best support the child. At this point, Teachers may also want to seek advice from other professionals or parents. It is also good practice to consult with the Class Team in drawing together the plan. Occasionally during consultation there may be differences of opinion around how best to support behaviour. However following consultation, it is essential that **all** staff working with the child are united in their use of the plan in order to maximise its effectiveness.

STEP 3) PARENT CONSENT

In the case of Step Two Behaviour Support Plans the Class Teacher will contact the parent / carer to inform them of the new plan and send home a copy for signing.

STEP 4) COMMUNICATE WITH STAFF TEAM

Any new/updated Step 2 Plans to be;

- Stored in individual Behaviour Support Plan folders on the Pupil Share Network Drive

- Shared with the Class Team

All staff working within the class team should sign to say they have read and understood the plan.

Staff support

Staff at Wood Bank School can expect to be supported in their work when working with children regarding behaviour. Staff should be able to talk about any particular difficulties they are experiencing with behaviour and receive a supportive response from:

- Class Teams
- Colleagues
- Senior Leadership Team

Support for parents/carers

Parents/Carers are made aware of the Behaviour Policy and a copy is available on the school website.

- Parents/Carers will be informed of particular concerns about their child's behaviour.
- Behaviour strategies will be negotiated and agreed as appropriate.
- Parents/Carers and relevant outside agencies eg. Learning Disabilities Team/Social Services will be informed of any incident of concern as soon as possible.
- Parents/Carers can request support with behaviour at home from their child's Class Teacher, Abigail Smith (Behaviour Lead), and Kym Lockett (Family Support Workers)

Exclusion

Here at Wood Bank, we understand that children need support with their behaviour as they cannot always control their emotions and understand how they are feeling. We strongly believe that children should not be excluded from our school unless it is a **last resort** option. In order to support our children so it doesn't reach this point, we have developed areas within our school to support our children with their sensory and emotional regulation needs. Our staff team also work continuously to build positive and trusting relationships with our children, this enables them to have more honest and open conversations to allow children to feel safe and supported.

For those with a sensory need we have our 'Sensory Stars' room which is equipped with a swing, climbing wall, trampoline and light tunnel to support different sensory needs within our children. Those who have a Step One Sensory Support Plan have a timetabled slot and may also use the room throughout the day when required.

We have also developed a 'Nurture Room' which is equipped with books, social stories and activities to support children with their emotions. It is a comfortable space for children to feel relaxed so they can explore how they are feeling, and learn different techniques to help regulate themselves.

If an exclusion is deemed appropriate then the Headteacher will contact the Local Authority.