

BEHAVIOUR POLICY

With thanks to Dr Dawn Male, Institute of Education

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1. PHILOSOPHY

We believe that all behaviours have meaning and it may be the pupil's way of saying: "I'm frightened, bored, need help, I want..., I don't feel well" or asking for comfort or attention.

All pupils need to be treated with respect and as individuals.

This behaviour policy does not stand on its own. It must be strongly embedded in both our communication policy and practice.

It is essential that, as a school community, we have a clear and comprehensive behaviour policy that directly supports the achievement of all pupils and enables us to fulfil the aims of our school to:

- Provide a rich, broad and balanced range of learning opportunities for pupils from 2 to 11 years of age using the National Curriculum, Foundation Stage and individual education plans supported by a multi-profession network.
- Ensure that the organisation of learning in the school enables all pupils to experience success and progression, to develop their full potential and be well prepared for secondary school.
- Provide a welcoming and accessible environment which enables pupils to work independently and take an active part in school life.
- Enable the school and its pupils to take a positive and active role in the community by developing and maintaining links with mainstream schools and other provision.
- Promote the spiritual and cultural development of the pupils and ensure that the religious and cultural differences are respected and celebrated.
- Maintain an active partnership with parents and carers to maximise pupils learning opportunities.

This policy, as with the aims of the school, needs to be regularly evaluated, discussed and reviewed by ourselves, Governors, parents and the LA.

2. PROMOTING POSITIVE BEHAVIOUR

OUR ROLE AS STAFF

- Be aware of your responsibility as a role model
 - Be aware of the communication needs of all the pupils with whom you work
 - Always give pupils time to respond to you
- See also Appendix 3: Staff Code of Conduct and our Communication Handbook

THE DAY TO DAY PLANNING OF EDUCATIONAL PROGRAMMES AND EXPERIENCES:

Should -

- Include a communication IEP for every pupil
- Provide pupils with a range of opportunities to practise established skills and gain confidence in a wide range of settings
- Provide an environment that supports self initiated play/leisure activities and enables access and independence
- Promote effective communication between pupils as well as between adults and pupil
- Provide every pupil with appropriate challenge
- Enable staff to support and intervene positively, developing or diverting activities rather than stopping them

ALL BEHAVIOUR AND COMMUNICATION IEPs MUST BE DISCUSSED AT CLASS MEETINGS.

Some may then need to be discussed at whole school staff meetings.

Behaviour and communication IEPs must be set at Annual Reviews or additional parent conferences.

3. RECOGNISING ACHIEVEMENT

AS PART OF THE DAY TO DAY WORK IN THE CLASSROOM:

Be aware of the number of times a pupil has been helpful in the general routine of the class or supportive of another pupil:

- is it developing?
- should it be moved on a little?
- is it just as worthy of formal recognition as a more spectacular once off event?

FORMAL RECOGNITION IN THE CLASSROOM SETTING:

- At the beginning of a session or at the end of the day to discuss achievements and good work.
- A system of stars/merit awards/stickers that can be given
- Reporting to parents either via home-school book or the sticker/merit award going home
- Recording these in the pupil's file

FORMAL RECOGNITION IN WHOLE SCHOOL:

There is an agreed range of awards and certificates for:

- Good work in class
- Achieving an IEP target
- Attendance
- Helping others
- Being kind

The awards and certificates are presented in Friday good work assemblies, sent home with the pupils with a copy kept in their records of achievements.

4. DEFINING CHALLENGING BEHAVIOUR

In Stephen Hawking School we define challenging behaviour as behaviour which:

- prevents participation in appropriate activities
- isolates the pupil from his or her classmates
- affects the learning and functioning of other pupils
- drastically reduces the pupils' opportunities for involvement in ordinary community activities
- makes excessive demands on staff and resources
- places the pupil or others in physical danger
- makes the possibility for future placement difficult

adapted from Harris et al 1993

5. WHEN A PUPIL NEEDS A BEHAVIOUR PROGRAMME

Pupils in our school have a very wide range of strengths and needs and, because of their learning difficulties they may display behaviour that is deemed "inappropriate". For most pupils the development of positive and clear communicative behaviour is achievable within our existing range of good practice and assessment, recording and reporting procedures. That is to say, through well structured teaching with individual education plans, formally evaluated and reviewed twice a year and reported at Annual Review.

If this work enables a successful strategy to be established, this should be adopted by the next class as the pupil moves up through the school. All staff should be made aware of and be consistent in the use of any such strategies. It is important to consider behaviour in perspective in terms of what the pupil has achieved in the long term, and it may be necessary to develop a baseline of personalised acceptable behaviour for the individual. See APPENDIX 6

It is important for all staff to remember that they should feel free to discuss, confidentially and informally, issues of concern regarding pupils and their behaviour with their fellow class staff or the Deputy/Head at any time.

If this level of support and intervention is either insufficient to address the behavioural problem or fails to move a pupil on term by term it is essential that staff begin the process of developing an individual behaviour programme.

Where a pupil with challenging behaviour has just been admitted to school or, if an admission is being considered, it is essential that communications with his or her parents about our behaviour policy start immediately. Further information can be found in the School Admissions Policy.

6. GUIDELINES FOR CLASSTEACHERS

HOW BEHAVIOUR PROGRAMMES OPERATE AT STEPHEN HAWKING SCHOOL

When an IEP that has been drawn up with all class staff and parents and discussed at the appropriate Key Stage and/or staff meeting is not enabling a pupil to progress it is essential that we increase our support to the pupil. It should not be seen as a failure on the part of either staff or the pupil but as a necessary re-assessment of need and part of the continual process of individualisation that is our strength as a special school.

An example of the 4 sheet proforma for individual behaviour programmes is included in our assessment, recording and reporting procedures for photocopying and at the end of this policy document as APPENDIX 5.

WHERE TO BEGIN

Set a meeting with the Head or Deputy.

From your own records, from class staff and across your Key Stage collect together the information available so far:

- current communication IEP
- current behaviour IEP
- a clear description of the challenging behaviour
- what makes it worse ?
- what makes it better ?
- if there are a range of behaviours try to list them in order of priority
- give reasons for the prioritisation
- . note any patterns, repeated behaviours
- . note any changes in circumstances – people, places, routines etc
- try to give hard evidence - the number of incidents, dates, etc

Consider:

- | | | |
|--------------|-----------|---|
| S - setting | | A - antecedent, what happens before the behaviour |
| T - trigger | OR | B - the behaviour |
| A - action | | C - the consequences |
| •R - results | | |

Who else is involved? - Parent Advisor, Educational Psychologist, Child Psychiatrist, therapist, visiting teachers, etc.

If you and/or your class team would find it helpful, complete in draft or write in ideas on the individual behaviour programme proforma (See APPENDIX 5).

AT THE MEETING

The information available so far will be reviewed, any gaps identified and the arrangements necessary to fill them in. A first draft of the Behaviour Programme Sheet 1 will be completed as preparation for the next stage, a meeting with the pupil's parents. Support Structures Sheet 4 needs to be agreed and filled in at this point.

The Head/Deputy will then:

- contact the parents to arrange the meeting.
- inform Governors
- make arrangements for any additional resources

7. STEPHEN HAWKING SCHOOL BEHAVIOUR PROGRAMME SHEET 1

NAME CLASS

KEY WORKER *if any*

DATE OF MEETING WITH PARENTS

AGREED DATE TO BEGIN

PEOPLE INVOLVED

DETAILED CURRENT/RECENTLY AMENDED TIMETABLE ATTACHED

BASELINE

LONG TERM TARGET

SHORT TERM TARGET

STRATEGIES IN PLACE

CLASSROOM *EG Organisation of room, additional resources*

HALL *EG Grouping of pupils*

OFF-SITE *EG Deployment of staff*

PROCEDURES (SEE APPENDIX 1 Legal Framework and Issues)

REWARDS (SEE APPENDIX 1 Legal Framework and Issues)

SANCTIONS (SEE APPENDIX 1 Legal Framework and Issues)

AGREED RECORDING PROCEDURES

Signed.....Class Staff

Signed.....Parents

This must be confirmed at the appropriate staff and Key Stage meetings so that all staff are fully aware of the programme, its purpose and the part that they should play in it.

**STEPHEN HAWKING SCHOOL BEHAVIOUR PROGRAMME SHEET 2
PARENTAL INVOLVEMENT**

CONTACT WITH THE PARENTS UP TO THE DECISION TO BEGIN A BEHAVIOUR PROGRAMME. *What contact has there been so far?*

DATE AND AGENDA FOR 1ST MEETING:

In addition to the class teacher and Head/Deputy, who should be in attendance? This will be dependent on the

- parents' knowledge of English, their current links with the Home-School Liaison Worker*
- degree of difficulty the pupil's behaviour presents*
- existing relationship between the key worker/class teacher and the parent*
- experience of the staff involved*
- support the parents may need - a Parent Advisor may well have a role to play*

Be supportive, listen but also be honest about the difficulties in school.

Are there major differences between home and school behaviour?

If so, are there any straightforward explanations for this?

What can we learn from each other?

The agenda should be clearly explained to the parents and a written record of the meeting together with a copy of the behaviour programme should be given to them

RECORD OF MEETING:

This needs to be clear and concise, recording concerns and discussions rather than a written record of who said what.

AGREED METHOD OF REPORTING PROGRESS:

By telephone/ book - daily, weekly, monthly - combination.

Don't agree a "reporting bad incidents only" method, make sure you share successes as well as difficulties.

PUPIL'S ROLE IN HOME-SCHOOL COMMUNICATIONS:

Are they able to give an account of the day?

Can they carry the book home?

Will the book be read to them by parents, teacher or both?

DATE OF NEXT MEETING:

Always agree this before the end of every meeting or state clearly if no further meetings are necessary.

**STEPHEN HAWKING SCHOOL BEHAVIOUR PROGRAMME SHEET 3
EVALUATIONS**

Please ensure that these are signed and dated.

An agreed format should be used. It could be based on STAR or ABC or simple a record of number of times/duration of behaviours in the light of the programme.

STEPHEN HAWKING SCHOOL BEHAVIOUR PROGRAMME SHEET 4 SUPPORT STRUCTURES

Behaviours that warrant a formal Behaviour Programme will bring into play a full set of support structures.

ALLOCATION OF ADDITIONAL RESOURCES:

- *Non-contact time for meetings with parents and/or other professionals.*
- *Classroom equipment*
- *Other staff to help in observations/videoing*

Date to show when these are in place, with approval from Governors where necessary.

MONITORING /MENTORING:

Will be available from Deputy or Headteacher as necessary.

Dates/frequency should be set at the beginning of agreeing and negotiating the programme. These must be in addition to any other day to day support that comes as part of working as a team.

ADDITIONAL ARRANGMENTS:

The period of the Behaviour Programme is most likely to be a time of considerable stress for the staff involved:

- *contentious and/emotional meetings with parents*
- *physical exertion*
- *the possibility of physical or verbal attack*

It important for everyone involved, not least the pupil, that staff should feel free to ask for additional support and to be able to call at any time on senior staff to cover for them for a period of respite.

SUPPORT FOR THE PUPIL AND PARENTS:

Also we need to be aware of the additional demands we are placing on others:

- *Does the pupil have good a balance between structured and free time? It may need adjusting when the Behaviour Programme begins.*
- *Is there someone around for the parents who is independent from the school or from their child's current class?*
- *Would another parent be able to share their difficulties and successes?*

8. A BRIEF OVERVIEW OF THE PROCESS

- Prepare information as outlined in "Guidelines for Class teachers"
- Meet with Head/Deputy - first draft of Behaviour Programme Sheet 1
- complete Support Structures Sheet 4
- Head/Deputy - informs Governors and Parents
- arranges for any additional resources and/or support.
- DATES SET FOR REVIEW AND SUPPORT
- Meet with Parents - record meeting on Parental Involvement Sheet 2
- set date for next meeting
- Re-draft Behaviour Programme Sheet 1
- COMPLETED AND SIGNED BEHAVIOUR PROGRAMME TAKEN TO DEPARTMENT AND/OR STAFF MEETING
- Regular reviews continue with Class Staff
Headteacher/Deputy
Parents
- Continuing feedback to Key Stage and/or staff meetings.

9. MONITORING AND REVIEWING THIS POLICY AND OUR PRACTICE

It is central to the success and welfare of the pupils that this process of evaluation and involvement is a continuous one. The discussions, reflections and issues raised in reviews of this document, and its use, enhance and develop the practice and focus of everyone in the school team.

THIS WILL INCLUDE:

- Review of ARR to incorporate behaviour programme documents, thereby including behaviour issues in our regular reviews of ARR.
- Copies of all behaviour programmes going to the Educational Psychologist
- Reports to Governors/named Governor for this area
- Incident book as well as Accident/Incident Report sheets presented at termly Governors meetings
- Inclusion in our cycle of Staff Meetings, termly for the first year
- External evaluation via the Inspectorate or a colleague from another school
- A cycle of focused INSET to keep us up dated and to induct new staff

APPENDIX 1: LEGAL FRAMEWORK AND ISSUES

The Use of Sanctions and Control/Restraint

Relevant legislation/guidance

Children and Young Persons' Act 1968

Children's Homes Regulations 1991

Children Act 1989

Guidance on Permissible Forms of Control in Children's Residential Care (Department of Health, April 1993)

Methods of control forbidden by law:

Corporal punishment

All forms of corporal punishment are illegal. Corporal punishment is any intentional application of force or punishment including slapping, throwing objects, pinching, squeezing and rough handling.

Physical restraint and the use of "holding" are permitted where any other course of action would be likely to fail to avert the immediate danger of persona; injury to the young person or another person, or serious damage to property.

Deprivation of food

Deprivation of food or drink is not permitted. Children should not be forced to eat or drink anything they dislike.

The requirement to wear distinctive or inappropriate clothing

It is not permitted to require a child to wear distinctive, humiliating or inappropriate clothing.

The use of accommodation to restrict the liberty of any person

It is not permitted to confine a child to any form of accommodation for the purposes of restricting their liberty. In the case of high risk individuals, increased supervision should be used.

Intimate physical searches

These are prohibited in all circumstances.

Permissible sanctions:

Any sanction approved by an institution must be:

- legal
- appropriate to the behaviour and circumstance
- relevant to the age, understanding and general aims for the child
- enforceable
- realistic and sensitive
- contemporaneous - applied as soon as possible after the behaviour
- not disruptive to the other children in the institution
- compatible with the methods and ethos of the institution
- applied consistently and equitably by staff
- regularly reviewed

All sanctions should be made known in writing and recorded. This will allow staff to monitor patterns of behaviour and the consistency, appropriateness and efficacy of sanctions. Approved sanctions should be reviewed at least annually.

Possible permissible sanctions:

- increased supervision
- verbal reprimand - but intimidating or threatening language or use of the voice must never be used
- curtailment of certain activities - this should be contemporaneous, relevant and of not more than one week's duration
- additional "duties" or "chores" - this should be proportionate to the unacceptable behaviour, relevant and of not more than two days duration
- rewards and privileges - they should be scrupulously fair and non-discriminatory, based on easily achievable criteria and designed to reward the majority of children at one time or another. Care should be taken to avoid systems which divide children into groups, or which confirm the low self-esteem of those who fail to earn rewards.

As far as possible, and where appropriate, parents should be sensitively informed of the incidents resulting in sanctions and their views should be taken into consideration in the decision making process.

Physical Restraint

This means:

"the positive application of minimum force with the intention of protecting the person from harming her/himself, or others, or seriously damaging property."

Department of Health Guidance

The underlying message should be : "I care enough about you not to let you hurt yourself or others". It is **never** used as a punishment or as a means to force compliance with staff instructions.

Physical restraint can only be justified if it is used as **a the last resort, when other methods have failed and where failure to intervene may constitute neglect.**

The long term goal must be to help the child learn better ways of coping.

Some general guidelines:

- always tell the child that you are about to use physical restraint and continue only for the minimum time necessary
- continue to talk to the child throughout to explain the action you are taking and what you want him or her to do.
- reassure the child by speaking quietly, calmly and slowly.
- if possible, isolate the child from others
- restraint should only be used within the context of a whole institution policy and with the full knowledge and approval of your line managers.
- all instances of restraint should be recorded

The proper use of physical restraint requires skill, judgement and knowledge of non-harmful methods. This is a professional development matter.

Never use restraint in the following circumstance:

- disparity of size or strength - when this could constitute a physical danger to the child
- if the physical environment is unsafe
- if you cannot remain calm and in control
- if the child could cause you physical harm
- if the child has a medical condition that may be aggravated by physical restraint eg heart problem, epilepsy
- if you judge that there is a sexual motive to the behaviour
- if there is any history of sexual abuse

All incidents of physical restraint should be recorded in the school incident book, which is kept in the main office along with the accident book and reporting sheets. The sheets in the incident book have a standard layout:

1. Exactly what happened, when and where ?
2. Why do you think it happened ?
3. What are the consequences for the child being restrained and for the staff
4. Action plan - what will happen in future ?
5. With whom should this report be shared ?

Once the sheet has been completed it needs to be given to the headteacher, or in his absence, the deputy.

APPENDIX 2: SAFEGUARDING CHILDREN

PROTECTING CHILDREN

All staff have a professional and moral duty to speak out for the pupils in their care. It is essential that we firmly challenge and report incidents that do not comply with our policy or give us any cause for concern.

All schools play an important role in protecting children. We see them 5 days a week for 38 weeks of the year, more than any other professional. School attendance is a good indicator of a child's welfare and health. We work in partnership with parents and often know the stresses and strains that they experience.

In addition we have a responsibility to fulfil in the way in which we conduct ourselves and run the school. Circular 10/95 from the DfEE outlines our responsibilities including procedures for dealing with bullying, helping children to understand the skills they need to protect themselves, proper checks for all staff, training on child protection issues.

A list of publications that are available and/or in the staff library can be found in Appendix 4

Staff may wish to discuss their concerns, confidentially, with a colleague but any issue needs to be registered with the headteacher, or in her/his absence the deputy, without delay.

Regularly up to date copies of the Borough policy and guidelines: "Working Together" are kept in both the school nurse's and headteacher's office. Those staff who need to know will be kept informed of the progress of any child protection investigations and action, which will follow Borough and national guidelines and requirements.

PROTECTING STAFF

A function of the Behaviour Policy is to enable staff to act in an informed, constructive and corporate manner. It lays out clearly the intentions behind our practice and gives guidance on a wide range of issue relating to the managing of pupils with behavioural difficulties.

At all times staff must be aware of their intentions when working with pupils. Here are some example of the range of physical support/prompting that may form part of some pupils' daily life at school and be essential for them to achieve:

- At fixed times, arranging for a child to have a chair that does not allow their feet to touch the ground, preventing them from easily standing up and wandering off, thereby enabling them to join in the activity. Similarly a lap strap may be used on a chair if the child is happy with this is a prompt and does not resist it in any way.
- Sitting next to a child during a lesson with your hand on their shoulder, gently applying some pressure if they start to move away to re-focus them on the task in hand not to restrict them.
- Sitting behind a child holding "hand over hand" so that a child does not throw a paint brush or spoon for example thereby enabling them to learn a skill.
- Taking a child out to the bus holding their hand firmly.

These sort of physical prompts are described as "holding" or "touching". They are not physical restraint. They are enabling strategies. However, as with physical restraint, the long term plan must be to help the child towards independence and coping better by themselves.

It is essential that staff stay firmly within the policy and never hesitate to discuss any issues that they are unclear about with a senior member of staff.

PERSONAL CONTACT BETWEEN PUPILS AND STAFF

"It is recognised that, when caring for certain groups of pupils with special educational needs, members of staff from a range of disciplines, including teachers, will be involved necessarily in the normal course of their work in assisting pupils with a variety of care practices related to personal hygiene. Such activities would include assisting with all aspects of toileting, undressing children ready for swimming, bathing and so forth. Where pupils are physically disabled or have learning difficulties, assistance with such tasks is necessary and normal."

NAHT Council Memorandum Care and Control of Pupils/Students
January 1993

Our school building complies with DfEE building requirements and gives staff a good indication of the expectations upon them. The Nursery children have fairly open plan, unisex toilets just off their classroom, Key Stage 1 have unisex toilets off the corridor and Key Stage 2 toilets are divided for boys and girls. The pool changing rooms, which are shared by the whole school but only used at specific times are divided for boys and girls.

In December 1999, as part of the development and writing of the original document a “care audit” was carried out amongst all staff. From the findings 2 areas of concern were raised:

- the range of physical care that was acceptable
- difficulties off site, where perhaps a female member of staff may have to go into a male public toilet if one of the boys has not appeared after a reasonable time

We agreed on strategies to address these concerns:

- in cases of complex or intimate physical care, to draw up a care plan, working with school the based health team
- staff should carry school identification with them when they are out with pupils. Stephen Hawking business cards were printed for this purpose.

In exceptional circumstances when staff feel that they have, in fulfilling their duty to care for the pupils, an emergency or illness for example, breached any of the guidance or felt compromised it is essential that the relevant incident is recorded without delay in the school incident book which is kept in the main office along with the accident books.

A full list of publications and circulars, including those relating to accusations against staff, are listed in Appendix 4.

APPENDIX 3

CODE OF CONDUCT FOR EVERYONE WORKING WITH THE PUPILS AT STEPHEN HAWKING SCHOOL

THE NEED FOR CONSISTENCY:

All people working with the pupils must be fully aware of the school's Behaviour Policy and give an active commitment to its broad aims and requirements as well as to the practicalities of implementing individual behaviour programmes. This is essential for a positive ethos that enables all pupils to be successful and active learners.

RESPECT ALL PUPILS AS INDIVIDUALS, WITH INDIVIDUAL STRENGTHS AND NEEDS:

- Always - Give pupils the time and opportunity to respond to you
 - When helping a pupil, hold their hands or put your hand on their shoulder
 - Acknowledge a pupil's behaviour, however challenging, as their way of communicating
- Never - Pull or push
 - Help a pupil along by their wrist
 - Make threats or promises you don't mean or can't keep
 - Label a pupil's behaviour as "bad" or "naughty"

BE AN ACTIVE COMMUNICATOR:

- Always - Give a pupil eye contact even if it means bending down or going on the floor
 - Sign or/and give a tactile cue AS WELL AS saying
 - Allow plenty of time for a response
- Never - Shout, unless it is an emergency or absolutely necessary
 - Conduct a personal conversation with another adult over the heads of the pupils

BE AWARE OF YOUR RESPONSIBILITY AS A ROLE MODEL:

- Always - Dress appropriately
- Never - Chew gum
 - Disturb a class, unless it is an emergency or you have made an arrangement with the teacher
 - Walk round while you are eating or drinking
 - Sit on tables or other work surfaces

ACTIVELY LOOK TO PROMOTE POSITIVE BEHAVIOUR:

- Always - Encourage play between pupils
 - Get involved in activities
 - Be clear in your praise

RESPECT AND BE AWARE OF THE NEED FOR CONFIDENTIALITY:

- Always - Chose a suitable place and time to discuss sensitive matters
 - Deal with a child's personal needs discretely
 - Respect parents, they didn't choose their role as carer, you did!
- Never - Talk about pupils in front of them
 - Enter the toilets or changing rooms unless you are caring for a pupil

APPENDIX 4: REFERENCE DOCUMENTS

THESE ARE EITHER IN THE STAFF LIBRARY OR THE HEAD'S OFFICE:

“Protecting Children” Tower Hamlets Policy and Procedure for interagency child protection. This covers everything from definitions of abuse to how case conferences are organised.

DfEE Circular 11/95 Misconduct of Teachers and Workers with Children and Young People

DfEE Circular 10/95 Protecting Children from Abuse: The Role of the Education Service

DfES 2002 Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or Autistic Spectrum Disorders

Working Together A guide to the arrangements for interagency co-operation for the protection of children from abuse. Department of Health.

Tower Hamlets LEA Circular 9/95 Guidance for Headteachers in dealing with allegations against staff of possible or actual abuse.

Teacher Facing an Allegation of Physical/Sexual Abuse - Guidelines on policy and practice

Headteachers an Allegation of Physical/Sexual Abuse - Guidelines on policy and practice

Both by the Council of Local Education Authorities (CLEA), supported by all unions and associations

Putting Children First: An NSPCC guide

Kidscape details and publications list

Care and Control of Pupils/Students: NAHT Council Memorandum

In addition members of staff have given sets of papers from training courses to school so that they can be shared with colleagues. These are in a ring binder in the Staff Library, please photocopy them if you wish.

APPENDIX 5 – BEHAVIOUR PROGRAMME FORMS

STEPHEN HAWKING SCHOOL: BEHAVIOUR PROGRAMME SHEET 1

NAME CLASS

KEY WORKER

DATE OF MEETING WITH PARENTS

AGREED DATE TO BEGIN

PEOPLE INVOLVED

DETAILED CURRENT/RECENTLY AMENDED TIMETABLE ATTACHED

BASELINE

LONG TERM TARGET

SHORT TERM TARGET

STRATEGIES IN PLACE:
CLASSROOM/HALL/OFF-SITE

PROCEDURES

REWARDS

SANCTIONS

AGREED RECORDING PROCEDURES

Signed.....Class Staff

Signed.....Parents

STEPHEN HAWKING SCHOOL: BEHAVIOUR PROGRAMME SHEET 2

PARENTAL INVOLVEMENT

CONTACT WITH THE PARENTS UP TO THE DECISION TO BEGIN A BEHAVIOUR PROGRAMME:

DATE AND AGENDA FOR 1ST MEETING:

RECORD OF MEETING:

AGREED METHOD OF REPORTING PROGRESS:

PUPIL'S ROLE IN HOME-SCHOOL COMMUNICATIONS:

DATE OF NEXT MEETING:

STEPHEN HAWKING SCHOOL: BEHAVIOUR PROGRAMME SHEET 3

EVALUATIONS

Please ensure that these are signed and dated.

STEPHEN HAWKING SCHOOL: BEHAVIOUR PROGRAMME SHEET 4

SUPPORT STRUCTURES

ALLOCATION OF ADDITIONAL RESOURCES:

MONITORING /MENTORING:

ADDITIONAL ARRANGMENTS:

SUPPORT FOR THE PUPIL AND PARENTS:

APPENDIX 6

Results of staff consultation exercise September 2006

Suggested strategies:

- Stay calm
- Remove pupil from situation
- Supervise pupil more closely
- All move away when behaviour occurs
- Ignore the pupil and make a fuss of the victim
- Try and change situation
- Avoid eye contact and verbal attention
- Praise “good” behaviour
- Ensure pupil knows when behaviour is unacceptable
- Ignore behaviour as much as possible when directed at staff
- Encourage alternative ways of communicating
- Give choices
- Encourage time limited participation, then reward with activity of choice
- Adjust participation expectation in a session
- Investigate trigger (word, action, environment etc)
- Develop trust

Useful comments:

- Don't look for immediate change – allow time to work together
- Consider the outcomes for pupil and adults
- Another pupil or adult might get hurt
- Behaviour may be attention seeking
- Behaviour is a communication
- Behaviour might get worse
- Outside help may be needed
- Keep records, observations, look for patterns

APPENDIX 7

COMMUNICATION IS THE KEY

Communication is the main priority in the education of all the children in our care and in working successfully with each other.

Objects of reference, signs and symbols cue children into people, places and activities. Always remember to have them and to use them all the time.

Mobility/movement. Movement can be stressful for some children - remember to cue them in; be aware of how you are moving them and their responses to it; and help them to understand where they are going by using locational cues, objects of reference, touch cues, pictures or symbols.

Messages. Be aware of the level of understanding and communication at which each child is functioning; adjust your language accordingly and avoid long, complicated instructions.

Understanding. It is important that we know each child's preferred mode of communication and that we try to understand and acknowledge any attempt the children make to communicate with us.

Normal development. Think of other children you know and try to understand where each child is developmentally. This will help gauge your responses to the child and the sort of activities they may enjoy.

Interactions between adults and children form the basis for development. Children with learning difficulties miss out on many early interactions. Help them by playing games and activities at their level.

Celebrate all achievements - children and staff - no matter how small.

Ask if you feel you need to know more about the children and how best to work with them. It is a strength - not a weakness - to know what we do not know!

Timing is very important. Give the children time to respond as well as you slowing down your communicative responses.

Individuals. The children all have varied individual needs. It is important to recognise this and respond to each child in the most appropriate way. Staff all have individual strengths - make sure we use them positively to benefit the children.

Observe the children's responses; record and report anything you see which may be significant.

Njoy!!! The children will only respond to you if they feel that you are enjoying being with them.

HAVE FUN!!