



Ivel Valley School

Behaviour Policy

Date	Review Date	Coordinator	Nominated Governors
May 2018	May 2020	Roger Williams	Full Governing Body

Introduction

This document is a statement of the aims, principles and strategies for the teaching of positive behaviour at Ivel Valley School and should be read with reference to our behaviour statement.

Our Aim

The overarching vision for our school is: *A Centre of Excellence*

Accordingly, it is our aim to secure the best learning outcomes for our pupils, both in the formal curriculum and in preparation for life after school, and we recognize that these ends are best achieved when behaviour is well managed.

Our Pupils

This policy should be viewed in the context of the nature of our pupils and their difficulties. Our pupils have a variety of special educational needs and impairments including autism, cerebral palsy and Down syndrome; most pupils have either 'severe learning difficulties' or 'profound and multiple learning difficulties', and some also require additional support in order to meet their social, emotional and mental health needs.

Rights and Responsibilities

The responsibilities of our staff can be found in our behaviour statement.

School

- Communicate in an honest, open, regular and positive way
- Provide feedback on the positives as well as the negative aspects of behaviour
- Be approachable, confidential, diligent and clear about the strategies we are using at school
- Work in the best interests of the pupil
- Where requested, share resources and advice
- The school recognises that it has no jurisdiction over home-school transport

Pupils

- Sit quietly ready to take part in lessons
- Use appropriate language
- Take part in group work according to the conventions of the class
- Concentrate on work
- Move around school and outside school in an appropriate and safe way

- Talk to each other politely

Parents/carers

- Communicate with school in an honest, open, regular and positive way
- Share any information with school that may affect a pupil's behaviour in good time so the school can prepare to support the child in the most effective way
- Be consistent in their behaviour management and support the methods we use at school
- Wherever possible, show support for the school in what they are trying to achieve for the pupil by attending meetings, responding to messages home and keeping communication channels open
- Model good behaviour for the child when dealing with the school

Our approach

As a school, we believe that our students will respond best to clear and consistent boundaries within a positive and caring environment where their needs are well understood and catered for.

Preventative measures

Whilst it is our long-term goal to teach our pupils how to regulate and manage their own behaviour, we recognise that many incidents are preventable and, therefore, this should be our key area of focus.

De-escalation

Despite every effort being made to prevent incidents of undesirable behaviour, we accept that such incidents will occur and it is incumbent on staff to understand what triggered the event and what the best strategies are for managing the behaviour at an early stage in order to avoid any escalation.

At Ivel Valley, we have adopted the use of the anxiety curve as a particularly suitable means of understanding and responding to the various stages of behavioural incidents (see appendix C).

Additionally, we train our staff using the Team-Team model of positive handling which advocates the use of non-physical, simple de-escalation strategies in 95% of all behaviour management interventions

Positive handling

In the event that we have been unable to prevent an incident from escalating, it may be necessary to use some form of physical intervention according to our positive handling policy and in line with government guidelines:

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.” (Use of Reasonable Force, DfE: 2013)

In keeping with Team-Team principles, this would mean the use of the minimum force necessary for the least amount of time, and in the best interest of the child. In such cases, records will be kept and parents/carers notified.

Repairing

After an incident has taken place the time must be taken to restore relationships and discuss how to make different choices next time. This is best accomplished in a debrief with those involved and should take place as soon as the pupil is able, preferably on the same day.

We acknowledge that the nature of work when dealing with challenging behaviour can be stressful for staff and, occasionally, dispiriting. The approach taken by the SLT, and indeed all staff, should be one of supportive collaboration.

Recording and Assessing

All serious incidents are recorded on an online system, and this can be used to analyse incidents and discover any trends. A serious incident is one resulting in significant disruption to learning, either of the pupil themselves or those around them, or risk of harm to themselves or others.

Not all serious incidents result in physical interventions but all will be recorded.

Any pupil presenting challenging behaviour will have a Behaviour Management Plan (see appendix B) and pupils who present a risk to themselves or others will have a Risk Assessment (see appendix E).

Bullying and discriminatory behaviour

Please see our separate school policy on bullying.

Exclusions

We try to minimise the use of external exclusions because they often put undue pressure on families and can be damaging to the relationship between the pupil and the school. In the rare occasions when an external exclusion must be considered, it will be done so according to DfE guidance. Details of our exclusion policy can be found in the appendix.

Useful Documents

The Equality Act (2010)

Use of Reasonable Force (DfE: 2013)

Behaviour and Discipline in Schools (DfE: 2016)

Getting the Simple Things Right (DfE: 2011)

Preventing and Tackling Bullying (DfE: 2017)

Guidance on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties (DfES: 2003)

SEND code of practice: 0 to 25 years (2014)

Keeping children safe in education (2016)

Appendix A

Exclusion Policy

In accordance with the school's behaviour policy it may prove necessary to occasionally impose an exclusion from school or specific aspects of school. This may be for a series of accumulative incidents or for a serious isolated incident.

Types of Internal Exclusion

Before externally excluding a pupil the school will try to use internal exclusions to successfully resolve situations within school. These can take the following form and may be issued by class teachers in consultation with the Senior Leadership Team:

- A pupil is withdrawn from certain lessons and continues their work under supervision but away from other pupils.
- A pupil is excluded from having a break or lunch time with the other pupils and is supervised by a member of staff.

Types of External Exclusion

If internal exclusions have not been successful, or in cases of serious incidents, formal procedures will be put in place and a pupil may be issued with an external exclusion. These will only be issued by the Principal, or their nominated representative.

Fixed Term Exclusion: When a pupil is excluded from school for a fixed period of time that is stated at the start of the exclusion. A pupil may be excluded from between 1 and 45 days in an academic year.

Permanent Exclusion: When a pupil is permanently excluded from school.

Procedures:

- Parents / carers will be informed of the reason for the exclusion.
- Initial contact will be by phone and for external exclusions this will be followed up in writing on the day of the exclusion.
- Work will be provided for the pupil and must be completed during the exclusion.
- The pupil will not be allowed on the school grounds during an external exclusion.
- The parents / carers are responsible for the pupil during an external exclusion.

Appendix B

Ivel Valley School
Behaviour Management Plan
(including positive handling strategies)

Name:

Class:

People present:

Up-dated:

Triggers:

Describe common behaviours/situations which are known to have led to incidences of challenging behaviour. What factors make occurrence more/less likely?

Frequency:

Graph of incidents over time

Skills that are to be taught (in long term) to replace need for challenging behaviour

Preferred handling strategies: describe preferred staff responses, holds, etc.

Signatures:

Date:



Ivel Valley School

Appendix C

The Anxiety Curve

Ivel Valley



	Calm and Alert	1. First signs	2. Escalation	3. Crisis	2. De-escalation	1. Re-engage	Calm and Alert
What we see the pupil do			3. Crisis				
What staff should do	Calm & alert	1. First signs			1. Re-engage		Calm & alert

Appendix E

Risk Assessment

Ivel Valley School Behaviour Risk Assessment



Pupil:		Date completed:		Completed by:		Review date:	
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Score	Action
1-4 Low	Apply whole school behaviour management policy and procedures
5-9 Medium	Monitor using Behaviour Watch/Liaise with pupil, parents/carers, stakeholders to produce a Behaviour Management Plan
10-15 High	Full risk management plan required
16-25 Extreme	Extreme Risk: Defer to Principal and Governors

Aspects	Details/Potential Risks	Impact (I) 1-5	Likelihood (L) 1-5	Level of Risk (I x L)
<i>E.g. Physical Aggression</i>				

Control Measures	Details
<i>As above</i>	

JC 09/17