



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

School Behavior and Rewards Policy

Adopted by Governing Board: February 2013

Reviewed by PPP Committee: 4th October 2018

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Introduction

This policy demonstrates how we safeguard the rights of every pupil at the Federation of Westminster Special Schools. It also shows how we provide pupils with the best opportunity to manage and improve their own behaviour and ensure consistency of approach and support from all staff in the promotion of socially acceptable, self-controlled and responsible behaviour.

This policy is a statement of the Federation's aims and intentions with regard to behaviour and is a guide for staff, parents and others dealing with behaviour.

Aims

- To create an environment that encourages and reinforces positive behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-control and positive relationships.
- To ensure that the Federation's expectations and strategies are widely known and understood.
- To acknowledge that the maintaining of positive behaviour within both schools is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the Federation.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the Federation community.

Challenging Behaviour

'Undesirable' or 'inappropriate' behaviour is an issue in all schools. However, as a Federation that is meeting the complex special needs of pupils including autistic spectrum disorders (ASD), speech, language and communication needs (SLCN), severe learning difficulties (SLD) and profound & multiple learning difficulties (PMLD), we encounter a particularly wide range of behaviours. It must be noted that some of the factors affecting behaviour are in themselves related to the special educational needs of our pupils.

Behaviour that challenges staff may, on the part of pupils, be unusual ways to communicate or interact. Such behaviour may include:

- *self-injurious behaviour*
- *confrontational behaviour*
- *extreme states of avoidance and withdrawal, often associated with obsessive*

and repetitive behaviours

- *avoiding tasks, behaviour which disrupts, being easily distracted or especially active or hyperactive*
- *aggressive behaviour*
- *inappropriate sexualised behaviour.*

Where behaviour like this occurs, staff should help pupils to recognise, manage and moderate their own behaviour rather than using methods of control.

(QCA: Developing Skills, 2001, p15)

Why should we be concerned about challenging behaviour?

As a Federation of two schools for pupils with complex special educational needs including autism, SLCN, SLD and PMLD, we must recognise that formulating strategies for dealing with challenging behaviour and teaching the pupils more appropriate ways of behaving and/or communicating is of equal importance to teaching communication, cognitive and other skills.

If challenging behaviour is not addressed it can inhibit the pupils' ability to learn other skills and can restrict their access to and/or participation in curriculum activities.

'Behaviour' in this policy is defined as an observable action.

If behaviours that challenge are left unchecked, they can:

- Inhibit learning and the capacity to learn, for both the individual and class group.
- Inhibit the possibility of integration, both within school and in the community.
- Inhibit the possibility of greater independence.
- Make the individual less attractive to others (who see the 'reputation' first).
- Inhibit the individuals' ability to form and sustain relationships.
- Lower the individuals' self-esteem and confidence.
- Make the individual more vulnerable to exploitation.
- Place heavy demands on staff, other pupils and families, relating to time, stress, and possibly injuries.

Possible causes of challenging behaviours

In general, challenging behaviour is seen as serving a necessary purpose for an individual. These behaviours are largely learned through a history of interactions between the pupil and their environment. The challenging behaviour may communicate something about a person's wants and/or needs. A single behaviour may be maintained by more than one outcome, and a group of behaviours may be used to achieve a single outcome.

- Pupils who are unable to communicate their needs, wants and / or interests in a conventional way, may become frustrated and resort to what is deemed inappropriate behaviour (e.g. pinching other children to obtain attention from an adult).

- Some pupils with SLD, and particularly those with autism, may engage in various forms of stimulation, for example, hand flapping, eye poking or ear rubbing. Pupils with sensory sensitivities are particularly likely to present stereotypical behaviours that have a self-stimulatory function.
- Many pupils with complex needs have a poorly developed sense of social rules and little understanding of the way in which their own behaviour affects other people. Pupils with autism, in particular, may present challenging behaviours that are socially inappropriate (e.g. touching people in public).
- Parents and teachers sometimes unwittingly encourage inappropriate behaviours, for example, by providing extra attention in response to minor lapses in behaviour. After a time, other pupils learn to attract attention by minor 'misbehaviour'. Often, attempts by the adults to re-establish more acceptable behaviour, for example, by ignoring the behaviour, will increase the intensity and / or duration of the inappropriate behaviour.
- Parents and teachers may sometimes reinforce and increase inappropriate behaviour by responding more to the challenging behaviour than to the desired behaviour. For example, the adult who initially refuses to respond to a pupil who continually talks or repeats what is being said for attention, but eventually gives in to the pupil, is in fact, teaching the pupil that these behaviours are rewarded with adult attention if you keep going.
- Challenging behaviour may occur in response to boredom and the absence of structured opportunities to learn appropriate or adaptive behaviours.
- Some behaviour is characteristic of pupils of a younger chronological age. In some cases, these behaviours may linger because they have not been addressed in terms of developing more age-appropriate responses.
- For some pupils, there may be a more direct link between some physiological or neurological dysfunction and specific behaviours. For example, pupils with autism, Downs Syndrome or Fragile X can display behaviours that may be deemed socially and emotionally inappropriate.
- Undiagnosed and untreated medical conditions may lead to pain or discomfort. Pupils, who are unable to communicate this in a clear and / or typical manner, might communicate with behaviours which can be interpreted as challenging. If the discomfort continues, or if the behaviour leads to punitive responses from adults, a self-sustaining cycle of ever-increasing levels of 'difficult behaviour' may be established.

Curriculum and Classroom Organisation

At the Federation of Westminster Special Schools we will teach our pupils the principles of appropriate behaviour throughout their school day and as part of the curriculum. Personal and Social Development (PSD) and citizenship are taught using a variety of methodologies, addresses our ethos and expectations. Regular Assemblies celebrate the achievements of our pupils. An appropriately structured curriculum and effective learning contribute to good behaviour. Careful planning for

the needs of individual pupils helps to avoid the alienation of pupils which can be at the root of challenging behaviour. Differentiated lessons and activities with clear objectives ensure that the needs of different abilities are met and all the pupils can succeed.

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between class staff and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have an impact on the way pupils behave.

- Classrooms should be organised to develop independence and personal initiative.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used consistently to encourage good behaviour as well as good work.
- All classes across the Federation have reward and consequence systems in place that are followed consistently within the class group.

Staff development and induction

All members of the teaching and support staff will have access to copies of this document in the shared area of the network, with a copy kept in each classroom.

Staff will be given the opportunity for study and explanation of the document.

New staff will be familiarised with the policy during the staff induction period.

It is the responsibility of the class teacher to ensure that the policy is adhered to in their classroom. They will make copies of the school's policy and any resulting individual positive handling plans available to other professionals dealing with the pupils in school (e.g. physiotherapists, speech therapists etc.). This is to facilitate a consistency of approach in *all work* that is done with the pupils. The Head of School and Assistant Head of School (Pastoral) will be responsible for monitoring the policy to ensure consistent application throughout either school.

The Head of School has overall responsibility for making sure that acceptable standards of discipline and behaviour are maintained.

The Federation has adopted the Team-Teach approach to behaviour management. Team-Teach promotes the use of the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

There are a number of Team-Teach trainers who instruct at a basic level and run refresher courses. The instructor organises in-service training, for the whole staffing body, in liaison with the senior leadership team. This is done on an annual basis as follows:

- Detailed records to be kept of staff who attended training.
- New staff to be given a copy of the behaviour policy.
- New and existing staff to receive guidance on completing positive handling plans as part of their induction to the school.
- New and existing staff to be made aware of the school's dress code.
- Staff to be made aware of the school's expectations concerning both pupil and staff behaviour.

Provided that staff abide by the details of this policy, they are assured that they will have the full support of the Executive Headteacher, Heads of School and governors in the management and handling of challenging behaviours of the pupils.

Communication and Parental Partnership

High priority is given to clear communication within each school and to a positive partnership with parents since this is crucial to promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the respective phase Assistant Head so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Positive Handling Plans will be written with parental input and agreement.

At various stages during the monitoring and management of behaviour it is recognised that school staff and parents/carers may draw on support from outside agencies that have specialist knowledge and expertise (e.g. Educational Psychologists).

Positive Handling Plans

This policy recommends the development of positive handling plans for pupils whose behaviour:

- Consistently and significantly prevents and/or reduces their participation in educational activities and consequently, their access to and participation in meaningful learning opportunities.
- Isolates them from their peers.
- Significantly and consistently affects the learning of other pupils.
- Drastically reduces their opportunities for involvement in ordinary community activities.
- Makes excessive demands on staff and other resources.
- Places the pupil or others in physical danger.
- Threatens and/or significantly limits the prospects of future placement.

People who should ideally always be involved include:

- Class Teacher
- Parents and / or family members
- The pupil themselves if they are able
- Teaching assistants
- Assistant Heads (Primary or Secondary)
- Assistant Head (Pastoral) i.e. the person named in this policy as having responsibility for behaviour issues, training and induction for the school
- School Nurse (regarding medical history)
- Carers / staff at residential placement/ play scheme workers.

People who could be involved in specific situations include:

- Educational psychology staff.
- Other class teachers and school staff.
- Therapy staff such as Occupational, Speech and / or Physiotherapists.
- Visiting support personnel such as teachers for the visually and hearing impaired.
- Disabled Children's Team and / or associated external educational services and/or agencies.

All staff working with the pupil should be familiar with the positive handling plan.

Incentives and Sanctions

Incentives:

- Changing to a delighted facial expression and/ or tone of voice
- Offering positive encouragement
- Giving attention
- Drawing the attention of others to the pupils good work and/ or behaviour
- Choice of leisure activity on completion of work or at a planned choosing time
- Giving responsibilities, jobs etc.
- Time with a favourite activity
- Time with a favourite person
- Time with a special activity the pupil doesn't normally get the chance to do
- Going to the office to show SLT good work
- Stars or other tokens on a chart - gaining a minimum number of which will lead to a bigger reward e.g. extra swimming session, time in another class, play station etc.
- Stickers or badges and in Key Stage 3 / 4 the use of Gold Slips and Post cards as in the Secondary Reward System.
- Certificates presented in class or during assembly
- Note in home-school diary
- Use of appropriate food rewards - only if other reinforcers don't work and only healthy items or quantities

Sanctions:

- Changing to a severe facial expression and I or tone of voice
- Withdrawal of attention / ignoring behaviour
- Over-praising others
- Rewarding the victim
- Removal of a favourite activity, toy etc.
- Time out - removing the pupil to an area of the room away from the other pupils but facing the activity (should not last longer than 5 minutes, unless part of positive handling plan where pupil asks for a break)
- Time-out – as above but facing away from the group (should not last longer than 5 minutes, unless part of positive handling plan where pupil asks for a break)
- Loss of playtime
- Loss of leisure-time activity
- Withdrawal of privileges or responsibilities
- Being taken to the office to see member of SLT
- Letter or telephone call to parents

Staff, Pupil and Parent Expectations

Staff	Pupils	Parents
Accept that everyone shares responsibility for the behaviour of pupils.	To respect, support and care for each other both in school and the wider community.	To be aware of the school's Behaviour Policy.
Be familiar with and follow the guidelines of the Behaviour Policy and agreed behaviour management programmes.	Demonstrate appropriate behaviour around the school.	To be aware and support the school's expectations and values.
Adopt a consistent approach at all times when implementing programmes.	Use appropriate language towards others.	Ensure that pupils come to school consistently and on time.
Ensure fair and equal treatment for all pupils.	Show respect for property and equipment of others.	Take an active and supportive interest in their child's education progress.
Only use those sanctions for unacceptable behaviour that have been agreed and approved.	Respect the personal space and privacy of others.	Establish and maintain a positive partnership with the school.
Ensure that the physical handling of pupils (whilst managing behaviour) is kept to a necessary minimum, is carried out with the maximum care and respect possible.	Behave in an appropriate manner when in the local environment or when using community facilities.	
Use positive behaviour management strategies.	Recognise and celebrate the achievements of others.	
Keep written documentation of challenging behaviours and specific incidents.		
Respect confidentiality and the dignity of pupils at all times.		
Establish and maintain a positive partnership with the parents.		

School expectations concerning staff clothing and jewellery

Certain items of clothing or jewellery might be regarded as potentially hazardous to the safety of oneself or to that of others. The school advises that staff follow the recommendations below:

- Appropriate footwear is important. Staff are advised not to wear high heels, sling backs, sandals, open toes, or similar loose shoes as feet need to be protected to prevent toes being stamped on and also so that staff can run quickly if the need arises.
- Items of clothing worn around the neck, e.g. scarves, ties are not advised as if grabbed during an aggressive outburst they may contribute to injury e.g. strangulation, neck injury etc. This applies also to necklaces.
- Items of jewellery (e.g. long earrings) should not be worn as they may cause injury if grabbed.
- Items of jewellery, (e.g. some rings, bracelets) that might cause injury (e.g. scratches) should be avoided. There is also a risk that they might be broken.
- Some children pull hair and it is advisable to keep long hair tied back to remove temptation and keep staff safe.
- Some children scratch and it may be advisable to wear long sleeved shirts as protection.

Dealing with allegations against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Any allegation made against a member of the Federation staff will be responded to in line with the Federation's Allegations against Staff policy.

EMERGENCY PROCEDURES for initial behaviour incidences or accidents

This section provides guidelines for the management of accidents and incidents such as a pupil running off outside of school or being lost, and initial incidences of extreme behaviour outbursts. Please refer to the school's Visits and Outings Policy when taking pupils out of the school. It is the teachers' responsibility to consider the dangers and difficulties which may arise when taking pupils out and to make plans to reduce them by carrying out a risk assessment.

1. The first priority is to remove pupils and staff from danger. If you are alone with a group this may involve leaving a disruptive pupil whilst you remove others. The disruptive pupil should only be left for the minimum time it takes to isolate the others.
2. The next priority is to summon help. This is the nearest help available (staff or emergency cord). As the first person at the incident you are then responsible for directing and requesting the specific help of others. You can verbally relinquish responsibility to someone with more experience; however the

second person must acknowledge this.

3. If there is an accident or suspected injury you should summon the named First Aider or the School Nurse. The Assistant Heads of School (Pastoral) or Head of school should be informed as available. The incident should be reported by filling out an accident and incident form.
4. If there is an accident outside of school you should seek the most appropriate source of medical help. This may mean summoning an ambulance or taking a child to hospital. You should inform the school of your actions as soon as is practicable. The school will inform parents if necessary.
5. If a pupil is lost when out of school one member of staff should remain with the rest of the group whilst the other goes to seek help. School should be informed as soon as possible.
6. In any emergency you should feel confident in your ability to use your own initiative and judgement based on your knowledge of the guidelines provided in this policy and the pupil or pupils concerned. The school will support you in this.

NOTE: After the incident or accident, it is important that a written note of the incident and the action taken is made and kept safely for reference.

Physical Intervention

The Federation has adopted the Team-Teach approach to behaviour management. All physical interventions used in the school need to be in line with the Team-Teach principles and techniques of Positive Handling (see Positive Handling Policy). Any intervention used regularly should be included in the pupil's positive handling plan. Staff are reminded that physical intervention is only to be used as a last resort.

Team-teach:

- emphasises the promotion of positive relationships
- sets use of physical techniques within legal context
- stresses need for follow up / learning to take place after physical intervention takes place
- explains conflict spiral and the strong emphasis on de-escalation
- compliments existing non-physical behaviour interventions
- states that physical intervention should not be used in 95% of conflict situations
- protects staff by showing safe practises for both themselves and pupils
- uses non pain techniques
- emphasises the importance of risk assessment
- provides philosophy applicable to all establishments concerned with the care of young people
- uses a holistic approach to behavioural management - physical only one of many tools available to us
- emphasises need for staff to stay in control of their feelings

- generates feeling of unity and awareness of each other's strengths and limitations

The method of intervention used will always be dependent upon and in keeping with the circumstances and individual needs of the pupil. The age and competence of the pupil, the nature of the behaviour, any recent changes in the pupil's personal circumstances, and the potential risks involved – both in the behaviour and any intervention – are all areas that need to be considered.

Any physical intervention should be preceded with clear verbal / signed instructions and statements and accompanied by attempts to calm the incident until any risk has passed.

Every person has the right to be protected from harm and these guidelines aim to ensure that our pupils are not subjected to any form of unnecessary, inappropriate, excessive or unlawful physical intervention.

We also acknowledge that our staff have to deal daily with behaviours which can be extremely stressful, both physically and emotionally. We wish to assist staff in promoting a consistent and supportive environment in which the pupils' needs may be met, as well as minimising the risk to them of any allegations of improper conduct. We aim to reduce staff anxiety about which responses are appropriate in dealing with challenging behaviour.

Examples of situations where physical intervention might be used

- A pupil attacks a member of staff or other pupil.
- Pupils are fighting, causing risk or injury to themselves and others.
- A pupil is committing or on the verge of committing deliberate damage to property.
- A pupil is causing or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil tries to leave the school other than at authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force.
- A pupil persistently refuses to follow an instruction to leave a classroom.
- A pupil is behaving in a way that seriously disrupts a lesson.
- A pupil is behaving in a way that seriously disrupts a school sporting event or visit.

Using physical interventions

- Use ONLY accepted team-teach techniques.
- Use ONLY if preventative steps are unsuccessful.

- Use ONLY after ALL other forms of intervention have been tried (i.e. early intervention, non-verbal/verbal calming techniques).
- 'Gradient control' - move to a less restrictive hold as soon as possible.
- Excessive force in the use of restraint may constitute abuse!
- Record all uses of restraint.
- Protect the individual and yourself.
- Always remember to monitor: breathing, ability to move, noise/ sounds and colour of skin.
- Use physical interventions where they are a planned strategy in a pupil's Positive Handling Plan, or in emergency situations.
- Physical intervention should only be used when required by a particular set of circumstances and NEVER in anger.

Prohibited forms of physical intervention

- Corporal punishment or the threat of it. Corporal punishment is banned in all schools and is fundamentally inconsistent with the ethos and aims of Federation. Any act, or threat of an act, such as hitting, slapping, punching, poking, prodding, biting, throwing an object, hair pulling and rough handling is strictly forbidden and constitutes gross misconduct.
- Restriction of liberty. No pupil is to be locked in a room at any time. "Time out" should never involve physical restrictions to liberty. An area chosen for this should be overlooked and have open access.
- Deprivation. No pupil is to be deprived of full access to the amounts and range of food and drink normally available to other pupils in the school. Nor are pupils to be forced to eat foods which they dislike. This does not preclude encouraging a pupil to try a wide range of foods as part of their education.
- Intimate physical searches. The intimate physical search of a pupil is absolutely forbidden.

NOTE: any of the actions outlined above constitute gross misconduct. Staff who engage in any of these practices are liable to disciplinary action and possible dismissal. Complaints received from pupils or their advocates about any of the above may be liable to investigation in line with the relevant area child protection committee procedures and guidelines.

Links to other policies and documents

- PSHE and Citizenship policy
- Positive Handling policy
- Safeguarding and CP policy
- Teaching and Learning policy
- Anti-Bullying policy
- Outdoor Learning policy

Monitoring and Review

Behaviour management is under constant review throughout the Federation, on a class and individual basis.