



WESTFIELD SCHOOL POLICY AND PROCEDURE

*Behaviour Management and
Ensuring Student Safety*

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Rationale

Behaviour Management is an integral part of all curriculum and non-curriculum activities. It introduces appropriate and relevant social skills to all students, enabling them to participate fully in the life of the school, their home and the local community.

Successful behaviour management begins with the creation of a positive, welcoming, ordered environment, where expectations are clear and achievable.

Consistency of approach is crucial to maintaining understanding of expected standards of behaviour.

Aims

By adhering to the principles of this policy the following aims are identified:

- To allow students to develop positive abilities and attitudes
- To ensure the safety and well-being of individual students
- To ensure the safety and well-being of others
- To re-direct a pupil from an inappropriate to an appropriate behaviour
- To curb or divert obsessive behaviour so that learning can take place
- To teach students self-control, emotional literacy and subsequently to take ownership of and accountability for their actions
- To teach students that actions and choices have consequences
- To work with parents to ensure the consistency of behavioural interventions
- To minimise damage to the environment and other's property

Implementation

A number of sequential steps exist to ensure the development of appropriate and acceptable behaviours.

- Thoughtful classroom organisation and placement of furniture encourages good working practices.
- Class codes of behaviour are compiled and agreed upon by all students at the start of each year, and are highly visible in each class base.
- Systems of positive rewards and incentives are used to encourage desired behaviours.

- Inappropriate behaviours are ‘tactically ignored’ as much as possible, and the student’s attention is diverted to an appropriate behaviour or activity, giving praise to those displaying desired behaviours
- Students receive guidance as to the behaviour that is required in clear and direct language; positive instruction can be followed successfully whereas a request to cease a certain activity does not indicate what the student should do instead: e.g. ‘walk please’, instead of ‘stop running’.
- Staff speak calmly but firmly; shouting should be avoided, since it is likely to escalate the behaviour. Positive language should be used at all times, with minimal use of the word ‘no’.
- ‘Change of Face’ strategy should be implemented if a student is reacting negatively to a member of staff. This does not imply that the original staff member is in the wrong.
- If behaviour escalates, staff should consider moving other pupils away to a different area.
- If physical intervention is likely to be required, it must be carried out by suitably trained staff in suitably safe environments. Additional staff must be summoned for assistance or to supervise remaining students.
- Following every incident of physical intervention, a full debrief and accurate timely reporting of the incident must be implemented.
- Risk assessments should be undertaken, and reviewed regularly, to minimise the risk of all incidents of challenging behaviour

De-escalation strategies

Many forms of de-escalation are used at Westfield School, and are frequently successful in altering the path of a potential crisis, due to skilled implementation and staff being ‘one-step-ahead’ of behavioural responses wherever possible. Strategies include the use of calm verbal reasoning, distraction, choice, offer of withdrawal and discussion, clear direction, planned ignoring, humour, symbolised reinforcement of instructions, change of face, re-direction of task, access to a sensory environment or time out space. It is acknowledged that effective strategies will be specific to individuals, and may not consistently work if applied with too much regularity, so multiple effective responses are recoded for alternative approaches. Successful strategies are recorded for future occasions as and when necessary, and recorded on the first section of a pupil’s behaviour plan.

Use of Behaviour Plans and Physical Intervention

Staff at Westfield School accept that behaviour is a form of communication, and every effort is made to establish the cause of all certain behaviours displayed. At times, whole school strategies described above may not be effective for individual students, who may display behaviours that could result in injury to themselves, other students, staff or property. Where a student is displaying such behaviours regularly, or in an extreme form, an agreed behaviour management programme will be drawn up, in partnership with parents and other relevant professionals. The plan will specify in clear and unambiguous terms, what response should be provided to certain behaviours.

The plan takes the form of a four-step approach, at all times referring to de-escalation strategies in preference to physical intervention. It is imperative that all guidance and instructions regarding management should be followed exactly as described (appendix i) and that any incident be

recorded in accordance with school incident sheets (appendix ii). Patterns of behaviour can be tracked using the forms shown in appendix iii, in the hope that triggers can be identified, and subsequently avoided. (See appendices).

Should physical intervention be required, all suitably fit staff at Westfield School have undertaken appropriate BILD accredited PRICE (Protecting Rights in Caring Environments) training, for which annual refresher training is statutory; this is our preferred method of physical intervention for young people and adults with Learning Disabilities.

(Copies of all relevant policies relating to the philosophy of PRICE are available in the staff room.)

Any such intervention should be both reasonable and proportional to the circumstances, and should be responsive to the duty of care placed upon the school by parents and the Local Authority. All instances of physical intervention must be recorded using the correct forms, and parents are notified on the same day using a photocopy of the incident sheet, often accompanied by a telephone call home.

At no time must a staff member who has not undergone training become involved in physical intervention.

In general, however, most incidents of intervention are of a less severe nature, but it is equally important that policy and guidance are followed. There will be very good reasons for the behaviour management strategies that have been devised for the benefit of the student's and equally, staff members' own protection.

Roles and Responsibilities

Teaching staff, Business Manager and Headteacher

It is the responsibility of teaching staff to ensure that the learning environment is well managed and organised appropriately. All classrooms should be uncluttered, free of distractions, and risk assessed for all pupils. Resources and learning activities should be appropriately differentiated with clear objectives to avoid frustration caused by lack of clarity or understanding.

Students demonstrating behaviour worthy of regular intervention strategies will be identified and a behaviour plan must be drawn up using the agreed procedure (see appendices)

All incidents must be recorded and double signed **on the day of the incident** to be checked by the Head Teacher, or Deputy.

The Head Teacher and Business manager must ensure that all staff have received full approved training, and annual updates, from PRICE.

Support staff

All support staff will encourage learning in a positive environment, recognising achievement and offering guidance. Positive language should always be used. It is recognised that support staff are regularly the most effective staff members for de-escalation with individual students, and time and opportunity must be provided for such occasions.

Prohibited Sanctions

Corporal Punishment- This means the intentional application of force as a punishment, which would include slapping, smacking, rough handling or inappropriate pressure on sensitive nerve areas

Deprivation of food or drink- The deprivation of food or drink normally made available to a child is not allowed. It would be quite acceptable for a treat, such as an ice-cream or a cake, to be withheld, but not dinner or snack for example.

NB If a student remains outside following break time, or refuses to enter the class room after an outdoor activity, then the consequence of missing snack due to time constraints would be highlighted to the student as encouragement to re-enter the building. This **IS** acceptable.

Restriction of physical liberty- This means any inappropriate use of physical intervention, or unacceptable length of time involved in physical restraint. Even whilst a young person is being held, it should always be possible for them to make reasonable movement, (for example, to raise hand to their own face to scratch), to ensure maximum comfort level.

This can also refer to inappropriate containment within a specific environment against a young person's will.

Any member of staff who witnesses practices with which they are uncomfortable is expected to report it in accordance with the school's whistle-blowing policy.

Personal Contact between student and member of staff

It is recognised that, when working with students with physical disabilities, staff will be involved in assisting students with a variety of practices related to personal care. Such activities include:

- all care practices related to toileting and personal hygiene
- dressing/ undressing for swimming, PE,
- therapies
- body awareness/ passive movement
- students requiring comfort and sympathy

The aim must be to minimise all possible opportunities for allegations of abuse to be made, and that where these practices are necessary, which of course they are, a range of reasonable measures are in place to safeguard both children and staff.

Reasonable safeguards would be:

- To alert senior leaders to any situations causing you concern regarding vulnerability
- To avoid vulnerable situations without the assistance or presence of a colleague.

School guidance in such circumstances specifies that if a student requires assistance behind a closed door, there should always be two members of staff present.

Appendices

Use of personalised behaviour management plans

Where standard school behaviour management strategies cease to be effective for individual students, or where significant changes in behaviours have been observed, a personalised behaviour plan may be introduced.

The process of this implementation is set out below:

1. Concerns are raised regarding observed behaviour patterns
2. Key staff meet to discuss positive approaches
3. Parents are consulted and an informal meeting is arranged
4. Key staff meet to discuss and develop personalised plan, in collaboration with psychologist if appropriate
5. Plan is sent home for consultation.
6. Amendments agreed if necessary, and plan signed by all involved parties
7. Behaviour monitoring and incident books are created.
8. Plan shared with ALL staff
9. Incident and frequency charts monitored by Head Teacher
10. Plans evaluated and reviewed on a termly basis, or following a noticeable alteration in behaviour or response.

WESTFIELD SCHOOL

Behaviour Management Plan

Name of Pupil:	Plan Number:
Positive Interventions:	
Level 1 / Target behaviour 1	Staff Action:
Level 2 / Target behaviour 2	Staff Action:
Level 3 / Target behaviour 3	Staff Action:
Level 4 / Target behaviour 4	Staff Action:

Which Levels to be recorded & Method:

Which, if any, of the pupils rights are being infringed if this programme is implemented:

Programme Agreed By:

	Signature	Printed Name
Parents		
Class Teacher		
Headteacher/Deputy		
Pupil (if appropriate)		

Start Date of Plan:

Review Date:-



Westfield School Incident Report

Name of young person:		Name of person writing report:	
Day, Date & time of incident:	Location of incident:	Duration of incident:	
Name(s) of staff involved (full name):		Name(s) of witnesses (full name):	
✓ Reason for intervention:			
Assault on other		Self-harm	
Damage to property		Risk of injury to self	
Other (give details)			
Known/Possible Triggers			
✓ Behaviours that occurred:			
Slapping	Spitting	Scratching	Sexualised behaviour
Punching	Kicking	Arm grab	Smearing
Pushing	Hair grab	Weapons/missiles	Climbing
Biting	Neck grab	Head butting	Stripping
Pinching	Clothing grab	Self-harm	Other:
Who was at risk?			

✓ Diversions, Distractions & De-escalation strategies attempted:		
Verbal advice	Choice	Clear directions
Distraction	Time out	Planned ignoring
Change of face	Humour	Other
Price Technique (give details)		Duration
Details of the incident including all relevant facts and persons involved:		
Injury to child:		Action taken:
Injury to staff:		Action taken:
Injury to others:		Action taken:
Signed:	Print Name:	Date:
Witness Signature:	Print Name:	Date:
Checked by teacher:	Print Name:	Date:
✓ Action following the event:		
Designated Safeguarding Lead Signature:		
Parent/carer informed by:	Phone/ Letter/ In person	
Copy sent home:	Yes/ No	
Risk Assessment carried out/reviewed:		
Procedural Change:		
Student Support:		
Staff Support:		
Signed by head teacher:		Date



Appendix iii

WESTFIELD SCHOOL

Behaviour Monitoring

Name:

Week beginning:

Level 1 / Target behaviour 1 (describe)

Level 2 / Target behaviour 2 (describe)

Level 3 / Target behaviour 3 (describe)

Level 4 / Target behaviour 4 (describe)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					