

BANDON HILL PRIMARY

BEHAVIOUR AND POSITIVE HANDLING POLICY

Oak Field

Updated	Spring 2018
Approved by governors	Spring 2018
Date to be reviewed	Spring 2019

Oak Field outcomes:

- To provide relevant, meaningful and memorable learning experiences
- To provide a holistic approach to each child's development
- To support children to fulfil their potential, enabling them to recognise their achievements and develop their self-esteem.
- To provide opportunities for children to acquire and implement life skills
- To promote children's independence

We expect the staff of Oak Field to:

- Treat our children fairly and with respect
- Use appropriate forms of communication
- Support the children in making the right choice
- Role model expectations and socially appropriate behaviours.
- Communicate with parents and other professionals to encourage a collaborative approach.
- Recognise individuals' triggers and cues and respond to these accordingly.

We expect the parents of Oak Field to:

- Support their child's independence
- Engage with their child's curriculum, reinforcing learning at home where appropriate
- Support school staff, maintaining a good working relationship to ensure a collaborative approach
- Ensure that they are adhering to school policies

We support individual behaviour by:

- Consistently implementing behaviour strategies
- Implementing therapeutic inputs into the school day
- Implementing individualised timetables where necessary
- Modelling and encouraging self-regulatory behaviour strategies
- Providing support for children's emotional literacy

We create environments that support behaviour by:

- Providing a challenging and diverse curriculum accessible to all
- Creating learning spaces that children feel safe and secure in
- Fostering positive relationships between children and staff
- Modelling, encouraging and reinforcing positive behaviour through praise and other reinforcers
- Reducing barriers to learning
- Allowing and encouraging learning to take place in different environments
- Where possible, responding to child led learning opportunities

Strategies in place to support behaviour and learning

The staff at Oak Field implement a range of strategies to support our children's behaviour and learning. These include:

- Visual support and prompts
- Minimal feedback
- Redirection
- Social stories
- Change of face or environment
- Reward charts

Positive Handling

Bandon Hill promotes an ethos where the use of physical intervention to ensure the safety of those in and around the school is used as a last resort. Advice from the Department for Education states that 'all members of school staff have a legal power to use reasonable force'.

All staff members are able to respond appropriately to situations which may require the use of physical intervention, and implement it accordingly having attempted to use other strategies beforehand. Any physical intervention will be done showing consideration of the individual needs of the child at risk. Where possible two members of staff will be present including the member of staff responsible for the class at the time.

Staff may identify it as necessary to implement physical intervention to protect a child from harming themselves or others, or seriously damaging property. For some children physical intervention may be necessary for therapeutic purposes or as a form of communication, for example a child may respond to touch as a prompt to transition.

After a physical intervention has taken place, appropriate staff should liaise to identify strategies to reduce the need for future physical intervention. Where appropriate, pupils should have the opportunity to discuss the physical intervention and share any concerns with a member of staff. The most effective method of after care will be discussed and implemented by those working with the pupil.

All incidences of physical handling will be recorded in behaviour books by class staff, including antecedents and consequences of the behaviour. If these are not known staff members will identify factors that may have made the child distressed, so that this can be tracked moving forward. Class teachers are responsible for contacting parents or guardians of children that have required physical intervention.

Where a child has required physical intervention on several occasions, class teachers and staff may feel it necessary to hold a review to discuss strategies moving forward. This may result in creating a risk assessment or behaviour plan for an individual child.

Through implementing physical intervention, children should remain safe and free from injury. However in some instances this may not be possible. As part of the aftercare process, staff should check children for bruises or scratches that may have

occurred before or during the physical intervention. These should be shared with parents and guardians and logged.

Internal Exclusion

Oak Field pupils may be internally excluded if senior management decide that it is an appropriate course of action, having exhausted a range of other strategies. The child will be removed from the classroom for half of the school day and complete tasks that have been allocated by the class teacher with a member of senior management. The child's parents will be informed before the internal exclusion takes place. Before reintegrating back into the classroom, senior management will identify strategies to support their transition and reduce the risk of further exclusion. Where appropriate, children will have the opportunity to contribute to this process.

External Exclusion

Oak Field pupils may also be externally excluded if senior management decide that it is an appropriate course of action. If a child receives three internal exclusions in a term then the child may be considered for an external exclusion. A meeting with the child's parent or carer, class teacher and Head of Base will be scheduled to discuss this further.

An external exclusion may be given for one off incidents of extreme behaviour which may put pupils or other staff in an unsafe position at school, including acts of aggression.

In certain extreme circumstances it may even be deemed necessary to exclude the child permanently.

Where children have been externally excluded, the school's Chair of Governors will be advised.

Any external exclusion will be carried out in line with the school's Exclusion policy.