



Willow Dene  
SCHOOL

## WILLOW DENE BEHAVIOUR AND RELATIONSHIPS POLICY

Reviewed policy agreed by GB on:	Summer 2022
Reviewed policy shared with staff on:	Summer 2022
Policy to be reviewed again on:	Summer 2023
Committee responsible for review:	Policy Committee

## **Rationale**

The school actively seeks to promote and maintain a positive ethos for all pupils. High standards of behaviour are expected of each pupil. Due to the complex nature of their learning difficulties, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school's curriculum.

The school clearly recognises that it is the behaviour displayed that challenges and not the person. We consistently take a positive approach, viewing inappropriate behaviours displayed as forms of communication. The school takes responsibility for providing learning opportunities and a school environment that minimises possible occurrences of challenging behaviour. We actively promote and support the development of appropriate behaviours. We look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of these behaviours.

This policy is fundamental to meeting the needs of our pupils and should be read in conjunction with other key school documents - Positive Handling Policy, Curriculum Statement, Equal Opportunities, Race Equality and Child Protection Policies.

### **Aims**

- To promote a school culture and environment that reflects our positive attitudes, values and beliefs with respect for the child at its centre
- To focus on the well being of each pupil as of paramount importance
- To provide a consistent whole school approach and clear guidance on management of behaviour
- To present positive strategies for developing and maintaining appropriate behaviour
- To work in partnership with pupils, parents and other relevant professionals in developing appropriate behaviours
- To ensure that each child is respected for who they are, without prejudice
- To ensure the health and safety of staff when they are managing behaviour

## **Equal Opportunities**

Each pupil must be accorded respect for their rights as individuals. Any response to behaviour displayed is based upon consideration of what is in the pupil's best interests and what they would recognise themselves as in their own interests, were they of the age and capacity to make such decisions themselves (UN Declaration)

Each member of staff, without exception, has a part to play in responsibly developing and maintaining a positive, supportive, fair and inclusive school culture with regard to management of behaviour. This includes having high but realistic expectations of all pupils, having and fairly demonstrating respect for each pupil. Staff have a professional responsibility to provide good social role models for all pupils while continuously looking to celebrate achievement.

## **Bullying and Cyberbullying**

Willow Dene School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying and cyber bullying is to provide a positive atmosphere of caring and friendship, through the ethos of

the school. Every child and member of staff at Willow Dene School should be valued and be able to learn and work without anxiety or fear from prejudice-based and discriminatory bullying.

Bullying and Cyberbullying is unacceptable at Willow Dene School and as such we aim to:

- develop a school ethos in which bullying and cyberbullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that both are challenged and reported
- provide a safe and secure environment where all can learn and work without anxiety, humiliation, harassment, oppression or abuse
- respond effectively to any bullying or cyberbullying incidents that may occur
- ensure all children, parents, staff, governor's and others connected with the school are aware of our opposition to bullying and cyberbullying and know that appropriate action will be taken if either occurs
- ensure that everyone takes responsibility for the prevention and elimination of bullying and cyberbullying in our school

Bullying and cyberbullying are some of the most damaging forms of discrimination and at Willow Dene all staff are committed to eradicating it.

Any form of bullying and cyberbullying such as verbal threats, physical injury, damage to property, rumour spreading, shunning or ridicule. Posting, sharing, emailing threatening and or malicious information should be reported to the Executive Head Teacher.

### **Child on Child Abuse**

Following any report of child and child abuse online or offline a school should follow the general safeguarding principles set out in 'keeping children safe in education' especially part five. Each incident should be based on a case-by-case basis taking into account the child's cognitive and social/emotional developmental levels as well as their understanding of 'intent'.

Any form of child and child abuse should be reported to the Executive Head Teacher.

### **Challenging Behaviour**

A behaviour that challenges is defined here as one that:

- Prevents/ reduces participation in social educational and social activities
- Isolates the pupil from his/ her peers
- Affects the learning of themselves or others
- Places the pupil or others in physical danger
- Causes serious damage to property

Where a pupil is displaying these behaviour(s), a Behaviour Management Profile & where necessary positive handling interventions is completed. Behaviour(s) displayed are monitored either a Behaviour Tracking Form, Appendix A (1), or a Behaviour Monitoring form – ABC chart Appendix (2)

### **Positive Behaviour Management**

All staff should continuously and consistently adopt a positive approach to improving behaviour in order to reward effort and application and build self-esteem. This approach ensures that preventative and early intervention is the norm. Development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour. In order to promote consistent positive approaches to behaviour management the school seeks to:

- Get to know each pupil well, develop and maintain strong positive relationships based on trust, respect and dignity
- Ensure the learning environment is safe and reflects the needs and teaching and learning style of the children within it.
- Value each pupil, having high but realistic expectations of them
- Find out why a pupil behaves as he or she does by e.g. looking at the context in which the behaviour occurs and looking particularly at functionality of behaviours displayed
- Understand the factors that influence a pupil's behaviour
- Discuss and share behaviour management issues with parent(s)/ carer(s), work with them in reducing occurrences of inappropriate behaviour
- Provide a consistent teaching approach, set clear boundaries and manage change within a secure, stable and predictable environment
- Teach using motivating curriculum activities appropriate to the pupils' age and ability
- Ensure that lessons always start on time
- Provide pupils with learning opportunities where they can make choices and respect choices made
- Teach by example, providing positive role models for pupils
- Consistently support pupils in learning to develop positive self images
- Support pupils in learning to develop strategies to manage their feelings and emotions in as far as they are able
- Support pupils in learning to take responsibility for their actions in as far as they are able
- Support pupils in developing a sense of social responsibility in as far as they are able
- Communicate clearly and appropriately in a mode that is understood by the pupil
- Give each pupil the time they need to process information
- Give time to listen to pupils
- Teach pupils appropriate ways to communicate their needs and feelings in as far as they are able
- Provide positive feedback – rewards and praise as appropriate
- Notice and give attention when pupils are behaving appropriately
- Recognise and celebrate appropriate behaviour in class/ school assemblies, share this with parents/ carers
- Identify early warning signs that indicate foreseeable behaviours are developing
- Consistently use non-confrontational approaches in body language, gesture, action, words
- Teach positive alternatives, redirecting to more appropriate activities/ behaviours rather than focusing and giving attention to inappropriate behaviours
- Negotiate and compromise
- Always offer the opportunity to 'start again'
- Provide space and opportunity for honourable exits and stand-downs
- Offer simple choices, where appropriate.
- Think about using humour to diffuse situations, only if considered appropriate
- Avoid the use of sarcasm and
- Ensure that staff always keep own self-control, moving away from situations where

they may feel they are losing self control (ensuring that child is continuously and appropriately supported by another member of staff)

- Ensure that staff are able to support each other in a co-operative climate, asking for/ offering assistance and being able to move away when assistance is not required
- Ensure that staff skills are regularly updated through Team Teach Training.

## **Behaviour Management Profiles**

A behaviour management profile is written if a child is displaying behaviour that requires general management

A behaviour profile targets specific behaviours that a class team want to decrease and stop.

A behaviour profile should be written and reviewed termly or when a child's behaviour changes. All staff members working with the pupil should be involved in the writing of the profile and should know where the profile is kept.

Where necessary other agencies should also be involved in the writing of a behaviour profile so that it is a collaborative and holistic profile. The profile should also be shared with parents so that they are aware of what is being done to support their child.

If a child displays behaviour that requires a physical intervention, then the positive handling section of the behaviour profile should be completed (please refer to the 'Positive Handling Policy'.

## **Risk Assessments**

Informal and dynamic risk assessment should be a routine part of life for staff working with children that display very challenging behaviour. Staff should always think ahead to anticipate possible incidents; should a proposed activity or situation involve unacceptable risk, then the correct decision is to do something else.

All children at Willow Dene have an individual risk assessment completed on them which will reflect their needs, control measures and strategies to be used with them and any other important information.

Each child will be risk assessed to ensure that the use of restrictive physical interventions/restraints is suitable and appropriate for use with each individual child.

## **Rewards**

### Rewards

The school recognises that careful and systematic use of rewards is a positive means of promoting good behaviour. Rewards are to be appropriate, meaningful and genuinely satisfying for pupils.

Rewards used may include:

- verbal praise

- messages to parents through contact books or by telephone
- messages to other members of staff
- helping a class or member of staff
- having jobs or responsibilities
- having favourite toys or games
- individual and class reward charts e.g. star of the day, star charts, dinner charts, behaviour charts, visual reinforcement systems - 'I'm working for' cards for pupils with ASD
- certificates given in assembly and taken home
- star of the week/term celebrating achievements in assembly/Sharing Time
- stickers
- golden time
- choosing time
- opportunities for self initiated activities
- positive physical feedback e.g. cuddles especially at Foundation Stage

## **Sanctions and Consequences**

### Sanctions

Individual sanctions - the withdrawal of privileges, may only be used where a pupil genuinely understands the relationship between the sanction and inappropriate behaviour(s) displayed and where the sanction is consistently effective in reducing the inappropriate behaviour.

Management of inappropriate behaviours displayed may be dealt with by short periods of withdrawal from the group if this is considered appropriate and effective. Such withdrawal must always be managed in a positive calm way and the pupil withdrawn must always be observed and not left alone. Where appropriate and/or necessary develop a 'quiet/calm area' or use adjoining 'small room' where children can go to have space if needed and or to calm down in.

The school recognises that the appropriate use of sanctions in conjunction with rewards has an important role to play in encouraging pupils to take responsibility for their own behaviour. We recognise that sanctions can easily become abusive if applied for too long or with inappropriate use of threat/ emotional intensity. Corporal punishment and after school detentions are never used as sanctions.

Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the pupil concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual pupils.

Where sanctions are used, this is to be written up as part of the pupil's Behaviour Management profile.

A Behaviour Management profile template can be found on sharepoint under 'templates'). Completed Behaviour Management Profiles are to be reviewed at least once each term. Incident forms should also be completed when an incident has taken place (please find on sharepoint under 'templates' Parents will be sensitively informed of incidents resulting in sanctions and their views taken into consideration in the decision-making process.

## **Removal from classroom**

Removal is where a child for serious disciplinary reasons is required to spend a limited amount of time out of class at the instruction of a staff member. Removal should be distinguished from the use of separation spaces such as sensory rooms/ small rooms for the use of non-disciplinary reasons. For example if a child is taken out of class and to the small room to regulate his/her emotions because of identified sensory overload as part of a planned and supervised response.

Removal of a child for discipline is a serious sanction and should only be used to maintain the safety of all children and to restore stability after a serious disruption, to enable a disruptive child to be taken to a place where they can calm and continue with their education when ready and to allow the child to regain calm in a safe space.

## **Recording /reporting/monitoring behaviour**

Where it is considered necessary to use sanctions, they are to be:

- realistic, sensitive, enforceable and just
- used in a planned way in situations where pupils have prior knowledge and understanding of the consequences of their behaviour
- applied equitably and consistently
- appropriate to the individual pupil, the behaviour displayed and circumstances
- as far as possible, contemporaneous i.e. applied as soon as possible after an inappropriate behaviour(s) has been displayed. Where it is absolutely necessary for a sanction to be delayed e.g. missing a lunch time club after a period of days, the pupil is to be informed of this at the time the sanction is set. When the sanction is being put into effect, the pupil is always to be reminded of why it is happening.

Sanctions that may not be used include:

- time out by putting a pupil out of sight and hearing of staff
- verbal threats or verbal abuse
- use of threats of fears or phobias
- humiliation in front of peers/staff
- use of 'naughty chair/corner',
- the use of distinctive clothing or clothing worn inappropriately e.g. wearing coats back to front as a restraining method
- forcing pupil to eat/drink something they dislike
- withholding of food and drink
- The school recognises that there may be occasions where restricting the amount, type or choice of food/drink may be appropriate. This should only be used if the pupil concerned clearly understands what is happening and why.
- withdrawal of children from routine curriculum activities e.g. swimming  
The only occasions where it would be considered appropriate for a child to miss a curriculum activity is where there is a genuine assessed risk of injury to the pupil/ other pupils/ adults/  
risk of serious harm to property

Sanctions that may be used are as follows:

- verbal expression of dissatisfaction at behaviour(s) displayed
- putting a situation right e.g. a pupil clearing up a mess they've made
- restricting choice where a pupil genuinely understands this restriction as a sanction
- withdrawal of a treat
- adult withholding attention or participation in social group for short periods
- increased supervision

## **Parent Consultation**

Discussion with the parent/carer can result in agreements about sanctions the parent can impose if the school sanctions are not working. A phone call or meeting can sometimes be very effective and so can a letter home.



## **Making Restitution**

Children are given the chances to make reparation e.g. cleaning marks off walls. This can sometimes mean apologising by note or card, making up for work not done in playtime, spending time with the victim of their insults or aggression.

## **Referral to Executive Head Teacher or Deputy Head Teacher**

A record of such referrals will be kept.

Exclusion for a fixed period (see Greenwich Guidelines for Exclusion)

We use this extremely rarely. We anticipate difficulties where possible and make out a Home school contract if a child is excluded twice for fixed terms or is likely to be permanently excluded.

## **Permanent Exclusion (see the Exclusions Policy)**

We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the school.

## **Physical Contact**

We recognise that many pupils require physical prompts to participate in activities and that some necessary physical contact occurs daily when meeting pupils' basic needs and in the process of learning.

A physical prompt is a co-active movement, supporting a pupil to complete an action/activity. When physically prompting, one is never, therefore, acting against the will of a pupil. Staff must always keep in mind that a prompt is something to be faded out as soon as a pupil is demonstrating the emerging skill with some independence.

At Willow Dene we believe that appropriate physical contact can be used positively to promote learning and to develop and reinforce relationships. The relationship between staff and pupil is a professional one and over familiarity and over involvement are not appropriate within the context of our work in school.

*Appropriate Physical Contact* is defined here as "everyday acts of communication by physical means to indicate approval, sympathy or affection". This can be a positive reinforcement when relating/ comfort in times of stress or distress.

Staff must be mindful of how and in what context they have such physical contact with pupils. They should be aware that it could be misinterpreted by the pupil/parent/carer observer. There are some pupils for whom any physical contact is unwelcome, and this must be respected at all times.

## **Positive Handling and the use of reasonable force**

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in the 'Positive Handling' policy is a small number of responses which may involve the use of force, to control, or restrain a pupil.

Willow Dene acknowledges that 'physical intervention is required at times to keep both pupils and staff safe and so has adopted Team Teach as its behaviour programme. Physical intervention however should only be used when it is a reasonable and absolutely necessary response.

The term 'physical restraint' is used when force is used to overcome active resistance. This is referred to as 'Restrictive Physical Interventions' in National Guidance (DFES/DOH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behaviour difficulties; within an ethos of mutual respect, care and safety.

' Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom' ' Behaviour and Discipline in schools. Advice for headteachers and other school staff' Jan 2016

Willow Dene's Positive Handling Policy has been developed in response to Circular 11/07 'The Use of Force to Control or Restrain Pupils', issued following the enactment of Section 550A of the 1996 Education Act., as well as the 'The Use of Reasonable Force July 2013 . 'Behaviour in Schools Advise for headteachers and school staff July 2022'. It also takes into account recent DFES and DOH letters of guidance, Education Act 2006, and the DOH/DFES GUIDANCE 2002.

(Please refer to Positive Handling Policy for further information)

## **Consent**

For children under the age of 16 we will always approach parents/carers to discuss behaviour profiles strategies to be implemented and the use of restraint. School staff have a duty of care to ensure the safety of all children and restraint will only be used when in the best interest of the child and when absolutely necessary.

For young people of 16 yrs there are further considerations around decision making as they enter adult hood. When developing a behaviour profile we must consider their capacity to consent to the profile and the interventions within it. As with all children we have a duty of care to ensure their safety with foreseen and unforeseen risks but equally must take the necessary steps to involve the young person when the use of restraint becomes a foreseen need and put in a plan.

Extra safeguards are needed if the restrictions and restraint used will be seen as confining a young person or depriving them of their liberty. Depending on the young person's circumstance the authorisations may need to be sought from the courts. Information and guidance would be sought on a case by case basis.

At Willow Dene once a young person is 16 yrs old we will always seek guidance around capacity/decision making of that young person from them, their parents and other professionals involved with the young person to ensure a person centred approach to planning behaviour support and restraint if necessary.

**The Mental Capacity Act Code of Practice 2005** states  
*'anybody considering using restraint must have objective reasons to justify that restraint is necessary. They must be able to show that the person being cared for is likely to suffer harm unless proportionate restraint is used. A carer or professional must not use restraint just so that they can do something more easily. If restraint is necessary to prevent harm to the person who lacks capacity, it must be the minimum amount of force for the shortest time possible.'*

Please follow the link below for further information

[Mental Capacity Act 2005 | Foundation for People with Learning Disabilities](#)

### **Roles & Responsibilities**

- The Governing Body has overall responsibility for this policy
- The Executive Headteacher is responsible for overall management of the policy
- All staff are responsible for the day to day implementation of policy
- The person with responsibility for Behaviour Management provides leadership in the development, planning and implementation of appropriate Behaviour Management strategies for pupils across the school.

### **Recording and Reporting**

All incidents and accidents should be recorded and reported using the school forms and log books.

Any incident or accident should be recorded and reported on the same day that it happened.

Parents should always be kept informed of any incident or accident their child has been involved in either by a phone call or message in the contact book.

### **Monitoring & Evaluation**

This policy will be reviewed by all staff and the Governing Body every year. The policy will be updated accordingly in the light of practice and local/ national initiatives.

Where a staff member continually fails to comply with the policy, the Executive Headteacher and SLT will review the situation and decide on the most appropriate course of action to take.



## Related Documentation

*DfES 2006 – Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units*

*DfES July 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*

*DfE July 2013 – Use of Reasonable Force Advice for Headteachers, staff and governing bodies*

*DfE Circular 11/07 and 04/12 – Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils (Summary of Contents)*

*Greenwich LEA Guidelines for the use of Care and Control in Schools Section 550A of the Education Act 1996*

*DfE Jan 2016 - Behaviour and Discipline in schools – Advice for Headteachers and other school staff*

*DfE Reducing the need for restraint and restrictive intervention – June 2019*

*DfE Behaviour in Schools: Advice for Headteachers and School Staff July 2022*