

RUTHERFORD SCHOOL PUPIL BEHAVIOUR POLICY

There is an expectation that all members of the school community will endeavour to support and promote the following principles and aims;

1. Promoting Positive Behaviour

Children and young people with learning difficulties often do not gain an understanding of socially acceptable behaviour as quickly and/or as incidentally as others. It impacts on the pupil's school career, their present and future well-being and that of their families, carers, peers and friends.

We promote positive behaviour through the following practices:

- a) We celebrate pupil achievement by the pupil showing his/her work or new skills to peers and staff in class or assembly.
- b) More formal recognition of achievement is by the award of a Rutherford School Certificate, a copy of which is sent home.
- c) Modelling positive behaviour,
- d) Teaching pupils to communicate in acceptable ways,

2. Managing Behaviour which Challenges

Sometimes pupils may engage in behaviour which is inappropriate in a learning situation as it "challenges" the service which we provide. It may range from low-key and non-disruptive self-stimulatory activities, for instance, to more extreme – even violent – outbursts. Reasons for these behaviours are diverse and include communication difficulties, the implications of autistic spectrum disorder, temporal lobe epilepsy and undiagnosed pain.

We seek to manage such behaviour as follows:-

- a) Keeping all pupils safe.
- b) Using **positive** and **consistent** approaches.
- c) Involving parents/guardians/carers in discussions about behaviours causing concern;
- d) Seeking reasons for the behaviour in question with an emphasis on the function it serves for the individual.
- e) Teaching the pupil methods of managing his/her behaviour and **where appropriate** providing him/her with an alternative, more acceptable behavior.
- f) Helping the pupil to understand the consequences of his/her actions and ultimately, where possible, to take responsibility for them.
- g) Requesting multi-agency collaboration where solutions, such as pharmaceutical possibilities, may need to be pursued.

3. The following sanctions are prohibited

1. Corporal punishment;
2. Deprivation of food and drink;
3. Withholding medical treatment;
4. Any sanction with intent to humiliate or ridicule.

Regular training is provided for staff in managing behaviour, manual handling and positioning and physical intervention.

There are times when staff are given confidential information about a pupil where this impacts on that pupil's behaviour, e.g. changes in home circumstances or medication. This is strictly on a "need to know" basis and is to aid their understanding and support of that pupil.

4. Physical Intervention - The use of force (physical intervention) to control or restrain pupils must be avoided wherever possible

Sometimes it is necessary for staff, acting "in loco parentis", to use force in an unplanned way, for instance, to protect a pupil who is self-harming. Sometimes, however, where a pupil has a pattern of disruptive behaviour which endangers him/her and/or others, causes significant damage to property, then the use of planned physical intervention may be necessary. The use of physical intervention by staff should be seen as part of their duty of care towards those for whom they are responsible.

Physical intervention is part of a broad approach and is to be considered as a "last resort" when other strategies have been tried and failed. The force used must be reasonable and proportional to the circumstances. Staff also have the right to defend themselves from attack, provided the force used is proportionate to the occasion.

Physical intervention strategies are set in place so that, as far as is reasonably practicable, the pupil will not sustain any injuries whilst in school. However, this cannot be guaranteed.

5. It is the responsibility of the Senior Management Team

- a) To assess the risks to staff and pupils arising from the use of physical interventions,
- b) To monitor safe systems of work,
- c) To ensure staff are adequately trained,
- d) To ensure staff have access to appropriate information about the pupils with whom they are working,
- e) To ensure that the climate of the school encourages a peaceful, calm and non-physically threatening atmosphere/ethos.
- f) To make appropriate resources available for the policy to be fully implemented.

6. It is the responsibility of all staff

- a) To be aware of the contents of the Behaviour Policy and follow the guidance it contains,
- b) To follow the behaviour programme of a particular pupil and, given adequate training, to carry out physical intervention as required under their duty of care towards that pupil. (A duty of care requires that reasonable measures are taken to prevent harm to pupils).
- c) To act as good, positive role models,
- d) To ensure that they contribute to the creation of a safe working environment for all.

7. It is the responsibility of parents and carers to:

Full and open discussion of their child's education is offered to parents and guardians and their contributions are valued. If parents have any particular concerns regarding behaviour (or any other matter), they are encouraged to make an appointment to discuss this at the earliest opportunity with any of the senior staff or their child's class teacher.

- a) Ensure they support the creation of a safe, non-oppressive working environment in school,
- b) Support the school behaviour policy,
- c) Act as good, positive role models, AND
- d) As, far as it is possible, to encourage attitudes in their children which avoid the use of physical intervention.

Jean Simpson, Safeguarding Lead

March 2018 to be reviewed March 2020