

## ROSEWOOD FREE SCHOOL

**Title:** Behaviour Policy

**Lead Reviewer:** Headteacher

**Who this is aimed at:** All Staff

<b>Version</b>	<b>Reason for Change</b>
V1	Update April 2020
V2	Reviewed March 2021
V3	Reviewed September 2023

<b>Date Initially Implemented</b>	
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## **Policy Statement**

The School believes it is the fundamental right of all learners, staff, carers, and visitors to be treated with dignity, courtesy, and respect. The School believes in equality of opportunity for all and values everyone equally. The School believes in celebrating achievement and giving appropriate and consistent praise and rewards.

The School believes praise plays a vital role in successful learning. The School aims to create a supporting caring atmosphere which promotes success, acknowledges that learners can learn from mistakes, that everyone can improve and that bad situations can get better.

The philosophy described here is important as it sets the context for the way in which an aberrant or difficult behaviour is dealt with.

This Policy does not form part of any employee's contract of employment and it may be amended at any time.

## **Application**

This Policy applies to all employees directly employed by the School, including Headteachers. It also applies to agency workers but does not apply to self-employed contractors.

## **Aim**

The aims of this Policy are:

- To ensure that behaviour needs are responded to consistently and appropriately by all staff.
- To enable learners with behaviour needs to develop appropriate strategies to help them to bring about positive change.

Learners at the School all have complex needs. Their physical, medical, or learning difficulties impact on their behaviour. This may mean:

- They have spasms and physical movements which they cannot control

- They have short attention span
- They become distressed due to discomfort, pain, or an inability to communicate a need which requires attention
- The developmentally require the support of an adult to self-regulate
- They lack the understanding or the strategies which enable people to cope with and express their emotions effectively
- Or a combination of any or all the above.

Consequently, while there are a wide variety of behaviours among learners which warrant individual intervention, they are not necessarily what would more usually be understood in the education service as “behaviour difficulties”.

The School would prefer to use the term behavioural needs. Learners can have behavioural needs as part of their special educational needs and these needs if they are not addressed could impede access to learning. Addressing behavioural needs is given a high priority so that adverse effects on learning are minimised.

Behaviour issues are not addressed as entirely separate but as part of all the educational needs of each learner.

In many cases the need may be exhibited as a pattern of behaviour, but it originates as part of the learner’s complex communication difficulties. These two issues fundamentally impact on each other and any behaviour programme would reflect this.

## **Content**

Responses to behaviour needs must be consistent and shared with all staff working with the learner concerned including the families and carers support staff, administration staff, therapists and the Headteacher.

Responses may vary from a programme to do with positioning in order to maintain comfort and reduce distress to a detailed behavioural programme. If a need is identified a multi-disciplinary

assessment takes place which involves parents, and which enables an appropriate programme to be set up.

A behaviour statement or a behaviour programme is written for all learners with behaviour needs. These documents are the responsibility of the class teacher and are shared with families.

The Senior leadership team are responsible for ensuring that these are reviewed as required and shared as required.

### **Training and Resources**

Staff are offered opportunities for training on approaches to behaviour and communication. Securicare is the school's preferred approach agreed by Special Schools. If appropriate, trained staff from other Special Schools would be asked to advise and where appropriate train staff in these procedures. The Senior leadership team are responsible for identifying who needs training and organising this.

Manual handling training is mandatory for all staff. Careful handling often impinges on behavioural needs. The Local Authority Education Psychologist visits and would be involved, if appropriate, in devising behaviour programmes and giving advice and training.

### **Related Documents**

This document should be read in conjunction with other School and Trust Policies, including those relating to Equality Information, Objectives and Accessibility Plan, Belief and Aims, and Physical Restraint Guidelines for Pupils (Southampton City Council).

### **Complaints**

Any employee is entitled to make a complaint in respect of any aspect of the Behaviour Policy through the Trust's Grievance Policy and Procedure.