



Our vision



# Waverley School

## Behaviour policy

### Pupil policy document

<b>Name of School</b>	<b>Waverley School</b>
<b>The original policy</b>	<b>March 2000</b>
<b>Amended</b>	<b>November 2003</b>
<b>Amended</b>	<b>December 2007</b>
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<b>Contents</b>
<b>Introduction</b>
<b>Principles and good practice</b>
<b>Procedures</b>
<b>Bullying</b>
<b>Parent and carers</b>

## Introduction

At Waverley School we believe that it is important that we help our pupils to learn how to behave appropriately, respect others and themselves. The policy supports the Enfield Behaviour Support Plan which aims to promote and secure positive behaviour in schools, and ensures compliance with Section 89 of the Education and Inspections Act 2006, and takes into consideration the draft guidance on Reducing the Need for Restraint and Restrictive Intervention (DfE & DoH November 2017). It also reflects the values and principles that we consider important for the school. All members of the school community should be guided by this policy, and are expected to respect its boundaries. This policy should be read in conjunction with Waverley School's policy 'Use of Physical Interventions'.

## Principles and Good Practice

- Enhancing the self-esteem of pupils is acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour. The school also recognises that when pupils' arousal levels increase this can lead to inappropriate behaviour. Similarly, as pupils grow and develop (including during puberty and adolescence) they experience changes which may impact on their mood, temperament and subsequent behaviour. There is, therefore, a strong emphasis on Personal, Social and Educational Development (including Sex and Relationship Education) in the curriculum, and the needs of individual pupils are considered. (This may involve adjusting timetables and activities thereby helping pupils to manage their arousal levels to avoid such behaviour.) All staff at Waverley School endeavour to form constructive relationships with pupils. We recognise that many pupils, due to their learning difficulties, will need support throughout their school career to develop and enjoy such relationships.
- Enhancing the communicative capability of pupils and helping them to learn meaningful ways of communicating their needs is important in developing positive behaviour. We believe that many pupils who display behaviours deemed 'inappropriate' have not yet learnt more appropriate ways of communicating. Staff are skilled in using appropriate communication methods which match the individual needs of each pupil, e.g. Makaton signs, PECS, PODD, Intensive Interaction, Objects of Reference, symbols, photos etc. and helping pupils learn to use these themselves. The support and advice of the Speech and Language Therapist is central to this.
- Students who exhibit behaviour that challenges are seen as individuals who bring their own opinions, preferences, experiences and abilities to be valued and respected. As such, behaviours which are seen to be challenging are responded to with a focus on the student's perspective.
- We recognise that some negative behaviour can evolve when pupils' needs are not being met (e.g. boredom). We endeavour to provide all

students with a stimulating curriculum that is broad, balanced and relevant to individual needs.

- We recognise that a pupil may be experiencing sensory integration difficulties resulting in inappropriate behaviour. In such situations advice from the Occupational Therapist will be sought to manage this and/ or avoid a situation developing or escalating.
- The school aims to promote a positive learning environment in which boundaries of acceptable behaviour are made clear, and adults act as role models demonstrating suitable behaviour. This includes remaining calm and using calm tones of voice (not shouting), at all times and including in difficult situations, unless a pupil is in danger.
- The school has embedded in its philosophy the desire to recognise and celebrate all positive and improved behaviours (by praise, stickers, certificates etc).
- We recognise that some pupils need protection from their own behaviour.
- The importance of helping the pupils to learn suitable behaviour and reduce their vulnerability is regarded as very important.
- Teaching pupils how to manage their own behaviour as far as possible forms a central component when supporting pupils.
- Physical interventions should only be used in the best interest of the student and as a last resort – please refer to the policy on ‘Use of Physical Interventions’.
- Early referral and reference to any agreed strategies and practices (Behaviour Improvement Plans and Individual Behaviour Plans) are essential for good practice.
- Waverley School recognises that bullying is unacceptable. This includes verbal or physical intimidatory behaviours, and targeting of individual pupils. Waverley School also recognises that pupils who engage in bullying behaviours may not understand that they are doing so. Staff have a responsibility to safeguard victims of bullying, and to support and manage pupils bullying behaviours via the Individual Behaviour Plan (IBP) system.

## Procedures

### Behaviour Improvement Plan (BIP) – Appendix 1

All pupils who display some inappropriate behaviour should have a 'Behaviour Improvement Plan' (BIP, appendix 1). This will include pupils whose behaviour requires consistent management but whose behaviour may not be very extreme and so does not warrant an IBP.

This system is in place to support families; by working together we aim to reduce any inappropriate behaviour at an early stage.

A 'Behaviour Improvement Plan' (BIP) will

- be devised collaboratively between the class team (teachers and teaching assistants), the head of the department where needed, and where appropriate other members of the multi-disciplinary team including the speech and language therapist.
- Include information from parents/ carers. The classteacher will discuss the behaviour at home and school with the parents prior to the meeting, and complete the 'Behaviour Tracking Sheet, Appendix 3.
- Outline how the pupils should be supported if they display inappropriate behaviour, and, therefore, will ensure consistency of approach.
- Be reviewed termly/ regularly at a mutually convenient time (appendix 1).
- Be disseminated by the class teacher to all relevant staff.
- Be shared by the class teacher with the parents/ carers.
- Form part of the Annual Review Process.
- Form part of the transition process.

### Individual Behaviour Plans (IBP) – appendix 2

This system is in place to enable and support class and department teams to work collaboratively and positively with individual students who exhibit challenging behaviour.

It involves a school-wide system of referral, discussion, management and evaluation, combining strategies for behaviour modification and therapeutic approaches.

IBPs are drawn up when a pupil is experiencing difficulties which are over and above support usually given within the parameters of general classroom practice and the BIP. Any pupil for whom it is anticipated that Positive

Physical Handling or isolating techniques (Approach) are required must have an IBP.

An 'Individual Behaviour Plan' (IBP) will

- be devised collaboratively between the class team (teachers and teaching assistants), the head of the department, the deputy headteacher and where appropriate other members of the multi-disciplinary team including the speech and language therapist. The class teacher will make the deputy headteacher aware of the need for an IBP to be developed and a mutually convenient date for an after school IBP meeting will be agreed.
- include information from parents/ carers. The class teacher will discuss the behaviour at home and school with the parents prior to the meeting, and complete the 'Behaviour Tracking Sheet, Appendix 3.
- consider the possible function of the behaviour, additional factors which may be affecting / leading to the behaviour, include preventative strategies/ strategies to pre-empt unwanted behaviours, and strategies to teach alternative/ wanted behaviours. It will also include how staff will respond to inappropriate behaviour in order to try to help reduce it.
- be reviewed termly/ regularly at a mutually convenient time.
- be disseminated by the class teacher to all relevant staff.
- be shared by the class teacher with the parents/ carers.
- form part of the Annual Review Process.
- form part of the transition process.

### Bullying

Bullying is taken very seriously at Waverley and is dealt with as appropriate to the needs and understanding of the individual pupil.

### Parents/ carers

Parents/ carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents/ carers will give their full support in dealing with their child's behaviour.

We expect parents to:

- Keep us informed of behaviour difficulties they may be experiencing.
- Inform us of any trauma which may affect their child's performance or behaviour at school, e.g. death in the family.
- Inform us about their child's ill health and any absences connected to it.

**This policy was agreed by the Governors Curriculum Committee on 04.02.09 and will be reviewed bi-annually.**

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