



Behaviour Policy

This policy should be read in conjunction with other school policies especially, the Positive Handling Policy, Safeguarding, Bullying and Safe Touch Policy.

Rationale

Everybody communicates through behaviour. A baby may cry when she is hungry just like an adult may yawn when he is bored at work. Adults and children are communicating something through their behaviour during every moment in every day, even if they are not aware of it. Challenging or inappropriate behaviour is therefore a form of communication. As a school which supports children identified as having communication and interactions difficulties, social emotional mental health and cognition and learning difficulties, the children at Courtlands have or do use challenging behaviour to communicate unmet needs. It is therefore crucial that our aims as a school are to understand and recognise behaviour as a communication in order to effectively support the children and enable them to develop communication strategies to empower them and remove self-esteem and behaviour as barrier to their learning.

This policy outlines the strategies used to effectively understand and support our children to help them learn and develop both socially and academically.

Aims of Positive behaviour support

- To provide a safe and secure environment, where care and respect for all is reflected in all interactions.
- To equip childrens with the skills to promote self-controlled positive behaviour
- To support staff in learning strategies with which to respond effectively and appropriately to escalating behaviour.

- To teach staff techniques to maintain their and other safety if behaviour becomes dangerous.

EHCP/ IEP

At the beginning of each academic year, or when a new child starts in class, teachers are aware of child's academic, social, emotional and mental health needs. Staff endeavours to create systems and strategies to help all children to access all learning successfully. Education Health and Care Plans (EHCP) and other recommendations from professionals are considered when creating Individual Education Plans IEPs, Provision Maps and Risk Assessments. Therefore if a child's barrier to learning is their behaviour then they will have this as a target in order to make social and academic progress.

Provision Maps identify resources and interventions (Theraplay, Emotional Literacy Support Assistant, other therapies, Occupational Therapy OT resources, Key Adult, etc) that enable and help children to identify their difficulties and how to overcome them and achieve their targets. The efficacy of these interventions are evaluated through academic and behaviour data.

Risk assessments

Risk Assessments are created upon arrival to Courtlands School and are updated regularly. When a child has presented high risk behaviour and has required Managing Actual and Potential Aggression MAPA holds for the first time, a Positive Handling Plan is added to the Risk Assessment. (see appendix 7)

Behaviour Data and Analysis

We all know that cognitive skills such as English, Maths and problem-solving matter. But social and emotional skills such as perseverance, self-control and emotional stability are as important as cognitive skills in driving children's lifetime success. Empirical evidence and common sense tell us that social and emotional skills allow people to better meet the challenges of daily life. We recognise therefore that it is crucial to not only teach our children English and Maths but that Personal Social Health Education, self-regulation and relationships are taught and fundamental in children being able to make progress in all areas of their development.

How we monitor social and emotional progress (with respect to Behaviour) at Courtlands?

The children record their behaviour choice as Red, Yellow and Green and this is then inputted into a data sheet (Appendix 5) which enables us to identify percentages of reds, yellows and greens. In addition to this any physical interventions or observations about triggers or types of behaviour can be recorded. This data is then analysed in order to identify patterns in behaviour which in turn allows behaviour to be monitored on a lesson by lesson basis and identify where interventions are needed and to evaluate the efficacy of those interventions. Additionally this can identify areas for whole school or personal development for staff in managing behaviour. This data also informs childrens progress towards targets in IEP and EHC reviews.

Physical Interventions are also recorded in a log (Appendix 6). The log has an individual log number which is recorded in the behaviour data sheet (Appendix 5), these are also monitored for the frequency and duration of the intervention.

Behaviour Data is reported to parents through the IEP report three times a year.

Behaviour for Learning Red, Yellow, Green System

All children have a personal 'Behaviour for Learning' Chart and in each session of the day they are encouraged to self- assess if they have been SAFE, KIND and ready to LEARN. They do this with a Red/Yellow/Green system in discussion with the adults. At the end of the day every child takes a small slip of Red/Yellow/Green paper (Appendix 7) home to communicate with parents how they have got on. The aim of this system is to help the children self-regulate, take responsibility for their own actions, and to reward every child who chooses appropriate behaviour with praise from school staff and parents alike. The children are also able to accumulate green slips to gain further rewards from SLT (currently the "Treasure Chest").

In addition to recognizing and celebrating good behavior Children can also receive points for learning for their Team. The Team with the most points at the end of the term will attended a special day out.

Staff Responsibilities

It is all staffs responsibility to support and maintain the emotional and physical safety of the Courtlands community therefore all staff are trained in MAPA de-escalation and physical handling in addition to training about the childrens learning needs, attachment, sensory

processing and speech and language. We also have a dedicated Behaviour Team consisting of two members of the Senior Leadership team, a HLTA who is trained by the crisis prevention intervention team CPI to deliver the MAPA training and two dedicated TAs who support staff with de-escalation techniques and therapeutic rapport.

Safe Space

The strategies that reduce risk of injury from behaviours include making the environment safe, removing the audience and encouraging the use of a quiet place where appropriate. A quiet place is any area where the children can calm and regulate. All classrooms have a withdrawal/quiet rooms in addition to a Blue space and Restorative room which allows this, but children can also identify other places which they can use as a quiet place. Children are taught the skills to request a safe place appropriately, however there are times they may need to be directed or supported to move to this safe place.