



# Penn Hall School

Vicarage Road  
Penn  
Wolverhampton  
West Midlands  
WV4 5HP

Tel: 01902 558355  
Headteacher: Mr A. J. Stoll

## Behavior Policy

2009-2010

**Review Date:** \_\_\_\_\_

## Table of Contents

1. Introduction .....	3
2. General Principles.....	4
3. Aims of the Behaviour Management Policy .....	5
4. Discipline and the use of Restraint.....	7
4.1 Discipline.....	7
4.2 Restraint.....	8
5. Conclusion .....	9
App1: Behaviour Recording Document.....	10
App2: Behaviour Recording Log .....	11
App3: Individual Behavior Plan .....	12
App4: Client Handling Risk Assessment.....	13

## 1. Introduction

Penn Hall School recognises that good behaviour is important in order to enhance learning.

All children need clear boundaries and rules, indicating what they can and cannot do, what is acceptable and what is not.

All children growing up will invariably experience emotional difficulties and frustrations at some time in their lives. At Penn Hall School it is essential that we plan to correct any behaviours that may be incorrectly learned, or have been learned over a long period and have become 'normal' for the child.

Penn Hall School recognises the need for:

- ❑ Clear rules
- ❑ Praise
- ❑ Models for correct behaviour
- ❑ Consistency
- ❑ Consequences
- ❑ Avoidance/prevention of accidents
- ❑ Reinforcement of good behaviour
- ❑ Records of achievement/good behaviour

This policy aims to respond to the needs of:

- ❑ All children
- ❑ All staff
- ❑ All aspects of school life
- ❑ All areas of the curriculum

## **2. General Principles**

- ❖ A calm and relaxed atmosphere throughout the school is important.
- ❖ All staff must be aware and act upon the policy.
- ❖ All staff are made aware of those children with considerable needs and with any particular difficulty/characteristic
- ❖ Differentiated curriculum experiences are used to respond to individual needs, recognising the effort and attainment of all pupils whilst valuing diversity.
- ❖ A variety of teaching and learning styles are promoted in order to respond to individual needs.
- ❖ There is a framework of clear expectations and positive guidance to promote high standards of individual achievements.
- ❖ The use of in-service training, meetings and discussion times in order to provide opportunities for sharing concerns and difficulties.

### **3. Aims of the Behaviour Management Policy**

It has to be recognised that a number of behaviours will be difficult to change. However, to achieve success, degrees of firmness, persistence and consistency in approaches and handling are necessary. It is our duty to assist our pupils to adjust to the norms of society.

Our aims therefore should be:

- To equip pupils of all abilities to live in society with as much independence as possible.
- To ensure that pupil's behaviour reflects that of their peers, as closely as possible.
- To control tantrums and immature behaviours using a firm rather than emotional response.
- To prevent aggressions directed towards pupils, staff or themselves.
- To seek to reward appropriate behaviour immediately, strongly and consistently.
- To discuss with members of staff and, where possible, families and carers, strategies to be used for inappropriate behaviour.
- To identify rewards to be used for positive behaviour.
- To make this information available to all staff working with a particular pupil.
- To evaluate those strategies regularly and discuss with parents and other professional concerned, at the pupil's Annual Review.

- To plan ahead and address pupils' needs before their difficulties become acute.
- To increase a child's participation in ordinary school activities.

## 4. Discipline and the use of Restraint

All staff take responsibility for the supervision and control of the children and can expect support from the Head Teacher and the School Governors as and when necessary.

Our emphasis should always be on supporting children to achieve a positive self-image in all aspects of their lives.

### 4.1 Discipline

There is **no** corporal punishment in school. Methods of modifying unacceptable behaviours should be discussed with parents/carers and line managers.

Seven points to remember:

- Show correct behaviour.
- Be one step ahead to prevent/avoid undesired behaviour.
- Give clear rules.
- Be consistent and fair.
- Give reinforcement eg merit points, badges, treats.
- Give praise.
- Tell the child what will happen if he/she does not comply, ie the consequences.

## 4.2 Restraint

The following methods of restraints may be used for pupils who, for their own safety and for the well being of other pupils and adults, need a safe, secure area, in order to establish a calm down time. Restraint is the end product of an incident. Staff shall always endeavour to understand why a behaviour occurs and attempt to prevent it, rather than manage the behaviour when it happens.

- 1 Physical Restraint - by member(s) of staff- holding the pupils safely until he/she becomes calm.
- 2 Use of furniture - to prevent access by the child to other areas of the classroom for his/her own safety.  
Eg a chair with a table in front
- 3 Immobilising wheelchair - apply brakes or switch off power.
- 4 Use of a chair with a harness to protect the child and/or other children/adults.

It may be necessary at times to allow some pupils to remain apart from the group for periods of time which are longer than usually desired, until a calm down period has been established and it is safe for the child to return to the group.

All incidents where restraint has been employed should be reported to the Head Teacher. The Head Teacher should then decide whether or not a written report to the parents is required.

[ Reference Wolverhampton Council's Policy and Guidance with regard to Physical Intervention and Restraint of pupils (April 2000)

## 5. Conclusion

The guidelines in this policy reflect the experience and skills of the staff and highlight the effective custom and practice of the school.

They aim to identify procedures, strategies and interventions that are necessary and most effective in developing and implementing the policy. (see attached proforma for Individual Behaviour Planning)

### Remember:

'The behaviour of pupils and students is excellent, in classrooms, around the school and when in other educational establishments. Pupils and students form very good relationships with one another and with adults in the school'

OFSTED 1997

Policy and Guidelines for Behaviour Management (including Restraint)  
October 2000

### App1: Behaviour Recording Document

Behaviour exhibited	Dates: months and weeks													Comments
	April	May				June				July				
	24	1	8	15	22	5	12	19	26	3	10	17		
Banging head														
Scratch others														
Scratch self														
Grab others														
Shouting														
Screaming														
Rocking														
Crying														
Pulling own hair														
Hysterical laugh														
Kicking														
Biting others/trying														
Pulling display														
Pulling others' hair														
Pinching														
<b>Totals</b>														

**Colour codes:** Green = 0 – 5 times a week      Orange = 6 – 19 times a week      Red = 20+ times



### App3: Individual Behavior Plan

Individual Behaviour Plan for      Date set:

Review Date:

What behaviour is displayed?	Why (under what conditions?)

Target Behaviour:	Success Criteria:

How will the target behaviour be addressed?			
Settings		Behaviour Management	
Reward Strategies		Emergency Action	
New skills		Health & Safety	

# PENN HALL SCHOOL

## App4: Client Handling Risk Assessment

### SAFE SYSTEMS OF WORK

Carers should take responsibility for their own postures and personal safety throughout all manual handling procedures

Name: -

Date of Birth:-

Age: -

Date of Assessment: -

Reviewed On:-  
Next Review Date:-

Location of Task: -

Task: -

SPECIAL NOTES:-

Number of Staff Required:

Equipment Used

Copies Forwarded to: - PIP file / Physio Dept.

**ANY MEMBER OF STAFF EXPERIENCING DIFFICULTY WITH THIS SYSTEM,  
REPORT TO DESIGNATED MEMBER OF STAFF**