



## **Greenwood House Assessment Centre Positive Behaviour Management Policy**

*“At Greenwood House, we provide a safe, nurturing and stimulating educational environment, where each child will establish a secure foundation in terms of learning and wellbeing, thus developing the skills and capabilities to reach his/her full potential.”*

Date Policy Written	February 2025
Date Policy to be Reviewed	September 2026
Date Presented to Governors	
Signed (Headteacher)	
Signed (Chair of Governors)	

This Positive Behaviour Policy is informed and guided by:

### Current legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016 • Addressing Bullying in Schools Act (NI) 2016

### DE guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

### ETI

- Inspection and Self-Evaluation Framework 2017

### Links with other policies:

- E-safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Pastoral Care Policy

## Introduction

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

## Rationale

The Governors and Staff of Greenwood House Assessment Centre therefore seek to create a school environment that encourages and reinforces the following values. That a safe, nurturing and stimulating environment, where each child will establish a secure foundation in terms of wellbeing. The school acknowledges that if pupils and staff feel safe and secure these values will have a positive impact on learning and teaching, in line with the Governors Guiding Principles (see appendix)

## Aims

To create a climate that will:

- Create a safe environment supporting the holistic needs of the Greenwood House pupils
- Promote learning for all pupils
- Make it easier for teachers to teach effectively
- Enhance the pupils' self-esteem and foster self-respect and respect for others
- Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour
- Develop the pupils' interpersonal skills and their ability to work with cooperatively with others to resolve problems and potential conflict
- Have the endorsement and active support of parents

## Objectives

- To clearly define whole school expectations and standards of behaviour.
- To promote self-esteem, self-control and positive relationships.
- To devise and implement individual behaviour management programmes for pupils most at need (New profile be created in support with Middletown)
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.

### Duties of the Principal

Determine the measures (rules and enforcement) which the school will take to:

- Promote self-discipline and respect for authority amongst pupils
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour amongst pupils
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them
- Prepare a written statement of these measures and give a copy to parents.
- Copy of the Positive Behaviour Policy available

### The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning that builds on the pupil's present development, contributes to positive behaviour. IEPs and Behaviour Support Plans all serve to support learning. All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, e.g. alternative methods of communication or intensive interaction.

### Classroom Management

- Greenwood House Assessment Centre believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour.
- The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.
- Classrooms should be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence.
- Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption
- Transition from an activity or an area of the school may cause anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should provide a welcoming environment.

- Teaching methods should reflect differentiation and support active participation.
- Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.
- Routines support pupils by fixing desired behaviours in their minds. Routines should be consistent and taught for all activities, including:
  - the start/end of the day
  - moving from classroom to elsewhere e.g. dining hall, break and lunch times, soft play & lightroom
  - entering/leaving the classroom
  - registration
  - pupils arriving late
  - packing up

### Rewards

Pupil voice is acknowledged in identifying motivating rewards and sanctions – when possible. Rewards and sanctions are understood by all staff (teaching and non-teaching), pupils (if appropriate to the level of understanding) and parents. Rewards should provide enough incentive for the behaviour to be repeated so they need to be changed/alternated frequently to maintain their motivational value. There is a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators. Some of the rewards encouraged in Greenwood House Assessment Centre:

- Pupil of the week
- Praise: verbal / non-verbal
- end of term/year celebration events
- Positive news to parents on Seesaw
- Stickers
- Achievements celebrated in school hall
- Phone calls to parents

### Sanctions

Sanctions are not seen as punishments but as providing pupils with the security of clearly defined and consistent boundaries and, in doing so, they encourage appropriate and acceptable behaviour. Sanctions should consider:

- the vital importance of maintaining good relationships.
- the age and degree of maturity of the pupil and any special educational needs they have, home background and any other relevant circumstances.

Sanctions are applied as soon as possible, in a calm, measured manner. They are proportionate and separate the behaviour from the child and avoid escalating the situation. Sanctions are not to be applied to entire classes or groups of pupils.

### Sanctions include:

- removal of adult attention through tactical ignoring of inappropriate behaviour
- move away from activity or area within the classroom or playground
- disapproval of inappropriate behaviour
- withdrawal of privileges
- a visit to a senior teacher, Vice Principal or Principal
- parents/carers contacted

For pupils who may have Individual Behaviour Programmes, the management of inappropriate behaviour will be clearly set down in their Behaviour Support Plan and agreed, in writing, by everyone concerned with the care and education of the pupil.

In extreme cases where a pupil places him/herself, other pupils, or staff at physical risk, or if behaviour is detrimental to the education of others in the school, the pupil may be asked to remain at home by the Board of Governors and may be suspended/expelled until the EA Special Education Department, Psychology Service have been consulted. Return to school will be dependent on recommended changes being implemented.

### Rights and Responsibilities of pupils, parents, and teachers:

Every member of the school community has a right to:

- Be valued as members of the school community
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- Have a voice and be responded to
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be in a pleasant, well managed and safe environment (emotionally and physically)

Every member of the school community has a responsibility to:

- Respect the views, rights and property of others
- Work co-operatively with the other members of the school community
- Contribute to and adhere to the school's underpinning values and principles

Teachers have a right to:

- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

Teachers have a responsibility to:

- Ensure that lessons are well prepared, making use of available resources
- Work co-operatively with pupils to overcome barriers to learning
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice

Parents have a right to:

- A safe, well managed and stimulating environment for their child's education
- Be well informed about their child's progress and prospects
- Be involved in consultation regarding the school's policies and procedures

Parents have a responsibility to:

- Ensure that their child attends school regularly
- Support the school's policies and procedures
- Support their child's learning
- Act as positive role models for their child in their relationship with the school

### Multi-agency Partnership

Where the behaviour of a child is giving cause for concern, it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Lead for Pastoral Care, Vice Principal and the Principal.

If specific behavioural management strategies are to be introduced in regards to a specific pupil, it is the responsibility of the class teacher to inform everyone at a staff meeting or by email so that all staff may implement a continuity of approach around school.

## Procedures for the Management of Inappropriate Behaviour

Any concerns regarding continuous inappropriate behaviour must be reported and a risk assessment should be completed. Consultation will then occur with EA Behaviour Support Team to identify possible strategies to be implemented. The Principal must always be kept informed at all stages of the procedure.

## Observation, Analysis and Assessment

Some pupils work and behave very well if specific routines are maintained. These simple but important prompts are passed between staff and classes in the form of a of "All About Me" profile (Appendix 1). For many pupils these are the hints and tips required to ensure a positive learning environment.

Staff are familiar with looking at ways of understanding children's behaviour, in trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing base lines of pupil behaviour. This can be carried out using the "Recording Incidents of Behaviour" document (Appendix 2) to have an overview of the behaviours happening and to see if any patterns or triggers are emerging. If the behaviour is continuing the class teacher should complete a "Pupil Risk Assessment" (Appendix 3) and these should be submitted on the school system so the Lead for Pastoral Care, Vice Principal and Principal can view these.

## Individual Behaviour Support Plans

Sometimes the general structure and ethos of the school, and observations of what works and what doesn't work, will not be enough to maintain an individual pupil's behaviour within acceptable limits. Some pupils will need a more structured, systematic and intensive approach.

Individual **Behaviour Support Plans** focus on a pupil's specific difficulties and help staff respond to challenging behaviour with understanding and consistency.

Behaviour Support Plans should be

- succinct and in clear language
- drawn up ideally in consultation with parents / carers and other agencies, e.g., educational psychologist. BST, AAIS
- familiar to all staff working with the pupil
- regularly monitored
- carefully evaluated.
- written along with the pupil, where appropriate

An example of a behaviour support plan proforma is given in the Appendix 1.

### Record-Keeping

- Records will be kept by the class teacher of the frequency of inappropriate behaviour and the impact of intervention programmes and uploaded onto CPOMS.
- Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident (CP) form and written in the incident/accident book.
- Incidents of both positive and negative behaviour should be recorded
- Although rare within our setting if incidents become more serious and that there is a need to physically intervene this should be logged on CPOM's and brought to the attention of the Lead for Pastoral Care and Principal. (Chris Geoghegan and Lorraine Thompson)

### Definition of Reasonable Force

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “Reasonable Force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned.

### Physical Intervention

- Staff are committed to providing the highest standards in protecting and safeguarding the welfare of the children and young people entrusted to its care.
- Positive handling should be the last resort as de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. It should be used as a part of a structured, systematic individual behaviour support plan.

Any intervention should be a last resort and be proportionate, reasonable, necessary, and appropriate, and be done with the aim to reduce not provoke.

All staff owe a duty of care to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be negligence.

### Team Teach

- Staff are trained in 'Team Teach'. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion, and de-escalation work.
- The school Team Teach tutors are Chris Geoghegan and Caitlin Fowler.

### Physical Contact with Pupils

- Staff may provide intimate care for pupils. Intimate Care Plans are drawn up by class staff and agreed with parents.
- Some physical contact may be necessary during PE lessons or if a member of staff must give first aid or reassurance.
- Physical contact must always be appropriate and done openly.

### Debriefing Following Serious Incident

- Pupils and members of staff will be checked for any sign of injury and first aid or medical treatment will be administered if required.
- Considering the individual needs of the pupil, a debrief may be offered. On some occasions the incident will be revisited on a future date, given the need for full recovery from the crisis.
- All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support, or a senior member of staff will provide support to the member of staff involved.

Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher.

- Every incident of physical intervention must be recorded by the Principal, VP or SLT on the schools CPOMs.
- Parents/carers will be informed each time a physical intervention has been used to support their child.
- If physical support/management is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Advice will be sought from EA BST and Team Teach trainers to draw up a Positive Handling Plan.
- The School will maintain its Team Teach qualified status by providing training for staff in line with EA requirements.

### Complaints

All complaints should be made according to procedures set out in the school's Complaints Procedures. A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures.

### Conclusion

Governors and staff aim to provide pupils with a happy, safe and nurturing learning environment in which they can develop their knowledge, skills and experiences.

To this end the above arrangements and strategies are necessary components to ensure that all pupils can safely access the curricular activities both in and outside of school.

### Roles

- Class teachers have responsibility for the promotion of positive behaviour with the pupils under their supervision.
- The Lead for Pastoral Care has responsibility for Risk Assessments and Behaviour Plans in collaboration with the class teacher, Classroom Assistants and Vice Principal, Principal.
- The Team Teach Instructor/Principal has responsibility for Team Teach.
- The Principal has overall responsibility for the implementation of this policy.

### Staff Development

It is recognised that it will be necessary to provide appropriate Continued Professional Development (CPD) of teachers to further develop their skills and strategies for meeting the diversity of needs within their classes and, most importantly, sharpening the focus on the progress and outcomes made by all children.

External courses will be organised where appropriate to the needs of the school. Staff will be trained in the Team Teach approach.

### Monitoring and Evaluation

The Positive Behaviour Management Policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

### Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

# Positive Behaviour Management

## Appendix 1

### Greenwood House Assessment Centre

### Behaviour Support Plan

<b>Name:</b>		<b>Class:</b>
<b>Staff involved:</b>		
<b>Aims of Programme:</b>  SMART targets where possible		
<b>Stage 1</b>		<b>DOs and DON'Ts</b>
<b>DO:</b>  1. keep a fidget toy near  2. use a timer  3. stick to schedule		<b>DON'T:</b>  1. mention granny  2. confront face on/shout  3. change the daily routine without preparing .....
<b>Stage 2</b>		
<b>Behaviours</b>	<b>Preventative Strategies</b>  (De-escalation)	<b>Reactive Strategies</b>
SPECIFIC  "disruptive"  "walks around room during quiet times"  - "aggressive"	Use as much detail as possible - recognised strategies	-offer choice  -time out  -remove other pupils  -direction and delay

February 2025

# Appendix 2



## Greenwood House Assessment Centre – Recording Incidents of Behaviour Chart



Observed by	Date, Time & Place	Behaviour Displayed	Possible Cause for Behaviour



Any other comments: \_\_\_\_\_



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## Appendix 3

GREENWOOD HOUSE ASSESSMENT CENTRE  
PUPIL RISK ASSESSMENT

PUPIL INFORMATION			
Pupil:		D.O.B.	
Teacher:		Class:	
Assessment Completed By:		Date:	
SEN Register Information:			
Medical Information:			
Other Relevant Information:			
Strengths and Areas of Interest:			

CALCULATING THE RISK SCORE

*Select Base Score and add Frequency Score to give you Degree of Risk Score*

Behaviour/ Consequence	Base Score	Less than 4 times a month	4 to 8 times a month	Up to 15 times a month	At least once daily
a) No injury to any individual although significant damage to property may occur	1	2	3	4	5
b) Minor injury to self or others	2	4	6	8	10
c) Behaviour which may result in a criminal offence being committed	4	8	12	16	20
d) Injury to self or others that requires non urgent medical attention	3	6	9	12	15
e) Severe injury to self or others which requires immediate emergency medical attention	4	8	12	16	20


**DEGREE OF RISK SCORE**

Score	Rating of Risk	Action Status
1-3	Low	Identify target behaviours in support plan and conduct a Level 1 Do's and Don'ts assessment. Monitor and review ½ termly
4-7	Medium	Develop and implement a level 2 risk management plan. Monitor weekly and review ½ termly
8-15	High	Prioritise behaviour management plan and risk assessment issues. Monitor closely and review weekly
16 - 24	Critical	Requires immediate action, daily monitoring and review of the risks presented. Complete Level 3 Risk assessment.

GREENWOOD HOUSE ASSESSMENT CENTRE  
PUPIL RISK ASSESSMENT

Identified Risk/Hazard (to self, to others, to property)	Who might be affected?	How might they be affected?	What is the behaviour like? (e.g. What behaviours are displayed? When does it occur? Where does it occur?)	Potential Triggers	Risk Score	Risk Management Plan Required (Level 1-3)

Appendix 4

<p><u>How I Communicate</u></p> <p> </p> 	 <p><b>GREENWOOD HOUSE ASSESSMENT CENTRE</b></p> <p>All About Me Profile</p>	<p><u>Useful Strategies</u></p>
<p><u>Things I Like / Preferred Activities</u></p> 		<p><u>Motivators</u></p>
<p><u>Things I Dislike / Triggers</u></p> 	<p><u>Medical / Dietary / Feeding / Toileting Requirements</u></p>  	
	<p><u>Sensory Needs / Requirements</u></p>	