

### Staff will do their best to...

- Ensure children have interesting and motivating learning opportunities in school tailored to their individual needs and learning styles.
- Be clear about the rules and teach your child how to work within the rules,
- Respond supportively and flexibly when children and young people have difficulties keeping to the rules and develop individual support plans to help them.
- Treat your child as an individual – with respect and understanding of their individual needs.
- Listen to your views and learn from your experience in supporting your child to behave well and engage with learning
- Keep you informed of any concerns about your child's behaviour or learning at school.
- Always let you know if your child has been involved in an incident that caused distress or has required physical intervention.

### We ask pupils to do their best to....

- Attend school every day and join in with all the lessons and activities.
- Listen and respond to adults who are supporting, supervising and guiding them
- Understand and follow the school rules
- Be friendly, caring and helpful to other children and to adults
- Talk to adults if they are worried or anxious about something and ask for help when they need it.
- Respect school property and look after the environment.
- Work hard to overcome the challenges they may face, including being willing to talk to parents or staff about things that have gone wrong so that together we can work out how they can go better.

### We ask parents and carers to do their best to....

- Ensure your child attends school regularly and let us know if they can't come in for any reason
- Encourage, praise and reward your child for their achievements and successes.
- Keep school staff informed about any changes at home that might affect your child's behaviour at school.
- Keep in touch with the school and discuss any issues or concerns you may have about behaviour or learning with your child's teacher.
- Share your views and ideas about what works best to support your child with his / her teacher.
- Support your child to complete any homework sent home and work in partnership with the school to support your child's learning
- Have high expectations for your child's behaviour at home and at school.
- Treat school staff with respect.
- Ask for an appointment for meetings or phone calls so that these can be arranged at a time which does not interrupt children's learning.

WORKING TOGETHER, IN PARTNERSHIP, WE CAN HELP YOUR CHILD TO FEEL HAPPY AND COMFORTABLE AT SCHOOL



## SENSS Communication and Interaction Support Service

# Wellbeing and Positive Behaviour Support



## Information for Parents

## Introduction

Just like you, we want your child to be happy and engaged at school so that they feel ready to learn and can benefit from all the opportunities that school life has to offer.

We will support your child to understand the school rules, and to understand the standards of behaviour that are expected in school. We will teach them to respect and value each other and to build the skills to engage socially at school and make friends.

SENSS bases operate within the Behaviour Policy of your child's school – you can find out what is in this document by looking at the school's website, or asking at the School Office.

Where children need a bit more help in understanding social situations and special support in managing their own behavioural responses, we will help them with that too.

This leaflet is to explain a bit more about how we support children and young people who may struggle with social interactions or behavioural expectations and to explain how we will support your child if they have any behaviour difficulties at school. It also tells you what you can do to help your child with these things.



## Our Principles

*These are the things we believe are most important to think about*

The use of Restrictive Physical Intervention (RPI) is almost always seen as a 'last resort'

We only intervene in behaviour incidents when this is really necessary. We do sometimes have to physically intervene – but all our staff are clear about when we might do this

When things go wrong we always try to learn from this and help your child learn from it too.

We want students to take responsibility for managing their own behaviour and will encourage them to talk about the support they need with this and to tell us how we can help

We will try to think about behaviour in a very personalised and individual way – we will want to know, from you, what works at home for your child, and will always want to involve you in discussions about behaviour

We think the best way to ensure that your child behaves well is to make sure they are engaged in exciting and interesting learning opportunities and social activities at school, and that school is a stimulating environment that feels safe and comfortable

We have high expectations for standards of behaviour and engagement

We think it's important to praise and reward children when they do well and to celebrate their achievements – you can help us with this by encouraging them and talking to them about their successes at school.

**The wellbeing and safety of students is the first and most important thing we think about**

The wellbeing and safety of staff is also really important to us

## Prevention is better than...

We'll try lots of things to prevent your child from getting into a situation in which they may become anxious or upset, to the point that their behaviour might become challenging, including the following:

- Having clear behaviour support plans in place – so staff know how to support your child
- Knowing about situations or events that might be stressful for your child or might trigger challenging incidents and trying to help your child to recognise and cope with these;
- Understanding any individual sensory challenges or social pressures that school might present
- Using movement breaks and giving your child the chance to take some time out in a safe space fit they need it
- Teaching your child how to stay calm and manage their own anxiety
- Using tactics that we know can diffuse a situation before it becomes a crisis



## Physical Interventions

Staff often use touch to help your child as part of their learning - this is positive and supportive and may be used to encourage, to guide, and to praise your child.

When a behaviour is risky, or may be harmful, and where our prevention strategies have not worked, staff may also have to use physical intervention to prevent harm. This may not be viewed positively by the child/young person, we call this a Restrictive Physical Intervention or RPI.

This is very much a last resort – but it is important for you to know that we may, in a crisis situation, use physical intervention to prevent your child hurting him / herself or others. We may also sometimes intervene to prevent damage to property and to keep your child or other people safe. Sometimes we might also have to remove a child because their behaviour is really getting in the way of other children learning.

If this is needed, we will always use the least intrusive intervention that we can. All SENSS staff are trained in the use of physical interventions and training is tailored around the needs of individual students.

You can find out more about how RPIs are used in schools by looking up some guidance from the Department for Education **DFE Use of reasonable force - Advice for Headteachers, staff and governing bodies**. This was published in July 2013.

If physical intervention is part of your child's positive behaviour support plan, the staff at the base will always discuss this with you to be sure you understand when this might be used and what it will look like.

If your child doesn't often need this kind of support, but an unexpected crisis arises staff might have to intervene in an 'emergency' If this happens staff will tell you as soon as possible that this has happened. Please discuss this with the base staff, especially if you are worried or concerned about anything – after such an event, we will review your child's behaviour support plan with you.

## Record Keeping

As well as the behaviour support plan for your child - Our staff will keep a record of any behaviour incident in which physical intervention has had to be used – you are welcome to see these – please let the base staff know if you prefer to have incident reports sent home, or whether you would prefer to be notified by phone or email message that there has been an incident.



