

## **BEHAVIOUR MANAGEMENT**

**November 2018**

### **INTRODUCTION**

#### **Promoting a positive ethos**

At Princes we aim to create a climate where pupils enjoy learning, participate in a wide range of activities, access the curriculum and achieve high standards. Staff work to promote positive relationships, trust and cooperation to secure an enjoyable learning environment where expectations are clear and conflict is minimised.

We believe in supporting the behavioural needs of our pupils using a Team Teach Holistic Approach. Both Eric Kewley (Assistant Headteacher) and Paula O'Donnell (Class Teacher) are Team Teach Intermediate Instructors, and new class staff undertake a 2 day or 2 Day-equivalent training course, as soon as is practicable, after being appointed. After being appointed staff have 2 yearly refreshers training, as well as regular updates and behaviour meetings to support individual pupils/classes or cohorts throughout the academic year.

Each child is valued and our strategies are based on care and respect for others.

We aim to

- Foster children's respect for themselves and others
- To ensure that all members of the school community understand what is meant by good behaviour and to provide a collective and consistent response
- Provide a positive and enjoyable learning environment where good work and behaviour are rewarded
- Work closely with children, parents and carers, governors and other professionals to promote good behaviour
- Ensure that all staff are aware of the positive and valuable role that they play in encouraging good behaviour

Staff have a vital role to play as they strive to establish relationships built on mutual support, trust and respect. They are required to maintain good order among their pupils and to safeguard their health and safety both on the school premises and when engaged in authorised school activities elsewhere. Linked to this duty of care is the requirement to act " in loco parentis " in the manner of responsible and caring parents. This applies to all pupils for whom they are responsible.

Despite creating an appropriate environment and providing pastoral care, the nature of some of our pupils means that there will be times when challenging behaviours do occur. Whenever possible unacceptable behaviour is dealt with in the classroom situation by avoiding confrontation. However, pupils may be withdrawn from the situation if they are displaying unacceptable or challenging behavior in order to prevent disruption to other pupils and the teaching session. In the case of a child being particularly distressed or agitated, withdrawal from the situation to another area of the school may give them the time and space that they need to relax and recover. The sensory profile undertaken by staff will help to identify possible triggers for these behaviours, allowing staff to divert or distract children from potentially difficult situations and the room trail will help to identify areas of the school environment where pupils can be taken.

### **Individual Behaviour Plans (IBP)**

It is the teacher's role, supported by the Class Team, to assess challenging behavior, and devise a behaviour management strategy. The IBP links closely to Team Teach training that staff receive on how to support pupils as their levels of anxiety increase. The IBP shared with parents, who's input is sought to ensure they know how their child is supported in school. Working alongside parents also gives them the opportunity to share issues they may have at home, and strategies that work well for them, that may work well in school. If the IBP includes the use of Team Teach physical intervention, this must be made clear to parents and parents must agree, by signing the IBP, for this to happen. Further information can be found in the Physical Intervention Policy.

All staff coming into contact with the pupil should be made aware of the IBP. This awareness raising is the responsibility of, initially, the Class Teacher, but also the Class Team, who will have developed an in depth understanding of how to effectively support each child in their class. IBPs are to be made readily available to all staff working with in the class, in their Individual Information Folders, and/or displayed in class, if appropriate. A copy of each IBP is also passed on to Eric Kewley, to be kept in the school's most recent Behaviour Book, after it has been signed by parents. An electronic copy of IBPs should be stored on an encrypted Class pen drive.

Staff should bear in mind that new or inexperienced staff; visitors and parents on site will be watching how challenging behaviours are dealt with. New staff will need support and guidance from experienced staff. Don't forget to help your colleagues.

Reward good behaviour with verbal praise, reward systems, certificates etc. If it is appropriate discuss with the child the consequences of negative behaviours.

### **AIMS OF BEHAVIOUR MANAGEMENT**

Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school/college and local community.

A child's behaviour is not usually isolated. The response of others will influence its maintenance. In this way cycles are set up for positive or negative behaviours. For most behaviours to be learned they must be initiated, rewarded and practiced.

Staff should teach behaviours in a positive way rather than merely intervene when unacceptable behaviours occur. We do this through activities such as Circle time and PSHE

However a behaviour management programme may be necessary for a variety of reasons, including the following:

- To ensure the safety and well being of that pupil.
- To ensure the safety and well being of members of staff, pupils or of the general public.
- To protect the environment.-
- To protect pupils from self-inflicted abuse or injury.
- To divert pupils from inappropriate to appropriate behaviour.
- To teach pupils to have self-control, and subsequently to take responsibility and

- be accountable for their actions.
- To allow pupils to develop and demonstrate positive abilities and attitudes.

It is worth remembering that many pupils cannot devise strategies themselves for managing difficult situations or addressing their challenging behaviours. It may fall to the adults around them to devise and implement these strategies as a part of meeting the child's needs.

### **Parents and Carers**

The school is committed to working in partnership with parents. Parents have a unique knowledge of their own children. Their knowledge and experience will prove invaluable in unravelling the problems in the child's behaviour at home, school or in other environments.

We expect that parents will

- Be involved and support us in helping to meet our aims.
- Feel confident that everything is being done to make sure that their child is happy and safe at school.
- Be informed about and fully involved in all aspects of their child's behaviour.

### **Multi Professional working**

The majority of pupils who are referred for help will have other services involved with them. If they have not, consideration should be given at the outset as to who should be alerted and invited to contribute to discussions on how to respond to and manage problematic behaviours. The school will undertake to coordinate this work. All professionals and others (family members, etc) will be encouraged to contribute and take part in any meetings that are held. However, as these can be working groups extending over a period of time, commitment must be given and attendance restricted to those directly concerned. The idea may be to establish a stable group of people who will attend a number of meetings that are held to review strategies.

This partnership model will adopt the following principles:

- Professionals and parents/carers working closely together
- Establish and agree explicit common aims
- Acknowledge the complementary nature of their expertise
- Show mutual respect and trust
- Communicate successfully
- Negotiate all decisions and actions
- Demonstrate honesty and flexibility
- Acknowledgement that however harmful, disruptive or inexplicable the behaviour is it is clearly serving some purpose for the child

### **Pupils**

We aim to help pupils to:

- Respect their friends in the way that they talk and treat each other.
- Learn to co-operate and work happily alongside and with each other.
- Respond positively to adults who work with them.
- Learn to respect their environment.
- Look after one another by letting an adult know if they are worried about another child.

## **Governors**

We expect our governors to

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the head teacher and staff in the implementation of this Policy.
- Play a full and active role in ensuring our aims are met.

## **Outline of good practice**

Acceptable standards of behaviour, work and respect depend on the example of us all. We all, therefore, have a positive contribution to make.

Good order has to be worked for, it does not simply happen. Set high standards and apply rules firmly, fairly and consistently.

Remember to:

- Notice and praise positive work and behaviour.
- Create and sustain a positive, supportive and secure environment.
- Be well prepared with stimulating lessons which help to generate good behaviour and earn respect.
- Begin lessons on time.
- Be prepared for the lesson.
- Ensure that everyone is occupied and interested.
- Extend and motivate all pupils.
- Maintain interesting and attractive wall displays in order to develop children's pride in their work.

Problems can occur where children are learning and testing the boundaries of acceptable behavior. Success is not measured by the absence of problems but by the way in which we deal with them.

Do all you can to

- Use humour.
- Keep calm.
- Listen
- Know your pupils as individuals and help the children to understand the consequences of his/her behaviour and the sanctions used.
- Give pupils time.

Use appropriate language

- Staff need to be aware of the child's level of comprehension.
- Staff should speak in a moderate tone.
- They should NEVER shout or use sarcasm or speak roughly to a pupil.

NB Shouting should ONLY be used to alert a child to danger.

Using long complex sentences and using verbal reasoning with a child who understands only single words is not only unfair to the child but useless as a strategy to change behaviour, i.e. if she/he cannot understand what you are saying how can she/he do as you ask, nor is the child being defiant. Use of simple one-word communication is also

important when a pupil is anxious, since the ability to hear reduces by up to 80% when stressed.

### **Use of rewards**

When giving rewards to pupils we always make clear why we are rewarding, with the intention of making the child properly aware, and of sending signals to other pupils. We know that effective praise helps the child appreciate how his/her achievement is helped and fosters intrinsic motivation. Rewards we give may include smiles, gestures and signs, private or public praise, recording achievements in Records of Achievement, informing parents / carers, displays. These will be individually tailored to suit pupils.

### **Use of sanctions**

When dealing with behaviour we are conscious to always maintain a child's self esteem, and that is the behaviour that is unacceptable, never the child.

Wherever possible we encourage negotiated sanctions that match the offence, Therefore, in discussion with the child we check by asking the child that they understand why she/he is in trouble:

- Establish she/he knows the behaviour was unacceptable.
- Explore the effect that behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage children to think of or offer some alternative strategies.

For many of our pupils, this may not be appropriate to their stage of development, and actually being able to be back on task and interacting/engaging appropriately with staff and peers is a positive outcome.

Sanctions to be used within IBPs must be approved by a member of the Senior Leadership Team and parents.

- Sanctions must only be applied as specified in the IBP
- All staff have a duty to carry out approved behaviour strategies to ensure a consistent approach by all concerned.

### **Prohibited sanctions**

The **Department of Health** guidelines make it clear that the following sanctions are prohibited:

#### **Corporal punishment**

This term is taken to *cover* any intentional application of force as a punishment, including slapping, throwing missiles and rough handling. It would also include punching or pushing in the heat of the moment in response to violence from young people.

#### **Deprivation of food and drink**

This includes the denial of access to the amounts and range of meals and drinks normally available.

#### **Requiring a Child to Wear Distinctive or inappropriate clothing**

This should include any recognisable punishment uniform or badge, and clothes, footwear or hairstyle which are inappropriate to the time of day and/or the activity being undertaken.

### **The Use or the Withholding of Medication or Medical or Dental Treatment**

This would be a dangerous and utterly unacceptable practice and is accordingly totally forbidden in all circumstances, whether as a method of punishment or control.

### **Intimate Physical Searches**

This is totally unacceptable. Searches of clothing or property may be necessary on occasion not as a punishment but, if possible, with the permission of the child/young person.

### **The Use of Accommodation to Physically Restrict the Liberty of Any Child.**

The use of any form of accommodation to restrict the liberty or otherwise isolate any child is totally prohibited, except in premises approved by the Secretary of State for use as secure accommodation and under an order made by the court pursuant to Section 25 of the Children Act 1989 and the Secure Accommodation Regulations 1991. However the use of double or high door handles in classrooms or locking outside doors as a safety measure, and for security precaution when children are **supervised by an adult** would be considered a reasonable measure to prevent a significant risk

## **INTERVENTION**

Staff develop a graded approach to intervention techniques. The term 'intervention' does not only apply to physical intervention, it can and should include a range of non-physical intervention techniques which are used initially. Physical intervention should always be seen as an absolute last resort when all other strategies have been explored and the safety and well being of the pupil and those around them is at risk.

Any form of intervention that is planned should be based on a knowledge of recurring patterns of behaviour for an individual pupil. The planned intervention be used with this pupil should be documented in the pupil's IBP. Techniques used in this situation should be based on principles, skills and knowledge given to staff through training and discussion, along with their professional standards and use of common sense. Princes Primary School uses Team Teach. All staff should be aware of and confident about the use of these strategies.

### **A hierarchy of intervention**

There are a wide range of techniques that could be used to prevent or respond to incidents of challenging behavior. These can be classed as

- Non physical intervention techniques
- Physical intervention techniques

### **Section 5 of the DfES/DoH guidance 0242/2002 describes a hierarchy of intervention~**

This guidance suggests a **five stage model** to avoid, diffuse and respond to challenging behaviours:

#### **1. Causes**

Clearly if these can be ascertained a major step can be taken in terms of avoidance. Do certain things spark the pupil off? For example, frustration, being denied, being corrected, having routines disrupted, sickness, teasing, or requests to do something they dislike. If something like this can be identified then there is a chance of avoiding the situation altogether.

## **2. Avoidance/prevention**

Some literature often suggests that if a situation gets out of hand it is the fault of the member of staff. This is often not the case, as many incidents are unavoidable.

However, some are not, and how the staff member reacts to a developing situation may mean the difference between it subsiding or 'boiling over'.

Staff need to be aware of the language they use (verbal and body), the way we make requests, give instructions, deny pupil requests, or (importantly) correct them when they are wrong or have misbehaved.

When making requests, and particularly denial or correction, staff must assess how important compliance is. For a pupil with severe problems it will not be worth insisting they comply with relatively minor requests (e.g. picking up a pencil). It may be impossible, and unwise to make a stand on every issue. Similarly, where pupils have a strong dislike of a particular lesson or activity, the situation should be looked at carefully and consideration given as to how important it is for them to take part.

Compliance should not be just for its own sake. With avoidance strategies the importance of environmental considerations should not be overlooked, e.g. arrangement of the classroom, composition of the group, noise levels etc.

## **3. Warning signs**

These may or may not be present, but if they are, then they are a cue to attempt diffusion strategies.

These signs are often very specific to the individual, and will become known to those working closest with the pupil. They may include restlessness, provoking others, annoying behaviours, body language, standing up, etc.

## **4. Diffusion**

Assuming all previous strategies have failed and an incident is beginning, there may be ways of calming the situation down. Many of these are done by staff naturally.

These may include distraction (book, game, etc.), humour, physical contact (hug, reassurance), showing concern, and talking quietly and calmly.

For those who can understand it may be possible to offer solutions or temporary solutions e.g. 'Lets go next door and talk about it'

Often a new face appearing with a completely unrelated request can work.

It may often be enough to remove the source of the problem (another child), or the group as a whole. Removing the pupil to another place may also be desirable.

## **5. Physical Intervention.**

If the strategies outlined in 1-4 are unsuccessful or the situation escalates so rapidly that physical intervention is required immediately, then clear guidelines must be followed. These are outlined in detail in the Physical Intervention Policy.

Staff will be called upon in any situation to weigh up the risk of acting as opposed to not acting.

Where physical intervention is used regularly, the pupil's IBP must include the best ways to do this, including which Team Teach Techniques are best to use, where appropriate. A programme must also be in place which seeks to minimise the behaviour.

The use of a restrictive physical intervention, whether planned or unplanned (emergency) should always be reported to a member of the Senior Leadership Team, or, in their absence a Senior Teacher and recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, using the Behaviour Incident Form on IRIS.

Any action must be commensurate with the level of potential harm.

## **NON-PHYSICAL INTERVENTION TECHNIQUES**

These are some of the non physical techniques that can be used with pupils

### **Gentle teaching**

Gentle teaching was developed in response to dissatisfaction regarding traditional forms of behaviour management.

The Philosophy; People who have an intellectual disability and who exhibit severe behaviour problems, have not developed bonding i.e. " mutual ties of affection resulting in the positive value of human presence, participation and reward."

There are a number of strategies

### **Human presence**

We need to learn that human presence signals safety, security and reward. Not frustration, punishment or threat.

### **Human participation and interaction**

Reward is the result of our behaviours with other people. By participating and interacting we gain a sense of pleasure and a belief in the mutual value of people.

### **Human Reward**

The sense of pleasure from being in contact with others.

Behaviour change is not something to be done TO someone; it is something we attempt to do WITH someone.

### **Intervention Strategies**

How we intervene is as important as why we intervene.

- Ignore / interrupt. Re-direct. Reward.
- Environmental management.
- Stimulus control.
- Errorless learning.
- Teach quietly

### **Massage**

This is often seen or understood to be "Therapeutic Intervention". Massage is one of a range of strategies, which can be employed in developing a behaviour management programme.

It should be used in conjunction with other supportive strategies, i.e., environmental, positive interaction, reward, relationship building, relaxation, de-escalation. In school we concentrate on hand and foot massage and staff seek medical advice before using any mediums such as oil, lotions, talc.

Using massage as a strategy;

- Communicate to the pupils what is going to happen.
- Try to use the same room. Use relaxing music.
- Set up the room before massage.
- Establish physical contact with pupil before starting the massage, hold hands.
- Make sure the room is at the correct temperature.
- There is no point in doing massage if its rushed, not relaxing, uncomfortable or stressful for you and the pupil.

### **The learning environment**

Planning an environment will have an effect on the people who experience that environment. Creating a positive learning environment may be a consistent factor in a pupil's school experience or it may be used to create a mini break.

The experience within the classroom accounts for a significant period of the school day. Therefore we should evaluate the environment. Has the classroom be developed to suit others, to give the traditional view of what a classroom should look like? Have we taken into account, colour, sensory overload, the physical proximity of pupils to each other, equipment which is available, could it be of stored out of sight.? Where challenging behaviour may be encountered has the environment been made safe?

Pupils who are on the autistic spectrum may find that certain colours, excessive displays, wall charts etc cause anxiety.

A mini break may be used at any time to redirect the atmosphere in the class, to re-establish the learning environment, to simply take a break from the activity and restart when we are refreshed. It can be a relaxation session to allow pupils time to reflect on the activity, time to positively switch off and, most importantly, to reduce sensory overload.

### **Verbal and non verbal calming**

Non-verbal calming

- Facial expression
- Body language
- Calm; music, space, limited space, massage
- Distraction
- Comforts
- Environment
- Communication
- Eye contact

Verbal calming

- Tone of voice
- Appropriate language
- Reassurance
- Praise
- Distraction
- Humour
- Understanding

## **GENERAL RULES FOR ALL BEHAVIOUR INTERVENTIONS**

- Be sympathetic; there is a reason for the child's behavior. It's up to us to work out why
- Consistency is essential from all people dealing with the behavior. Make sure everyone is aware of specific strategies eg mid day assistants, staff who may encounter children in other areas of the school, volunteer helpers etc
- Agree strategies with parents so that response is consistent between home and school
- Keep responses to behaviours as calm as possible. The more you respond, the more the child is likely to react and escalate the behavior
- Always keep the strategy positive. Never tell the child what you don't want them to do; show them what is required
- Pre-empt the unwanted behavior eg if you know a child is likely to rip books, keep them out of general reach and only present them in a controlled situation
- Remember any strategy will take time to take effect; give it a chance
- Once a strategy is applied. The behavior is likely to escalate before it gets any better
- A strategy may begin to work, but as the child begins to understand what is going on they may change the behavior so staff will have to think again
- Always discuss any behavior strategy with all class staff. We all see different things and have different views about a child's behavior. This can be very useful when formulating a strategy
- Be firm, positive and consistent
- What works for one child won't work for all