



Growth Through Understanding

## **BEHAVIOUR MANAGEMENT POLICY**

### **Part 1**

#### Rationale

The safety of our pupils is of paramount importance to everything we do at school and the Behaviour Management Policy is one of a suite of policies at Thomas Bewick relating to safeguarding of pupils.

Thomas Bewick School endeavours to provide quality education in a caring, supportive and ordered environment, preparing and encouraging all pupils to participate fully in the life of their home, school and community.

Behaviour management is seen as an integral part of the curriculum, essential to effective teaching and learning and includes those arrangements that are made to encourage good behaviour in pupils, the quality of life in the school, the functioning of the school as an orderly community and the self-discipline of the pupils.

#### Aims

- To create a safe and secure environment for pupils and staff in which the rights of all are acknowledged
- To create a positive learning environment in which the attitudes and actions of the pupils are reflected in the effectiveness of learning
- To provide a planned curriculum with activities matched to pupils strengths and areas of need
- To foster mutual respect and develop self esteem
- To achieve a consistent whole school approach to positive behaviour
- To develop communication and partnership, working together with parents and where appropriate with the involvement of other agencies

### **Part 2**

#### A Positive Approach

Promoting positive behaviour and the day-to-day management of pupils is the responsibility of all staff in the school. Pupils should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Developing inter-personal relationships is essential and staff should be able to demonstrate positive regard and foster good relationships with pupils.

A positive approach makes allowances for the fact that pupils take time to learn and will make mistakes. It emphasises what pupils are doing well, rather than focusing attention

on their mistakes and inadequacies. Ultimately, its aim is to enable pupils to begin to manage self-discipline, to take responsibility for their own actions and treat others – and themselves – with care and respect.

#### *A positive approach:*

- Establishes and maintains clear boundaries

A simple set of rules has been established and agreed by pupils and staff to ensure that expectations are clearly understood and enable everyone in the school the opportunity to follow consistent approaches in promoting positive behaviour and a safe environment. Teachers also encourage their class group to develop their own class rules. These are simple and few, appropriate to the age and development of the pupils, and focus on positive statements rather than negative.

- Rewards positive behaviour

Pupils need to know that what they are doing or the way they are behaving pleases us and the use of praise and rewards is significant in the learning process for every pupil. They can be used by an adult or peer to reinforce desirable behaviours, encourage the acquisition of skills and contribute to the development of pupils' self esteem and confidence.

#### Praise

Praise that is effective should be whole-hearted, attentive and genuinely enthusiastic. It can reinforce positive work, attitudes or behaviour.

Positive feedback may be simply given through non-verbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in a workbook or home-school book) and should make clear 'why' and 'what' he or she is being praised for.

#### Rewards

Rewards may offer further encouragement to help shape desired behaviours or actions. Individual pupils may be rewarded, for example: through opportunities for choosing favourite activities or another preferred reward. The use of Let's make a Deal cards (LMAD) can be very effective in giving pupils a visual reminder of what they are working towards. Class systems are also an effective way of building towards a class treat or reward. This could involve building up visible units on a chart towards a target or involve filling a jar or receptacle with objects in such a way as to involve the pupils working together towards a common goal.

All pupils participate in a whole school assembly on Friday morning where effort and achievement is celebrated and certificates can be awarded.

- Uses reasonable responses to negative behaviour

As part of classroom management processes it may be necessary to deal with inappropriate behaviour or incidents. Pupils may need to be given guidance about their behaviour but in such a way that is constructive rather than being critical e.g: using 'I' statements rather than blaming 'you' messages (e.g. 'I feel disappointed/annoyed when .....'), using statements that tell the pupils what to do, rather than what not to do ('Feet down' rather than 'No kicking') giving them information about how to improve the behaviour in a clear and concise way

Some minor forms of behaviour are better if they can be ignored rather than given attention. Praising pupils and giving attention to those who are behaving as you want can be a powerful motivator for a pupil to change his/her undesirable behaviour.

**Behaviour that constitutes a risk to the pupil, to others or to property / surroundings should never be ignored.**

Try to praise the pupil when he/she is doing what you want as soon as the undesirable behaviour stops – without making any reference to the earlier bad behaviour.

- Offers choices and consequences

Offering pupils choices with related consequences helps them to understand that they are responsible for their behaviour. When giving choices and consequences, the emphasis should be kept on the positive ('If you do ..... you can') is a more effective incentive than ('If you don't ..... you can't'). Keep it simple – the use of 'First.....then.....' cards can be a very powerful tool for those pupils who need a visual reminder (First work, then play)

Positive approaches to classroom management

The whole school curriculum provides opportunities to model and practise positive behaviour management but there are also planned opportunities within the curriculum to facilitate the development of personal and social skills, building self esteem and independence through elements of the PSHE (personal, social and health education) curriculum and to develop a greater awareness of Social, Moral, Spiritual and cultural issues through the assembly programme and RE curriculum.

The Learning environment

How activities or lessons are planned and carried out will substantially affect pupil participation and response. The following pointers are associated with effective teaching and learning:

- Noise level – different classroom activities should be conducted at different levels of acceptable classroom noise
- Decide how to group pupils in order to maximise effective teaching
- Ensure that the activity begins on time with all pupils engaged
- Ensure reward systems and other visual cues are in place
- Ensure that different pupils' abilities are acknowledged beforehand
- Ensure that pupils are aware of personal and group targets by the end of the lesson
- Ensure even attention is spread around the room
- Praise effort continually by giving feedback on pupil performance – verbal or tangible
- Enable pupils to ask for help
- Ensure all materials are available before the activity begins
- Set clear transitions between one activity and another. If possible, bring pupils together as a group at the beginning and end of activities

### Part 3

#### Responding to challenging behaviour

There may be occasions when staff are required to manage situations in which pupils have not responded to the positive approaches set out above. Staff will need to choose a response appropriate to the situation and the pupil's level of understanding.

- TIME OUT may be a useful tool for helping pupils to calm down when agitated. It is not intended to be a punishment, banishing the pupil, but an opportunity for the pupil to leave the situation that has triggered the agitation, to become calmer, to reflect on their behaviour, where possible, and to make a fresh start. It should be reserved for behaviour that the pupil knows is unacceptable, and not used at random for minor misdemeanours. If a pupil is often agitated, it is helpful to consider why he/she might be feeling this way – and to respond to the trigger as well as the behaviour.

#### Before using Time Out

1. Explain clearly to the pupil what Time Out is
2. Establish the rules that warrant Time Out (e.g. hurting someone)
3. Pick a low stimulus Time Out place

#### When the pupil is calmed

4. The teacher or staff invite the pupil back to the group
5. Praise the pupil now that he/she is calm and support him/her back into the lesson activity

- A consequence may be applied

To be effective, a consequence such as loss of privileges requires a well-established ethos in which some enjoyable/motivating activities can be earned.

The pupil must be aware of the level of behaviour that would trigger a loss of privilege. Staff will need to decide whether there is a mechanism for the pupil to earn back the privilege.

- Summoning help – “CODE RED”

In difficult situations the support of colleagues should be sought. Avoiding the ‘got to win’/‘got to see it through at all costs’ mindset can be difficult to achieve and a new face can sometimes de-escalate a situation. Be clear what you want to use the help for – to take over, to assist with the pupil, to sort out the class, to witness etc.

If staff see a colleague managing a difficult situation, ask calmly if you can help, but try to respect the response of the member of staff involved i.e. do not join in reprimanding the pupil unless asked to do so.

Where necessary, staff should seek additional support by announcing “Code Red” and stating the location of the incident on a radio. Once code red is called, a first responder must announce that they are on route to help.

- Where a pupil is persistently disruptive or challenging, a record should be kept of incidents in the classroom or the school. At this stage, structured observation and recording or a behaviour assessment of the pupil is useful to provide further details of triggers and responses.

All pupils will have a Positive Handling and Behaviour Management Plan (PHBMP) which specifies strategies to manage, support and improve behaviour. It may also be useful to conduct a sensory profile assessment with the OT and parents to look at the pupil's sensory needs; a sensory programme throughout the day may eliminate inappropriate behaviours and improve the pupil's general well-being.

### Physical Intervention – Lifting, Handling and Restraint

#### **Please also refer to Team Teach and Positive Handling Policy**

Some pupils across the age groups require supportive physical contact as part of the normal programme of work in school. In the early years' setting the use of physical prompts is seen as part of normal practice, and there will be situations when it is necessary to lift a small pupil.

#### Lifting and handling young pupils

Lifting a small pupil should be considered in situations where:

- i) there is a risk of injury to the pupil and/or others
- ii) there is risk of significant damage to property
- iii) the pupil is behaving in a way that is compromising good order and discipline

However, it should only be considered as an option when the following judgements have been made:

- a) not lifting the pupil is likely to result in more dangerous consequences than lifting the pupil in terms of injury to the pupil and/or staff
- b) this response is in the paramount interest of the pupil

#### Restrictive physical intervention

Restrictive physical interventions should only be considered as a last resort to support pupils in times of crisis and should only be used:

- i) where there is risk of injury to self and/or others
- ii) where there is risk of significant damage to property
- iii) where a pupil is behaving in a way that is compromising good order and discipline

However, it should only be considered as an option when the following judgements have been made:

- a) not intervening is likely to result in more dangerous consequences than intervening
- b) alternative calming and defusing strategies have failed to de-escalate this situation or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury

- c) this response is in the paramount interest of the pupil

#### Definition and context for restrictive physical intervention

Restrictive physical interventions/physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of barriers to restrict movement would also be considered to be a restrictive physical intervention.

Physical prompts or manual guidance from which a pupil can release him/herself without difficulty do not fall within this definition.

#### Guidelines for physical intervention

The use of physical restraint should be used as the last resort. All other methods of managing the behaviour should be used first, including listening to the pupil, talking to the pupil, asking for others to withdraw, using calming strategies and negotiating. Physical restraint must only involve the minimum force necessary to maintain good order and safety. It should be applied only until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible, e.g. talking rationally and calmly to the pupil and explaining what is happening, why, and when it will end.

Physical intervention should be used to de-escalate a potentially dangerous situation. It should not be used as a threat or a punishment.

There should be careful planning of responses to individual pupils known to be at risk of self-harming, or of harming others, with pre-arranged strategies and methods which are based upon a risk assessment. Where physical intervention strategies are planned, these should be agreed in advance by a multi disciplinary or school based team working in consultation with parents/carers and the headteacher or senior teacher.

Where pupils have exhibited challenging behaviour, it will be expected that they will have a positive behaviour management programme (IBP) in place which has been prepared in consultation with parents/carers. This programme will identify

- the triggers leading to / causing the challenging behaviour
- teaching targets for more effective behaviours
- how to adapt the environment to optimise the probability of effective behaviour
- a programme of positive reinforcement and appropriate sanctions
- the early warning signs of challenging behaviours
- defusing and calming strategies to employ when the early warning signs are exhibited

It is expected that a positive behaviour programme will be in place for every pupil whose behaviour has required physical intervention or restraint. This programme should include a description of the method of physical intervention that will be used and will be subject to a termly review.

Parents/carers must be informed if physical restraint has been employed and should be consulted with, and involved in, the development of the behaviour management programme.

It is important that a multi-agency approach to supporting pupils with challenging behaviour should be adopted wherever possible, with other agencies involved in the care and/or support of pupils, informed, and involved in management programmes and/or planning.

The Social Services Department should be involved if the pupil is in the Public Care of the Local Authority (i.e. looked after).

### Self Defence/Emergencies

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of restrictive physical interventions to an absolute minimum. However, staff should be aware that, in an emergency, everyone has a right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury, or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. (Education and Inspections Act 2006.)

### Reporting and Recording

In all incidents where physical intervention/restraint has been used the following actions must be taken:

- 1) The Head Teacher or leadership team must be informed as soon as possible( on day of incident)
- 2) Parents/carers should be informed – depending on the seriousness of the incident
- 3) The staff involved must complete a written record (Appendix 1 – Incident Report and Management form) as soon as practically possible. This should be completed within 2 working days and should take note of any other people present who may act as witnesses if required.
- 4) In circumstances where the restraint has caused significant concern it is recommended that the school notify the appropriate Officer in the LA (e.g. Head of Education Social Work service, Principal Educational Psychologist, Head of Education Child Protection Unit etc.)
- 5) Schools to keep a central file of all incident reports (on both the primary and secondary site)
- 6) The incident should also be entered in a log book kept specifically for this purpose. This log book will be reviewed on a ½ termly basis.
- 7) All incidents will be recorded on the school network
- 8) All record sheets and the log book will be kept securely in the Administration area.

### Review and Monitoring

The following procedures should be considered on a regular basis

- health and safety procedures
- reporting and recording procedures
- school policy on behaviour, discipline and physical restraint
- individual pupil's behaviour programme
- staff training needs, including induction
- monitoring the effects of the incidents on pupils and staff and provide support where necessary
- obtaining support from outside agencies as appropriate

The Head Teacher should be satisfied that the course of action taken during the incident complied with the school's policy and the Local Authority guidelines.

### Post-Incident Management

Following an incident in which restrictive physical interventions are used, both staff and pupil should be given separate opportunities to talk about what happened in a calm and safe environment. Staff need to ensure that the pupil is comfortable and offered a drink if needed. Post incident interview should be designed to discover exactly what happened and the effects on participants. They should not be used to apportion blame or punish those involved. If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they should receive prompt medical attention.

### Authorised staff

The 1996 Education Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, who have control or charge of pupils, provided they have been authorised to do so by the Headteacher. In Thomas Bewick School this will include teaching and learning assistants employed by the school. All staff will have a copy of the policy and guidelines for behaviour management/physical intervention and will be aware of and understand what this authorisation means. Training and guidance in Team Teach is a requisite for all staff.

### Staff Training

The school follows the Team Teach guidelines for positive behaviour management and the use of restrictive physical interventions. The whole school staff team have Team Teach training on a regular basis; this comprises of the Basic Training 2 day programme for new staff and 2 yearly refresher for those already accredited.

All staff who have had the training should be familiar with the Team Teach guidelines and the school's Safeguarding Policy. New staff will receive Team Teach training as part of their induction programme.

### References and further information

DfEE circular 10/98: Section 550A of the Education Act 1996: The use of force to control or restrain pupils

Guidance on the use of Restrictive Physical Interventions for staff working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders: DfES/DH Guidance, Jan 02

Physical Interventions: A Policy Framework (BILD)

The Team Teach Approach – course information

Use of Reasonable Force DfE 2011

All sections of the behaviour management policy should be reviewed on an annual basis.

The policy statement was first agreed in: January 2007

Reviewed and updated: February 2009, September 2010, September 2011, September 2012, September 2015