

RIVERSIDE SCHOOL



Behaviour Management Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

1. Introduction

The school's behaviour management policy has been updated following consultation between staff, parents, governors and representatives of the local education authority, e.g., the school's educational psychologist. All school staff have ownership of the policy and have a commitment to it. The policy will be reviewed regularly.

2. Rationale

The school prospectus and several of the school's policies place a high emphasis on positive behaviour support. The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives.

We recognise that successful management of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models. All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g

- ☑ teaching right from wrong,
- ☑ honesty and fairness,
- ☑ respect for others,
- ☑ the importance of getting on with people and establishing positive relationships,
- ☑ self discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies e.g., pupil behaviour support plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour. School staff should be aware of recent legislation, research, relevant literature, local guidelines and successful practices elsewhere related to the field of behaviour management.

We recognise that challenging behaviour, however it manifests itself, is a barrier to learning and that positive behaviour is a necessary pre-requisite to effective teaching and learning. The school recognises the importance of a whole school approach to behaviour management.

3. Aims

At Riverside School, we aim:

- * to create a school culture where positive behaviour promotes learning,
- * to create a school culture which has respect for the child at its centre,
- * to create an environment of calm and good order,
- * to have positive expectations that pupils will behave well, with courtesy and with self-discipline,
- * to create sound systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to challenging behaviour,
- * to provide training, structures and support for all, including parents,
- * to work in partnership with parents.

4. Understanding Challenging Behaviour

At Riverside School we understand challenging behaviour to be behaviour which:

- prevents pupils' participation in appropriate educational activities;
- usually isolates them from their peers;
- affects the learning and functioning of others;
- drastically reduces their opportunities for involvement in ordinary community activities;
- makes excessive demands on teachers, staff and resources;
- places the child and/or others in physical danger;
- makes the possibilities for future placement difficult.

(adapted from Emerson et al 1987)

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

5. Strategies for promoting positive behaviour

Positive behaviour can be facilitated by:

- Establishing a school community in which the general environment is calm, well ordered and disciplined.
- Providing highly personalized, motivating learning opportunities and consistently offering lessons that are worth behaving for!
- Setting a good example by behaving in the way you want pupils to behave.
- Being positive - highlighting and praising children's positive behaviour.
- Preventing difficult behaviour, - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the pupil.
- Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e., ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities which are matched to pupils' strengths and weaknesses, with high expectations and a belief in their learning potential.
- Focusing upon teaching language and communication (this may help pupils influence others without having to display challenging behaviour), e.g., offering opportunities for students to opt out, offering choice- making opportunities, etc..
- Helping the child to anticipate the sequence of daily events and activities (e.g., cues towards the end of activities, symbol timetables, etc.).
- Providing opportunities when pupils can opt out of activities.
- Conveying expectations clearly and providing consistent positive feedback.

- Making sure that adults respond to pupil behaviour in consistent ways and ensuring that all staff are aware of new methods of working.
- Providing written protocols (behaviour management plans) which describe clearly how staff should respond to pupils' challenging behaviour, when it occurs. These plans provide a fixed point of reference by which staff can monitor their own and their colleagues' adherence to agreed procedures.
- Encouraging staff tolerance and understanding of children's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing highly structured, predictable environments and routines for pupils who benefit from them.
- Monitoring children's stress levels and offering escape mechanisms.
- Teaching pupils self-management strategies, perhaps involving physical cues.
- Conveying expectations clearly and providing consistent feedback.
- Incorporating aspects of positive behaviour across the curriculum, for example through collective worship, PSHE and emotional literacy work.

6. Observation, Analysis and Assessment

Staff are familiar with looking at ways of understanding children's behaviour, in particular 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.

We appreciate the best way to enable a pupil to change their behavior is to truly understand the 'why' behind the behavior. Once we do that interventions can be targeted and meaningful. Analysis of behavior is vital in order to be able to do this and as a result we are committed to using the Solar for Schools behavior assessment to enable us to do this effectively.

7. Team Teach

Staff are trained in 'Team Teach'. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work.

In essence Team Teach allows staff to be strong with their presence but gentle with their touch.

Staff take a 12 hour course which is 'topped up' with regular follow up support. All appropriate Riverside class staff have completed the course. Further information can be found on their Website www.team-teach.co.uk

Additional Advanced Team teach training has been undertaken by nominated staff to offer additional support.

8. Rewards

The following system of rewards have been agreed by the school. Any system of rewards should recognise that the long-term aim must always be to encourage children to behave because of their sense of right or wrong and/or because of their self-esteem and self-satisfaction.

Approved rewards

- Praise,
- Public praise - e.g., to the group, class, department or whole school (e.g., in assembly),
- Praise communicated to parents, - e.g., in the home-school notebook,
- Special marks of achievement, e.g., certificates, stickers or other award schemes, Being given a special responsibility,
- Time on a favoured activity,
- Time with a favoured person. Elective use of blue room

9. Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. It is important that sanctions do not undermine a child's sense of worth. We firmly believe that it is the behaviour which can be criticised, not the person. We can insist that a penalty is paid, whilst at the same time re-assuring the pupil that he / she is liked and wanted. Sanctions should be explained fully and sensitively to the pupil - to include reasons for the sanction. Sanctions should be relevant to the age, understanding and general aims for the person. They should also be realistic and sensitive and contemporaneous, i.e., applied as soon as possible after the behaviour. Where practicable, sanctions should not be disruptive to the other pupils.

Approved sanctions

- 'Being told off' - a pupil can be told off and / or taken to another member of staff for further words. It might be appropriate for a message to be sent home about a pupil's behaviour.
- Restitution - a pupil might be asked to pay something towards the 'cost' of making things good - a token or symbolic amount.
- Reparation - a pupil might be asked to do a chore to compensate for the misbehaviour. The chore should be relevant to the situation and appropriate to the pupil. Chores should not be demeaning or futile and should usually benefit the community rather than an individual.
- Restriction - a pupil may be 'kept in' for a reasonable period or not allowed out unsupervised, or he or she may experience temporary removal of privileges.
- Separation - a pupil may be separated with discreet supervision within the room or within another area of the classroom (where the child can be seen at all times) for a short time in order to receive no rewards.
- Fixed-term exclusions in line with LA policy and to be used after all other interventions have been tried

10. Forbidden sanctions

The following sanctions towards school pupils are prohibited, either on or off the school premises:

- Corporal (i.e., physical) punishment in any form, including rough handling.
- Deprivation of food or drink.
- Restriction or refusal of parental contact or contact with friends except where it is an agreed plan or for protection.
- Wearing of distinctive or inappropriate clothing as a punishment.
- Use or withholding medication or medical or dental treatment.

11. Physical Restraint

Incidents in recent years have heightened national and local concern about some more 'aversive' methods of behaviour management in schools and residential homes. This has resulted in new legislation, new guidelines and a much sharper focus upon accepted forms of behaviour management.

Staff at Riverside are reminded to consider 'How they would feel if it were their child?' and keep this at the forefront of their minds every time they are supporting a pupil who is displaying challenging behaviour.

Physical restraint should ONLY BE USED:

- rarely and as a last resort,
- If it is reasonable, proportionate and necessary,
- as part of a total response to the pupil,
- when all possible alternatives have been considered,
- as a part of a structured, systematic individual behaviour support plan,
- when the purpose of physical restraint is to restore safety,
- when it can be justified as being in the paramount interests of the child,
- when the child is considered to be in immediate danger of harming self or others,
- when it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour.
- when its implementation is fully recorded,
- by staff who have been fully trained in behaviour management and who are conforming to the guidance set in the school behaviour management policy

Restraint report forms must be completed and submitted to the Head Teacher – please see *Appendix 1: Report for recording incidents when a child has been restrained*.

The use of force is in line with DoE guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

12. Individual behaviour support plans

Sometimes the general structure and ethos of the school 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. They provide everyone who works with the pupil with a greater understanding of the reasons behind the pupil's behaviour and what they can do proactively to promote positive behaviour for learning rather than just managing the behaviour when it occurs. They should be written succinctly and in clear language. They should be drawn up ideally in consultation with parents / carers and other agencies, e.g., the school educational psychologist. An example of a behaviour support plan proforma is given in *Appendix 2*.

Individual plans are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming in to contact with a child on a behaviour support plan can demonstrate familiarity with its content. It is also important that staff are regularly and properly supervised when involved in behavior support plans. Where appropriate, it is desirable for the young person him/herself to be involved in agreeing behaviour support plans.

13. Reflection and Repair

The school values the importance of reflecting on events and also the need to 'repair' relationships after incidents. Staff reflect in class and department teams and use this reflection to constantly update Behaviour Support Plans as well as refining best practice. 'Repair' is very student specific and may range from an in depth discussion with a more able student to a hand massage for a student working at early developmental levels.

14. Appropriate Touch & Complaints

Please refer to the school Moving and Handling, Safeguarding and Complaints Policies when considering these associated areas. They can all be found on the school website www.riversideschool.org.uk

15. Monitoring and Evaluating Policy

This policy will be reviewed regularly.

Riverside School

Appendix 1

Report for Recording Incidents When a Child has been Restrained

Child's Name:	Date of Birth:	
Date of Incident:	Time of Incident:	Place of Incident:
Names of Adults Involved:	Other Children Involved:	Witness to Incident:

If appropriate, please attach witness statements.

Events leading to Incident	
What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present?	

Behaviour of Child	
What behaviour alerted you to the fact that the child was struggling to cope or becoming anxious?	

Response from Adults	
What strategies did you use to de-escalate the situation?	
Before restraining the child what was the response from the child or from others?	

Reason for the Restraint	
<p>What was the specific risk to welfare of the child or others i.e. did you restrain:</p> <p>(1) To prevent physical harm to themselves or another person.</p> <p>(2) Prevent child from running away and putting</p>	

Description of Restraint	
<p>What method or type of restraint was used and were there any complications that arose during the restraint?</p>	
<p>How long did the restraint last?</p>	

Conclusion of Restraint	
<p>How did the restraint come to an end, and what help and support did you offer to the child?</p>	

Links to Behaviour Support Plan	
<p>Was the intervention and restraint linked to the child's behaviour management plan (BSP) and in what way?</p>	

Changes in Interventions to reduce the need for future restraint	
<p>What changes and further considerations need to be thought about for the child's BSP to reduce the need for</p>	

<p>Date and time that parents/carers were informed:</p>	
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Staff Members Signature:

Date:

Head Teacher's Signature:

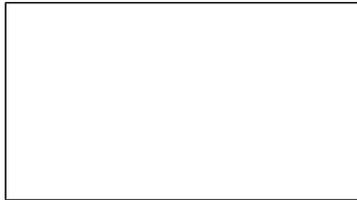
Date:

Behaviour Support Plan

Name:

Age:

PHOTO



Date of BSP:

Review Period: Weekly, monthly, half termly, other (please specify):

Date for Review: _____

Rationale/context

Why has the BSP been created?

What are its main objectives?

How does it inform the adults to enable them to support the child when they find a situation challenging?

Here's how you can help me to **avoid** getting into difficulty, by identifying what situations I may find challenging and taking action **before-hand** to support me, **before** my behaviour makes it difficult for me to learn

Curriculum:

Environment:

People:

Behavior

	My Triggers	My Behaviours and function (what they do for me)	Support	Resolution
1				
2				
3				

As a last resort, I may need physical support to keep me and those around me safe.

Restrictive Physical Interventions. What Team Teach-approved RPIs should be used and in what circumstances?

Behaviour	RPI

Class Teacher..... Date:.....

Phase Leader..... Date.....

Parent/Carer..... Date:.....