



## Positive Behaviour Policy 2018

Date to be reviewed: October 2020

Person Responsible: Tracy Tandy - Behaviour Lead

### Policy Objectives :

- To provide guidance for staff, parents, governors and other stakeholders regarding how we keep children and young people safe
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

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## **Key Beliefs**

At Old Hall School we believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

### **Adults can support children and young people in our school by:**

- The quality of our relationships with each other and the pupils
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

### **Scaffolding consists of:**

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

## **Key Beliefs Explained**

### **We believe that:**

Children and young people want to behave well

- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

**Behaviour and Communication - how children behave gives us important information about how they are feeling.**

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement. Children and young people can learn to improve their behaviour.

Children and young people at Old Hall find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Old Hall we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences.

This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

## **Adults can support children and young people by:**

The quality of our relationships with each other and them

a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our children and young people.

b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to.

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat children and young people with dignity and respect at all times eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Invest in your relationships with the children and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children, we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

## **The quality of our provision:**

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group eg equipment, staffing, sensory needs, support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self-esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Personalised learning to ensure that we meet each child or young person at his/her point of development
- Where appropriate, include the children and young people in the target setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, ie descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

## **The scaffolding we put in place – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully**

The scaffolding rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

**Routines** support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

**The language of choice.** This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

**We link consequences to the choices they make, to help them make the best choice.**

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

## **Rewards and Consequences**

Rewards

- Descriptive praise
- Symbolic rewards
- Dojo points
- Communication with parents and carers to inform them of the behaviour or achievement through Class Dojo
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, bike, IPAD, choice time)
- Rewards should be instant where possible to aid understanding
- They are linked to positive choices and achievements.
- They focus on the specific behaviours we wish to improve.

### **Consequences**

In order for consequences to be effective staff will consider:

- Is the consequence acting as a deterrent?
- Is the consequence applied consistently?
- Does the child understand why the consequence is in place?
- Does the consequence fit the behaviour?
- Is the consequence fair?
- Is the consequence applied calmly?
- The consequence should be instant to aid understanding.

### **Consequences that have been agreed for use in school in dealing with minor incidents:**

- Conversation regarding what behaviour is required
- Time out offered or may need to be directed where necessary
- Speaking to the pupil in order to understand the underlying problem
- Show of disapproval by change of face/ or voice
- Warning, reminder of the rules
- Missed playtime (Only for those who understand why?)
- Remove the pupil from the environment in order to reduce anxiety
- Withdraw of positive reinforcement/ praise for a short time
- Pupil to work in a less stimulating environment where they are able to regulate better
- Use of social story to understand about the unwanted behaviour

It is important for adults to reflect on situations and question was there anything that could have been done differently to support the pupil.

## **Reparation**

Reparation means repairing relationships, or 'making good' in some way. We believe that children and young people should always be given the opportunity to repair relationships and that they want to do this.. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

## **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg 'I liked the way you came the first time I asked.' 'I noticed how kindly you supported \_S\_. Thank you.' 'Thank you for returning to the activity so promptly.' We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

## **Children and young people with exceptional behavioural needs**

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour. We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment, Behaviour Plan and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person in an appropriate way, parents/carers and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, SEN Children's Team and medical specialists
- Parental and family support to implement changes in strategies

## **Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded as an incident
- Parents and carers should be informed by staff via telephone or in face to face contact



- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
  - Children and young people need to be supported according to their developmental level to develop appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
- Further guidance is available in the school's Anti-Bullying Policy which is available on request from the school.

### **Discriminatory language/incidents**

- Although quite rare, incidents that include elements of racism, homophobia, sexism or those related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Where children use discriminatory language without understanding its impact, this must be viewed as an opportunity to teach children how to be respectful to each other.

Further guidance is available in the school's Equalities Policy which is available on request from the school.

## **Physical Intervention**

### **Principles**

Physical intervention should, wherever possible, be avoided. However there are occasions when the use of physical intervention is appropriate. When physical intervention is used it is to be in a way to maintain the safety and dignity of all concerned.

### **Practice**

- Physical management of pupils will only be used in the accordance of the LEA guidelines
- All staff at Old Hall School are trained in Team Teach, as soon as possible following joining the School
- Physical intervention will only be used when all other methods to calm the situation have failed. (There are some occasions where emergency physical intervention needs to be used immediately in instances of; prevent injury to the person or other persons in the area, pupil to adults, serious damage to property)
- The minimum intervention will be used for the shortest amount of time
- No equipment will be used to restrain a pupil
- Where there has been an unplanned physical intervention, parents will be contacted and notified
- When the need for physical intervention is felt necessary, staff involved will work with the Behaviour Lead to create a Positive Handling Plan.
- When physical interventions have been used these will be logged on the behaviour Incident report electronically.
- Should a member of staff be injured in an incident then the member of staff will complete the LEA form with regards to Violence against educational staff and this be sent to the LEA

Where any physical intervention has taken place, staff must complete the Bound Book and notify the Behaviour Lead. The number from the Bound Book is then to be added to the electronically completed behaviour Incident report electronically

Where injury has occurred to the pupil as a result of physical intervention this must be reported to the parents and recorded on the incident log electronically as well as a first aid form completed and SLT notified.

If an allegation is made against a member of staff in relation to any behaviour management strategy, including Physical Interventions, the Schools safeguarding will be followed. (See Safeguarding Policy).

## **Restricting Liberties**

At the school, children and young people may never be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

Where Health and Safety becomes compromised some classrooms due to the individual needs of the children within specific classrooms, adapted high handles or keypad handles to reduce the risk of an incident are installed. Where this is deemed necessary risk assessments will be completed to assess all risks and then regularly monitored. Where there is no risk of harm/incidents to pupils all door handles will be standard.

**Contingent touch** may be used appropriately eg pat on shoulder in a public place, in the appropriate context

**Holding** may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature eg the child or young person is led away by hand/arm/around shoulder (using Team Teach practices) or for very young children it may mean more direct physical support – cradling or hugging. Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

**Monitoring** requires consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via monitoring and reflection.

The Behaviour Lead monitors Behaviours weekly, identifying concerns, progress in behaviour and then discuss this with staff, outside agencies and provides support in regards to implementing strategies.

## **Parents**

As a school we acknowledge the importance of working with parents to achieve good behaviour both at home and in school. This is done by:

- An open door policy
- Home/School online instant messaging
- Ongoing conversations with parents via phone
- Parental conversations at IEP/Review meetings/medical meetings

- Parent workshops
- Family Liaison