

# Samuel Pepys School



## Positive Behaviour Management Policy

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## **Introduction**

This policy provides the framework through which a positive school ethos for pupils learning and personal development can be created and sustained. It has been developed from school-based consultations, training sessions and the pooling of advice and ideas from within the school and from outside agencies, such as CAMHs, Health and Educational Psychologists. A working partnership with families is essential to promote successful outcomes for all pupils. It is recognised that pupils who receive a consistent approach from school and home are most likely to develop strategies that lead to them managing their own behaviour with increasing independence.

Throughout this policy the term staff is used to imply all who work in the school, whether as employees, in a voluntary capacity, or when placed here for work experience. The impact of the policy will require all staff to understand and apply the policy consistently to promote the acquisition of positive behaviour in all pupils based upon mutual respect and supportive relationships.

This policy should be read in conjunction with the school's vision, core purpose, values and aims. This policy should be read in conjunction with our Touch Policy 2016 and the Cambridgeshire LA Policy and Guidance on the Effective Management of Behaviour 2013. Our policy and practice is compliant with section 89 of the Education Inspections Act 2006.

## **The aims of this policy**

- To agree and adopt practices which bring clarity and consistency to the ways in which we celebrate achievement, reward effort and manage pupils positively.
- To reduce the frequency and intensity of incidents of challenging behaviours.
- To develop safer management of pupils and to keep everyone safe.
- To improve pupils self esteem and their attitudes to learning.
- To underpin the climate in which all pupils feel safe and are free from concern for physical or emotional abuse and all forms of harassment.
- To ensure all staff recognise that physical restraint may only be used as a last resort, in exceptional circumstances and always in the best interest of the pupil.

## **Definition of behaviour**

Behaviour is a means of communication and all behaviour has a functional element. Challenging behaviour can be described as a communication of 'unmet needs'. When supporting someone who is exhibiting challenging behaviour we need to look at what message the pupil is attempting to convey. We therefore need to interpret behaviours with care to try and consider the underlying issues (such as pain or distress).

Challenging behaviour can take a wide variety of forms from passive isolating behaviour to severe acting out and incidents of aggression. We understand challenging behaviour to be behaviour which:

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects the learning and functioning of others
- Reduces the pupils opportunities for involvement in ordinary community activities
- Causes significant stress and additional demands on school family and carers.
- Places the pupils or others in physical danger.
- Damages property
- Is self injurious

## School vision and ethos

Our school vision is to have high expectations and relevant, functional targets for every pupil and staff team member within our supportive and innovative learning community; a school where we are all curious, motivated and proud of our achievements.

At Samuel Pepys School we expect to achieve:

- Mutual respect and high standards of behaviour from our pupils and their willingness to cooperate and engage in learning.
- A school culture that recognises and celebrates achievement
- Relationships free from any form of bullying or harassment and which encourage everyone to demonstrate respect and to show care and consideration for others and of their property.
- A school free of social, ethnic, religious or sexual discrimination
- A sensitive tolerant constructive attitude from staff toward challenging behaviours exhibited by pupils.
- Flexible curriculums that fully meet the needs of all our pupils and provide positive experiences of learning that build communication skills, self-esteem, personal confidence and independence.
- Recognition of individual learning needs and styles which shape a personalised learning experience for pupils.

## Preventive approaches

The teaching and learning approaches we adopt are fundamental in addressing challenging behaviour. The development of **effective communication skills** and the **careful management of the environment** are essential in minimising the incidents and impact of challenging behaviours.

We believe that positive behaviour needs to be encouraged and we will seek to:

1. Get to know each pupil well, a strong relationship based on trust and respect is one of the most effective preventive measures.
2. Value all pupils and have high expectations of them.
3. Provide a consistent approach, set clear boundaries and manage change such that the environment is secure, stable and predictable, using class timetables, daily and individual schedules.
4. Communicate clearly so pupils understand what is expected of them.
5. Provide positive role models and relationships based on respect and dignity.
6. Establish a curriculum accessible to individual needs where activities are motivating and appropriate to the pupils' age & ability, providing a constant challenge.
7. Develop positive self-image and self-esteem.
8. Be non confrontational and provide choices and opportunities for pupils to take responsibility for what they do.
9. Establish positive group dynamics and class rules devised with pupils.
10. Teach pupils positive and affective ways of communicating needs and feelings.
11. Give time to listen and respond to pupils' communication.
12. Respond thoughtfully to pupil communications and acknowledge their feelings. e.g. it may be unreasonable to kick or bite but it is not unreasonable to feel cross or unhappy.
13. Remain calm under pressure, seeking help from colleagues.
14. Walk away from a situation if we feel we are losing control. Accepting help from colleagues.
15. Ensure pupils have a voice, individually and collectively via the schools council

16. Review and develop learning environments and meet the needs of learners and monitor their impact and effectiveness

## Encouraging appropriate behaviour

To maintain a positive culture of reward and encouragement within our school we strive to:

1. All staff throughout the school day must be involved in encouraging, supporting and reinforcing positive behaviour whenever and wherever they interact with pupils. We aim to provide exciting learning opportunities that are intrinsically rewarding.
2. We will use non-confrontational positive language e.g. "we are going to. ....then we are ...." Rather than "If you don't....you won't be able to...." "Don't do ". **We avoid negative language.**
3. Provide choices and alternatives in a positive way. For example, visual schedules, now and next, choice boards
4. Use non-confrontational body language (e.g. standing off midline / bringing our self down to pupil's eye level remaining relaxed.) smiling, having a cheerful disposition, as appropriate
5. Notice and celebrate when pupils are being helpful and co operative.
6. Provide the space and opportunity for pupils to have an honourable exit and stand down in difficult situations. Support for making the right choices
7. To celebrate achievement and success within class groups, departmentally and whole school assemblies. We use:
  - Merits / Commendations in Secondary Department.
  - Certificates in Primary Department.
  - Stickers and reward charts.
  - Golden book displayed in the main reception for exceptional learning and special achievements.
  - Positive reward systems with pupils earning a choice of favoured activities such as Golden time
  - End of term special achievement awards.
  - Awards from our community partners, eg RDA, Rotary Club, Rebound Therapy, Swimming Awards
8. Public display of achievement certificates.
9. Public display and acknowledgement of pupils work.
10. The involvement of pupils in decision making about their school. E.g. School council and pupil questionnaires, "All about me"
11. We do not use food rewards.

## Procedures

Pupil behaviour is constantly monitored and the school approach encourages regular conversation with families, especially when changes in behaviour occur. A staged approach is used to gather a base line and information and guide the next steps of support and intervention.

### STAGE 1

1. Pupil's behaviour is discussed within class team meetings.
2. Class teams observe and record challenging behaviours that need support; remaining factual and objective (rather than subjective), recording the behaviours frequency, intensity and duration. (ABC charts)
3. Class team discuss issues with Senior Leadership Team (Team Teach tutors) for support.
4. Where behaviours can be managed within team with positive engagement strategies these are written up and implemented.

5. Class teacher either contacts parents by phone or arranges to meet to discuss difficulties if behaviours escalate and are causing danger to pupil or peers.
6. Parents are invited into school to discuss how behaviour can best be supported. Strategies are discussed and agreed involving all those supporting the pupil with the aim of the strategies being sustainable between home and school.

## **STAGE 2**

1. Outside agencies may be contacted to support school and parents (e.g Educational Psychologist, CAMH – Clinical Psychologist, locality team.)
2. Parents are invited in to discuss and write behaviour support plan with Team Teach tutors and outside agencies.
3. A behaviour support plan is written. This focuses on identifying personal and environmental considerations and preventive strategies as a priority.
4. Where appropriate, the teacher sets up a written plan involving the pupil (behaviour contract), which the pupil can then sign.
5. The plan is shared and agreed with class staff then departmental team, and is signed and agreed by SLT and family.
6. The plan is implemented – recording incidents of frequency and duration.

## **STAGE 3**

1. Programme is reviewed termly and amended and discussed with parents.
2. If there has been no change / incidents have not de-escalated, discuss with SLT, and programme is amended and maintained.
3. Acknowledge that behaviour may not change quickly but nevertheless needs to be effectively managed.
4. When targeted behaviours reduce plan may be concluded.
5. Positive strategies for engagement are documented.

All serious, or exceptional incidents, which affect the health and safety of others must be reported to SLT immediately and an incident report form must be completed. This incident form should be completed the day it happened. All incidents involving an injury must also be recorded on line on the Cambridgeshire On-line incident recording form.

All incidents of positive handling (single elbow and above) must be recorded in bound blue book in school office. This is checked daily by Team Teach tutors and termly by designated school governor.

## **Best Practice**

1. The initial response to any inappropriate behaviour will come from the staff directly involved at the time of the incident who will focus on the use of de-escalation and calming strategies.
2. We will always encourage pupils to make positive choices and take control of their own behaviour and this will be achieved by using appropriate communication techniques (communication book, single word directions, symbols, schedule) Staff will focus on a calm and positive resolution.
3. As required, another familiar staff member or a member of SLT may become involved if initial intervention by staff is unsuccessful or class staff feel they need additional support.
4. If the de-escalation techniques are unsuccessful and there is an immediate danger of injury to any person a physical intervention may be necessary. These interventions will always be used with consideration to whether they are reasonable, proportionate and necessary.

5. All staff that use positive handling techniques are trained using the Team Teach Positive behaviour approach. These techniques are used as a **last resort** and in the **best interest** and safety of the pupil (as specified in individual behaviour plans.) Staff are retrained every two years by accredited tutors.
6. Staff involved in a major incident involving injury to another pupil or member of staff will have time to fill out a blue incident form (kept in the staff room) and handed into the office for SLT to monitor.
7. Any incidents in which physical intervention to support a pupil is necessary must be recorded in the bound blue book in the school office.
8. All incidents involving an injury must also be recorded on line on the Cambridgeshire on-line incident recording form.
9. Staff involved in a major incident will be given time out of the classroom, away from the incident and the opportunity to talk to another member of staff if they wish. Teams are encouraged to debrief at the end of the day. A member of the leadership team is available to join this meeting.
10. On visits in the community staff will carry **blue cards** to be given to the general public in the event of an incident. (These cards give contact details of the school should a person wish to discuss the incident they have witnessed.)
11. For serious incidents and those involving restraint families should be contacted by phone at the end of the day by the class teacher or SLT.
12. Conversations with parents or other professionals around behaviour support should be recorded on a conversation log sheet.

## Conflict Resolution

All pupils will be given the opportunity to reflect on their actions as appropriate to their individual needs. We recognise that this will look differently for individual learners. The aim is to help pupils to recognise their feelings and emotions and seek alternative strategies to manage their own behaviour in a more acceptable way.

For example:

- Choosing to go to a different learning environment eg swing room, literacy lounge
- Requesting a sensory processing activity eg squash, weighted blanket, ear defenders
- Opportunity to discuss actions with a familiar adult and work together to find a more appropriate response or solution
- Requesting a change of activity

We reward positive behaviour through a robust, individualised reward system. Our approaches are based upon rewarding positive behaviour rather than a sanction based system.

**Therefore the following sanctions are NOT used:**

- Corporal punishment (i.e. the intentional application of force as a punishment). The law explicitly forbids staff to use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain or injury or humiliation.
- Time out- segregating pupil out of sight and hearing of staff.
- Withholding of food or drink or making a pupil eat / drink something they dislike. It is recognised that there may be occasions where restricting the amount / choice of food or drink may be appropriate. This should only be used where the pupil clearly understands the choices being made.
- Humiliation in front of peers /staff or the use of threats, fears or phobias.
- Missing out on learning experiences
- Being kept late in school

## **The wider context and procedures for exclusion**

There are a number of related policies and procedures, which must be taken into account when implementing the schools behavioural procedures. These include the DFE and LA guidance on the management and use of exclusions.

<https://www.gov.uk/government/publications/school-exclusion> (July 2017)

<https://www.cambridgeshire.gov.uk/page-735/print/>

Steps must be taken to keep parents informed of any difficulties in their child's behaviour and of the agreed actions being taken in school. Minor incidents may be communicated in the home school diary. For incidents of a more serious nature parents will be contacted by phone by the class teacher / SLT or asked to come into school to discuss the difficulty.

In accordance with guidelines on the use of exclusions, families must be advised that their child's behaviour in school is escalating and the schools response may include the possibility of exclusion. A meeting with the family must be held prior to any decision to use exclusion with the aim of resolving the issues.

## **The role of the Governing Body**

The governing body have overall responsibility for the behaviour policy and can set targets against which to evaluate its effectiveness. The chair of governors will, in accordance with DFE and LA procedures for exclusion, require the head teacher to report all matters that are heading towards the possibility of exclusion at the time when the parents are advised of this possibility. The governing body will establish an appeals committee in order to hear any appeals against exclusion as laid down in DFE guidance

## Appendix One - Ideas for Keeping Calm in an Emergency

1. Stop/think/assess.
2. Appear calm throughout.
3. Get help from class team, and know you have support of school team.
4. Show understanding of emotions & experiences that have triggered situations.
5. Exaggerate calmness/pace (slow down) -sudden movement escalates situation.
6. Walk towards an incident in a controlled way. Don't rush in. Take your time.
7. Sit down if possible. Physical relaxation- think how, where, am I standing?
8. Use knowledge of personalities involved.
9. Give other person space. Stay aware and alert. Duck/dodge/reposition.
10. Think about body language and your position.
11. Remain respectful of person - don't minimise their point of view.
12. Try and think of 2 ideas to deal with situation - in case first doesn't work.
13. Be happy to ask for help - it isn't a failure - it is the right thing to do.
14. Stop, think act, but don't react. Don't panic - you have dealt with similar situations effectively and have training/experience.
15. Change your tone of voice in a controlled way.
16. Internal "I can do this"- Depersonalise/ professionalism.
17. Work as a team - don't all try to do the same job.
18. Negotiation - reward appropriate behaviour - what does this child enjoy?
19. Assess if everyone is safe.
20. Treat pupil with respect/ put the needs of pupil first.
21. Redirect the behaviour.
22. Identify why and find an appropriate way for pupil to release feelings
23. Begin each day/session with "professional hat" on.

## Appendix Two - Factors to consider when supporting Challenging Behaviours

Personal Factors	Environmental Factors
<p><b>Constitutional or Physiological e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Diagnosed conditions which can make life difficult e.g. autism, ADHD</li> <li>❖ Genetic conditions which are thought to influence behaviour.</li> <li>❖ Hormonal state</li> <li>❖ Hunger, allergies, sensitivities</li> <li>❖ Neurological condition</li> <li>❖ Drug regimes and illness</li> <li>❖ Epilepsy</li> <li>❖ Psychoses</li> </ul> <p><b>Personality and Characters e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Extremes of extroversion or introversion</li> <li>❖ Emotional state eg anxiety</li> <li>❖ Relationship “script”</li> <li>❖ Sense of humour</li> <li>❖ Mood swings</li> <li>❖ Arousal patterns</li> <li>❖ Coping strategies</li> <li>❖ Prejudices</li> </ul> <p><b>Sense of self e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Self esteem – unable to see self as valuable – as “good to be with</li> <li>❖ Self-view e.g. “this is how I am” – seeing self as a difficult or violent person</li> <li>❖ Degree of self-knowledge</li> </ul> <p><b>Damage e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Sexual or physical or other abuse</li> </ul> <p><b>Difficulty with communication e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Not able to communicate</li> <li>❖ Difficulty with verbal expression</li> <li>❖ Difficulty with understanding others, e.g. deafness</li> </ul> <p><b>Basic needs and abilities e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Unfulfilled sexual needs</li> <li>❖ Still at early developmental stage</li> <li>❖ Still has basic security and social needs etc</li> <li>❖ Hungry, thirsty</li> </ul>	<p><b>Quality of Physical Environment e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Lighting</li> <li>❖ Acoustics and noise levels</li> <li>❖ Space available</li> <li>❖ Humidity, heating, temperature</li> <li>❖ Colours</li> </ul> <p><b>Quality of the social environment e.g.</b></p> <ul style="list-style-type: none"> <li>❖ General social complexity</li> <li>❖ Environment not complex enough – unstimulating</li> </ul> <p><b>Placed in Position of Powerlessness e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Being goal-blocked</li> <li>❖ Unreasonable punishment</li> <li>❖ Excessive use of punishment</li> <li>❖ Lack of access to decision making</li> <li>❖ Lack of access to choices</li> <li>❖ Staff stress on compliance and conformity</li> <li>❖ Staff reliance on confrontation and win/lose scenarios</li> <li>❖ Behaviour constantly scrutinised with frequent interventions</li> </ul> <p><b>Unpredictable occurrences e.g.</b></p> <ul style="list-style-type: none"> <li>❖ Being startled/cornered</li> <li>❖ Lack of understanding about what is happening in the environment</li> <li>❖ Other people’s outbursts</li> </ul> <p><b>Other people’s high expectation e.g.</b></p> <ul style="list-style-type: none"> <li>❖ “Good” behaviour always</li> <li>❖ Behave your chronological age</li> <li>❖ Staff set unachievable objectives</li> </ul> <p><b>All Communication Difficulties</b></p> <ul style="list-style-type: none"> <li>❖ Lack of access to communication system.</li> <li>❖ Communication difficulties between staff.</li> </ul>

## **Appendix Three - Environmental Considerations to support positive behaviour**

### **Environmental Considerations - best practice**

1. Visual timetables and schedules
2. Structured Routines
3. Class rules on display and accessible to all
4. Personal target 'My targets'
5. "I can" boards displaying achievements
6. Reading/quiet area. Comfortable seating
7. Symbol for "change" & "different".
8. "No" symbol on top of other symbols to indicate activity not available.
9. Clear areas for work, e.g. reading
10. Encourage use of ICT/talk boxes / communication books or PECs where necessary.

### **Qualities we expect of staff to support positive behaviour**

1. Take a child-centered positive approach.
2. Talking, not shouting. Talk kindly. Indoor voices.
3. Open communication/discussion with other staff.
4. Use of positive, non-threatening language.
5. Take the initiative and follow written plans.
6. Be consistent and work with others collaboratively/as a team

**Appendix Four- Samuel Pepys School behaviour support and management programme**

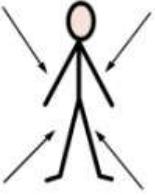
Name:

Class:

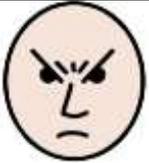
Date:

I like  
I am good at

photo



**Personal and environmental factors influencing behaviour( triggers)**



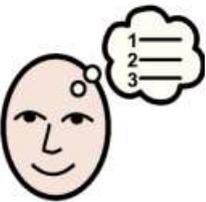
**Challenging behaviours that need support**



**Learning outcomes**

Next steps for progress

Preventive strategies to prevent incidents occurring



1

Exhibiting behaviour

Managing strategies

Behaviours requiring physical intervention strategies (Team Teach)

Parents

I have read and understood this plan and will follow it in practice

SIGNATURES

DATE

Class teacher

Class team

Senior leader



## Appendix Six-Strategies to Support Positive Engagement



<b>Samuel Pepys School Strategies to support positive engagement</b> <b>Name: ..... Class:      Term</b>	
<u>photo</u>	<u>I like</u>  <u>I am good at</u>
	<u>Behaviours requiring support</u>
	<u>Learning outcomes</u>
<u>Strategies that support positive engagement</u>	

Parents	
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I have read this plan and will follow it in practise

SIGNATURES	DATE
Class teacher	
Class team	
SLT	





## Appendix Eight- Recording sheet for incidents of aggression NAME WEEK BEGINNING \_\_\_\_\_

1. Engaged with adult /pupil and focusing on activity
2. Engaged with activity but more limited interactions with others
3. Not disruptive but not engaged with learning
4. Disruptive ,small incidents of aggression
5. Very distressed /continuous sustained aggression

	<u>Arrival</u>	<u>Tutor time</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Snack</u>	<u>Play</u>	<u>Lesson 3</u>	<u>Going outside</u>	<u>Going dinner</u>	<u>dinner</u>	<u>Back to class</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>End of day</u>
<u>Monday</u>														
<u>Tues</u>														
<u>Wednesday</u>														
<u>Thursday</u>														
<u>Friday</u>														



## Appendix Nine-Recognising & Celebrating Achievement



1. Primary pupils are awarded certificates for particular achievement and staff choose appropriate certificate. At assembly, pupils are presented with their certificate and given a sticker.
2. Senior pupils work towards 5 Merits on a Merit card and are then presented with a Merit Certificate. Stickers are issued by staff for the pupil to put onto their Merit Card to record the achievement.
3. Every class has an "I can" boards which celebrates successes with examples of work and photos. This display is the responsibility of the class team and is updated weekly.
4. Special achievement awards may be given at the end of term to pupils who have made particular progress over the term. Parents are invited to final assembly for the presentation.
5. Every class has a Star of the Week certificate to award to the pupil who has made a significant improvement in a given area. This is awarded at Friday's Celebration Assembly.
6. We have a Golden Book kept outside the Head Teacher's office. The Golden Book celebrates special pieces of work or achievements (this can be a photo). This is taken to Friday's assembly by SLT or a Team Leader. Pupils will receive a certificate and sticker to celebrate exceptional learning that is placed in the Golden Book.

