



# Behaviour Management Policy

## Contents

1. Preface.....	3
2. Guiding Principles.....	3
3. Understanding behaviour.....	4
4. Basic principles of behaviour management .....	4
5. Dealing with challenging behaviour .....	5
6. Risk assessments through Behaviour Management Plans .....	6
7. Carrying out observations and writing the individual behaviour management programme:.....	6
8. Issues relating to behaviour management .....	6
9. Positive handling strategies.....	7
10. Behaviour management training for staff at Castlebar .....	9
11. Team-Teach Positive Handling Strategies .....	9
12. Post Incident Pupil Support.....	10
13. Support Structure for Staff.....	10
14. Insurance Issues and Legal Issues.....	11
15. Complaints Procedure .....	11
16. Exclusion.....	11

## 1. Preface

### The Legal & Advisory Framework Environment Referenced By This Policy.

This policy makes reference to the latest guidance from DfE and relevant bodies and takes cognisance especially of: **Behaviour and discipline in schools, Advice for head teachers and school staff (January 2016)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

This guide draws from and relates to:

- **Keeping children safe in education, statutory guidance for schools and colleges (September 2016)**  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Behaviour & Discipline in schools, advice for head teachers and school staff (January 2016)**  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- **Use of reasonable force - advice for head teachers staff and governing bodies - final draft (July 2013)**  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- **Education Act 2011**  
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- **SEND Code of Practice (January 2015)**  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Key Points are summarised as:

- Teachers have statutory authority to discipline pupils for misbehaviour.
- Power to discipline applies to all paid staff with responsibility for pupils.
- Policy should support staff managing behaviour, including use of rewards and sanctions.
- Policy to be clear, consistently applied, and understood by staff, parents and pupils.
- The schools' behaviour policy must be published on its website.

**The Education Act 2011** notes that all members of school staff have a legal power to use reasonable force (further reference to this under section relating to 'Positive Handling').

## 2. Guiding Principles

We believe behaviour management is not a discrete, separate element. All behaviour is communication in response to feelings, experiences and or stimulus. Behaviour is a personal response to perceptions and or interpretations of a situation or event.

Everything we do contributes to behaviour management. Therefore it is crucial we consider our own behaviour at all times. Within a purposeful learning environment we place social and emotional well-being at the centre of all we do. We promote positive communication, self-esteem and application to learning that creates good behaviour in the widest sense of the word.

We encourage our pupils to behave in a way that is socially acceptable however children with Moderate to Severe Learning Difficulties (including children with autism and children with sensory impairments) may have difficulty in generalising behaviours from one setting to another, and in recognising when it is, or is not appropriate to behave in certain ways. They may not be able to accept different rules for different situations. Consistency and communication is therefore vital to ensure behaviour management strategies are used effectively in all situations.

With some pupils we may need a greater degree of flexibility, but this will be after a good behaviour pattern is established, by providing a clear routine and a safe environment.

**Staff are to accept corporate responsibility for the behaviour of all pupils.**

To aid this, we have a positive behaviour management approach which concurs with the ‘Team Teach’ ethos; providing training around behaviour and positive handling.

Team Teach states ‘The aim of team teach is to reduce reliance on restraint and restriction by expanding the toolbox or positive behavioural supports’ (team teach 2015) they go onto explain that de-escalation strategies should be used 95% or more of the time. Training on risk reduction and motivating children are to form part of all adults CPD.

When all other strategies have been unsuccessful, positive handling using “Team Teach” techniques may be used. The use of RPI should only be considered if the child is at risk of harming themselves or others. Other non-invasive techniques are favoured. A significant number of staff will be trained in Team Teach techniques and act to support and advise on RPI methods if these are foreseen to be needed on a planned basis (i.e. as part of a BMP). Any use of RPI needs to be documented and will be monitored by the behaviour TLR and SLT.

**Some of our pupils will be considered to have “challenging behaviour”**

We have adopted the Mental Health Foundation’s definition of what constitutes challenging behaviour:

***“Severely challenging behaviour refers to behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and the use of ordinary community facilities or impair a child’s personal growth, development or family life.”***

The use of the term “challenging behaviour” underlines the importance of understanding and responding to these kinds of behaviours to help our children develop and improve their quality of life.

Selecting the correct response to problem behaviours is essential and forms part of a range of skilful interventions. It must be remembered at all times that problem behaviour is a communicative one. Behaviour management principles must be translated into communication principles when working out the framework for designing a programme.

### 3. Understanding behaviour

***“All behaviour has message value.”*** (Lavigna and Donnellan, 1986)

Due to the nature of our pupils’ special needs and their difficulty in communicating how they feel, we need to be observant of their behaviour as an indicator of their feelings.

Impairment of social imaginative understanding, in particular difficulty empathising with others, means many of our pupils do not understand how their behaviour affects others. They can however note that their behaviour CAN change their environment. Therefore, if they perceive their behaviour as an effective way to changing their environment or creating a reaction they find stimulating, they will continue to do so.

### 4. Basic principles of behaviour management

- At Castlebar, classroom staff are continuously trained in Positive Behaviour Management techniques. A majority of staff are formally trained in the Team Teach approach.
- All staff work together to facilitate an atmosphere of mutual respect.
- All staff work together to teach our pupils socially acceptable strategies and manage their own behaviour.
- All staff use positive language and have a positive attitude towards the pupils.

- We strive to equip our pupils with strategies to manage and control their own behaviour.
- We aim to work with pupils to develop an understanding of socially acceptable behaviour.
- We provide tools to communicate through Makaton sign language; PECS and photos for those children that are pre-verbal.
- Behaviour management is tailor made to the individual within our whole school approach.
- Further support is provided by way of a Behaviour focus team which helps to observe and analyse the function of children's behaviour.

Staff should:

- Use positive language and have a positive attitude.
- Try to view things from the child's perspective.
- Be clear about unacceptable behaviour and what behaviour(s) needs to be addressed first.
- Foster a calm and quiet working environment.
- Remember basic principles of Team Teach approach (see *Team Teach instructors' manual*)
- Use motivators to help to move the child on.

### **Methods of working which will help reduce challenging behaviour**

When working with pupils, staff should:

- Plan activities, which are appropriate for pupils' abilities and interests.
- Use clear direct language to enable the child to understand.
- Use written / visual cues to tell the child what is expected of them.
- Use a timetable to help pupils understand the changes within their day.
- Draw up and follow behaviour management programmes when necessary.
- Provide range of opportunities to express needs, wants and frustrations in acceptable ways.
- Plan to avoid boredom and frustration. Support pupils to help them overcome difficulties.
- Consider appropriate classroom layout, seating arrangements etc.
- Have an understanding of what motivates and interests the child and have resources available before the lesson or transition- pre-empting the likelihood of behaviour escalating.

## **5. Dealing with challenging behaviour**

We should remember that we always use the least intrusive methods first, if reasonable to do so. A significant number of staff continually undergo Team Teach training to enable them to feel in control at all times, and to enable them to support and advise on de-escalation or RPI if needed. As a result of specific training they will have learnt methods which enable them to deal and support with challenging behaviour in a calm, non-aggressive and safe manner. The safety of staff and pupils is paramount.

Staff should try to restrict challenging behaviours by observing pupils, implementing agreed strategies and completing a risk assessment.

If a pupil is known to exhibit challenging behaviour, their teacher will draw up an agreed programme that all staff should be aware of.

If needed the teacher should refer the child to the behaviour focus team where a member of the team will observe and analyse the function of the child's behaviour with strategies and support offered.

For 'one off' incidents, staff should remember strategies and, if necessary, use positive handling techniques learnt in training. (For detailed description of the Team Teach approach techniques, see *the Team Teach instructor's manual*.)

All incidents of behaviour requiring positive handling strategies are recorded on a 'BSD paper copy (on t-share-behaviour) which is passed onto the Behaviour Lead' before being entered into the BSD analysis programme.

## 6. Risk assessments through Behaviour Management Plans

Staff are required to complete, via Behaviour Management Plans, an annual risk assessment in September of each year, to identify possible risks relating to children's behaviour. Staff must also complete a self-risk assessment (Team-Teach Health Questionnaire) and notify the Headteacher if they have any concerns when handing in their written risk assessment form.

For most pupils, it will only be necessary to complete risk assessments annually. However, it may be apparent that due to circumstances, pupils' behaviours change. Therefore an updated risk assessment (Behaviour Management Plan) should be done. These can be supported with observations.

### Procedure for observing behaviour and writing a Behaviour Management Plan

When observing pupil's behaviour, staff should be aware of the two types of possible approaches they can take. Observation can be:

- **Objective:** recording only those events that have actually occurred.
- **Subjective:** we record how the events happened and what might have triggered the behaviour.

We should always make accurate and objective records and write down only the things we have witnessed. Once this has been done we can try to start to look for meaning.

**Recording of behaviour should involve functional analysis in the format of:**

**A – Antecedents**

**B – Behaviour**

**C - Consequences**

**Why- possible reasons for behaviour- to encourage self- analysis**

**When writing a Behaviour Management Programme**, all staff should list possible triggers followed by techniques likely to aid positive behaviour. Reference may need to be made to possible Team Teach elements. Also contained staff should list positive aspects of the pupil and their behaviour and allude to possible motivators.

## 7. Carrying out observations and writing the individual behaviour management programme:

We need to:

- Know how often and when the behaviour is occurring to see possible trends.
- Look at the possible functions of behaviour
- Make notes on the behaviour each time seen, so we can be sure the observation is relevant.
- Arrange for the behaviour focus team to observe and collate information.
- Arrange to meet parents to share concerns and discuss Behaviour Management Plan (BMP).
- Carry out motivator trials (if necessary) to increase objects and activities that can reduce learnt behaviour and move children on in a positive way.
- Share BMP's with team and use as a continuing working document.

## 8. Issues relating to behaviour management

We aim for some pupils to be able to monitor their own behaviour and establish their own control systems. Initially, it may be necessary for adults to provide external control, until a stage is reached where a pupil has internalised control, and external control is no longer required.

For some children whole class or small group teaching may be needed on a daily basis to introduce and reinforce expected behaviours.

Our children may experience difficulties reading facial expression and tone of voice, therefore we may need to over-emphasise these noting to emphasise pleasure as well as displeasure.

It is important that we teach and model behaviours, actions and consequences in order that our pupils can begin to develop some understanding of which actions are undesirable. We need to specify the undesired behaviour and the consequences, e.g. If the child is hitting to obtain the ball the adult would say 'Hands down-bounce the ball or no ball'

In the same way, praise needs to be given for good / desirable behaviour, e.g. "Good sitting."

During periods of intervention and control, language should be kept at a very simple level. Do not become involved in discussion about the behaviour at this point, even with older pupils. When children become upset their hearing can reduce by up to 40% and they may miss instructions. At this point symbols can help the child to understand directives.

When the intervention comes to an end, it may be appropriate to discuss the undesirable behaviour with some pupils. For this to happen, both pupil and staff member must be relaxed and ready to talk with no distractions. For other pupils visual strategies may be beneficial and social stories linked to a favourite character or object can help to assist positive behaviour in the future. Reprimands should be low key. We do not advocate shouting at pupils.

When dealing with challenging behaviour, staff should always try to use verbal techniques to try and diffuse a potential crisis situation. The first appropriate strategy is always to look for alternative methods to prevent behaviours or to teach alternatives.

In some situations it will become necessary to use positive handling strategies in order to prevent harm to the pupil or others or damage to property. This should be seen as a form of comfort and reassurance, and is a last resort.

Some pupils can become very distressed by their own lack of control and can become calmed and reassured by the intervention and so regain self-control. The level of intervention is always that which is reasonable and safe.

Team Teach Positive Handling Strategies should:

- Never be used in anger
- Last only as long as necessary
- Conform to the training
- Be recorded and followed up with a discussion / support session for pupil and staff involved
- Be reported to parents, as appropriate

## 9. Positive handling strategies and DfE Guidance

Before resorting to using handling techniques, staff must use other strategies, e.g. divert away/to another activity/topic, say 'stop, no' etc., and talk to the child ...

The **Education Act 2011** (The Act) notes that all members of school staff have a legal power to use reasonable force to:

- remove disruptive children where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

- restrain a pupil at risk of harming themselves through physical outbursts to prevent pupils from damaging property

The Act refers to the use of reasonable force and provides the following definitions:

- **Reasonable:** force used should be no more than is needed to achieve the desired result.
- **Control:** passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint:** means to hold back physically

**DfE: Behaviour and discipline in schools Advice for Headteacher's and school staff January 2016**

Pg. 12 states:

- **Power to use reasonable force**
- 38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

**DfE: Use of reasonable force. Advice for Headteacher's, staff and governing bodies. July 2013**

Excerpts:

**What is reasonable force?**

3. 'Reasonable in the circumstances' means using no more force than is needed.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- ... It can also apply to people whom the headteacher has temporarily put in charge of pupils

**When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.



**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

**Communicating the school's approach to the use of force**

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

**Staff training**

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

**Telling parents when force has been used on their child**

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

## 7. Behaviour management training for staff at Castlebar

To ensure that we fulfil the requirements of the Team-Teach Code of Practice, we need to ensure that staff **identified for training** receives the minimum of hours refresher training annually. **All staff will have regular updates on current practice within school and how best to access advice/support when needed.**

## 8. Team-Teach Positive Handling Strategies

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest
- These techniques are no longer taught at Castlebar School.

Approved and appropriate techniques that are used include;

- 'T-wraps and smaller child guides' for younger children
- Gradual and graded responses / escorts – basic elbow, single elbow, double elbow, figure of four, de-escalating to chairs.
- Only designated staff may use the shield side resting position to de-escalate to ground in exceptional circumstances. These designated staff are identified in the Staff Individual Training Record File in the staffroom.

- Practice breakaways from holds, hair / clothing grabs and bites.

Staff should remember to:

- Avoid interference with breathing, blood supply and genital areas.
- Never hold the throat, neck, fingers, joints or other areas vulnerable to pressure, e.g. chest.
- Never seek to arouse sexual expectations.

When using any holds, the head must be protected.

Staff should always be ready to ask for someone to assist / take over. We work as a team.

All incidents involving holding techniques must be recorded as follows:

- All staff involved should complete an incident report form.
- Parents should be informed and invited to ask for further information if required.
- Should concerns be raised resulting from patterns observed in incident monitoring, these will be explored with staff concerned.
- Staff are asked to evaluate the impact of their training, ability to use Team-Teach strategies and the effectiveness of any strategies in the class. Staff should ask for additional support where required.
- Staff are required to keep an up to date account of their training.

## 9. Post Incident Pupil Support

Following an incident involving positive handling strategies, there should be a process of learning for the pupil. This should take place when the child is calm and does not have to be with adults who were involved in the incident. The following is the procedure:

### “I ESCAPE”

**I – Isolate** the child, give them space and privacy for counselling.

**E – Explore** what happened from the child’s perspective.

**S – Share.** Say what you thought was going on.

**C – Connect.** Make links using other situations which are similar which the child may have experienced or link feelings to behaviour. Connecting is not about blaming – it is about how feelings affect behaviour, helping the child to see this is an important stage in developing alternative strategies.

**A – Alternatives.** Get ideas from the child about how they could handle it better next time.

**P – Plan.** Develop the preferred option from the range of alternatives. Frame it so that the child chooses rather than has the solution imposed.

**E – Enter.** Summarise what you have agreed with the child and return the child to normal routine. If a child is pre-verbal, extra support may be needed through teaching and symbols. Write the plan up and share with colleagues. Attach to Incident Report Form.

## 10.Support Structure for Staff

After a crisis situation, staff need support and this may be achieved through the de-briefing. A member of staff may require support, space, reassurance and guidance following physical intervention. This will vary, depending on the person. For some, a cup of coffee and a break is sufficient. For others, a more therapeutic discussion with colleagues may be necessary. As soon as possible after an incident, there should be a support meeting between the member of staff and a member of the SMT. The period of time for discussion will vary for individuals. Staff should feel confident to ask for support at any time after the incident. It is important to note that the feelings aroused by challenging incidents can sometimes surface after a time lapse. It is important that the individual makes colleagues / SMT aware of their needs.

The objectives of the support meeting are to:

- Sit down and talk about what happened in a supportive, non-blaming, caring manner.

- Use crisis situation to clarify underlying causes and issues that caused intervention to be used.
- Examine techniques used to de-escalate the situation that worked and did not work.
- Develop a strategy for the next time the child begins to lose control.
- Review how the staff member felt about having to use handling strategies.
- Discuss issues surrounding the child's behaviour.

## 11. Insurance Issues and Legal Issues

See LEA guidelines.

## 12. Complaints Procedure

The school has a clearly defined parental complaints procedure. This will be followed should a parent choose.

## 13. Exclusion

As can clearly be seen throughout this document, there is a focus on setting good patterns of behaviour as early as possible. We aim to reward positive achievement and support pupils who may display challenging behaviours.

Parental support is vital for the development of safe and socially acceptable behaviour. We involve parents and pupils (as appropriate by individual pupils) at all levels of behaviour management support.

We would also look towards outside agencies (e.g. Educational Psychologist, Occupational Therapy) in the development of individual programmes.

All parents/carers have access to the schools behaviour management policy through the school website or directly via the office.

As detailed in our Exclusions Policy, the school will only exclude as a last resort once other avenues have been exhausted.

(Ref: 'Exclusion Procedures - Guidance for schools and governors (08/2014)' - <https://www.egfl.org.uk/services-children/exclusions> and 'Exclusion from maintained schools, academies and pupil referral units in England, statutory Guidance (Ref: DFE-57501-2012)' <https://www.gov.uk/government/publications/school-exclusion> )

### **Behaviours that may warrant consideration for Exclusion**

Any consideration of Behaviours that may warrant exclusion would always have to be contextualised against any intent that the pupil may have within a particular behaviour. For example what might look like disobedience or misbehaviour in a non-SEN child could, for a child with SEN, be confusion, distress or misunderstanding. We also must take into consideration the communicative value of behaviours.

With this in mind however the following may be considered as a potential reason for considering exclusion either Short Term or Permanent. These decisions also need to consider the protocol and procedures as outlined by DfE and law.

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

**Temporary exclusion** may be used in response to a serious breach of school rules and policies or a disciplinary offence. The Headteacher will investigate the incident thoroughly and consider all evidence, taking account of the school's policies.

**Permanent Exclusion** A permanent exclusion is a very serious decision. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour