



# **A POLICY FOR POSITIVE BEHAVIOUR MANAGEMENT**

**Chair of Governors:** Alison Edwards  
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# **POSITIVE BEHAVIOUR MANAGEMENT POLICY**

## **INTRODUCTION**

This policy outlines the purpose, nature and development of Positive Behaviour Management at Crownbridge School.

The school policy for Positive Behaviour Management reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body.

The implementation of this policy will be the responsibility of all staff at Crownbridge School who come into contact with the children.

## **THE NATURE OF POSITIVE BEHAVIOUR MANAGEMENT**

A positive approach to behaviour management is one which is based on the principle of self discipline and consideration for others. It is an approach which emphasises rewards, praises and encouragement and focuses on enabling pupils at Crownbridge School to become as independent in terms of their own behaviour as possible.

With this in mind, the aims of the Positive Behaviour Management Policy at Crownbridge School are as follows:-

- To help each child receive maximum benefit educationally, socially and emotionally.
- To create a positive, caring atmosphere.
- To provide a safe and secure environment.
- To recognise and reward achievements and appropriate behaviour.
- To acknowledge individual differences and preferences.
- To provide support for children and staff.

## **IMPLEMENTATION**

Positive Behaviour Management at Crownbridge School begins as early as possible in the school careers of our pupils. The shaping of behaviour is important for children working at very early stages as they will be learning new skills and patterns of behaviour. They may require prompting and encouragement to engage in new activities or to tolerate the proximity of others.

These may include:-

- Structured teaching approaches i.e. TEACCH
- Task analysis teaching – when staff break down a specific task into parts, when the pupil completes steps or the whole task with prompts then they are rewarded.
- Total communication used to encourage and enable pupils to communicate their needs using Picture Exchange Communication System (PECS) signing or communication aids.
- Physical guiding (informed by the Team Teach approach) through small steps to complete a task, followed by a reward.

Rewards and consequences includes:- Praise, smiles, often used in conjunction with snacks, drinks, star charts' responsibility (e.g. being a monitor), choice of activity, favourite activity, good work stickers, visit to Headteacher's office, certificates, public acknowledgement e.g. in celebration assembly (informed by the Assertive Discipline approach).

(Refer to school marking policy).

## **MANAGING CHALLENGING BEHAVIOURS**

When managing pupils exhibiting behaviours that challenge, staff carefully and systematically consider the range of factors which may contribute to it. Common factors which can influence behaviour are as follows:-

- Physical needs (feeling unwell, hungry, thirsty, too hot)
- The pupil's stage of development and emotional maturity
- Lack of understanding or an inability to communicate, resulting in frustration
- A resistance to change
- Factors relating to specific syndrome where relevant
- Environmental factors; noise, limits on personal space

Staff at Crownbridge School make every effort to deal with any incident of challenging behaviour calmly; focusing on appropriate behaviours rather than paying too much attention to the undesirable behaviour, as this could increase it.

Consequences are used in the context of a holistic teaching approach. School Rules in conjunction with consistent teaching approaches are used to encourage positive behaviour.

A structured consistent positive approach seeks to enable all pupils to gain an understanding of what is expected of them, to develop more self-control or find an alternative more appropriate means of expressing themselves. This will partly be achieved by avoiding confrontation which can in itself lead to challenging behaviour. Staff are trained to emphasise the behaviour they would like to see from them rather than refer to behaviour they wish to diminish.

## **INDIVIDUAL BEHAVIOUR PLANS**

For a number of pupils, an Individual Behaviour Plan is required. These are drawn up by class teachers under the guidance of a member of the senior leadership team, and in consultation with families and other relevant professionals. The plans aim to provide information to ensure consistent support and management of their behaviour and to teach them a better way to behave. The strategies included in this plan are focused primarily on a pro-active approach. They are intended to prevent, and / or reduce the severity of a pupil's challenging behaviour and aim to eliminate it as far as possible. However, it may also contain a reactive element to advise staff on what to do as a last resort if during the incident the pupil's behaviour is a risk to themselves and / or others, is in danger of damaging property and significantly disrupting learning of other pupils.

When pupils and staff have been involved in a behavioural incident it may help for them to 'take a break' from the situation and / or provide a 'change of face'. This can help pupils 'get back on track' and following a period of quiet and calm usual timetabled activities can be resumed.

The school has a system to draw up an individual behaviour plan. It involves drawing together parents, staff and other professionals who may have information and experience to contribute. The process may involve one meeting or a series of assessing, planning and evaluating pupil progress and the level of effectiveness of the plan.

(See Appendix A.)

For the majority of pupils their personal and social development is supported by the PSHE curriculum. However, for a minority, there may be times when more reactive approaches are required i.e. for pupils

who may hurt others or damage property. In such a case, a policy for the “Use of Reasonable Force” is in place to support staff and individual pupils involved.

## **ROLES AND RESPONSIBILITIES**

### **THE HEADTEACHER AND SENIOR LEADERSHIP**

The headteacher plays a pivotal role in the support of pupils and staff. Opportunities are provided for parents and staff to speak to the Headteacher on needs led basis to assess risks, plan programmes of support and to evaluate the effectiveness of provision. The Head teacher, with the support of a designated senior member of staff, collects and analyses performance data (quantitative and qualitative) relating to pupil behaviour and evaluates the impact of school provision on raising standards and providing effective interventions to support individual progress and whole school improvement.

### **PARENTAL INVOLVEMENT**

Crownbridge School believes that an effective partnership with parents in as many aspects of education as possible is essential. However, it is particularly important for parents to be engaged in the planning and evaluating of any positive individual behaviour plans (IBPs). This approach ensures consistency across school, home settings and community settings. Every attempt is made to inform and involve parents in the strategies used in the shaping and managing of the IBP.

### **LINKS WITH OTHER AGENCIES – ‘CIRCLE OF CRITICAL FRIENDS’**

The school works closely with local social care services, health professionals, the education psychology service and the clinical psychology service to ensure a holistic approach to developing pupil’s emotional and social behaviour. They act as partners in planning and evaluating IBPs. They also act as “Critical Friends” by providing external perspectives on school provision, advocating for pupils, supporting Families to implement plans across settings, attending review meetings and visiting classes to observe pupil responses.

## APPENDIX A

### **POSTIVE APPROACH TO PLANNING AN INDIVIDUAL BEHAVIOUR PLAN**

A collaborative “Solution Focused” approach to devising an Individual Behaviour Plan.

Positive Pupil Profile

**Profile of Strengths:**

E.g. Greatest success / their best day; Times when behaviours are not presented; People they get on the with; Things they enjoy/ enjoyed in the past

**Needs**

**Profile of Difficulties & Needs:**

E.g. Medical needs; Environmental needs; Behaviours (actually what they do? Who with? When)

*NB: At this stage don't spend time speculating on reasons and solutions.*

### **Deciding on a Focus**

**Focus:**

**Recording:**

**What?**

**When?**

**How?**

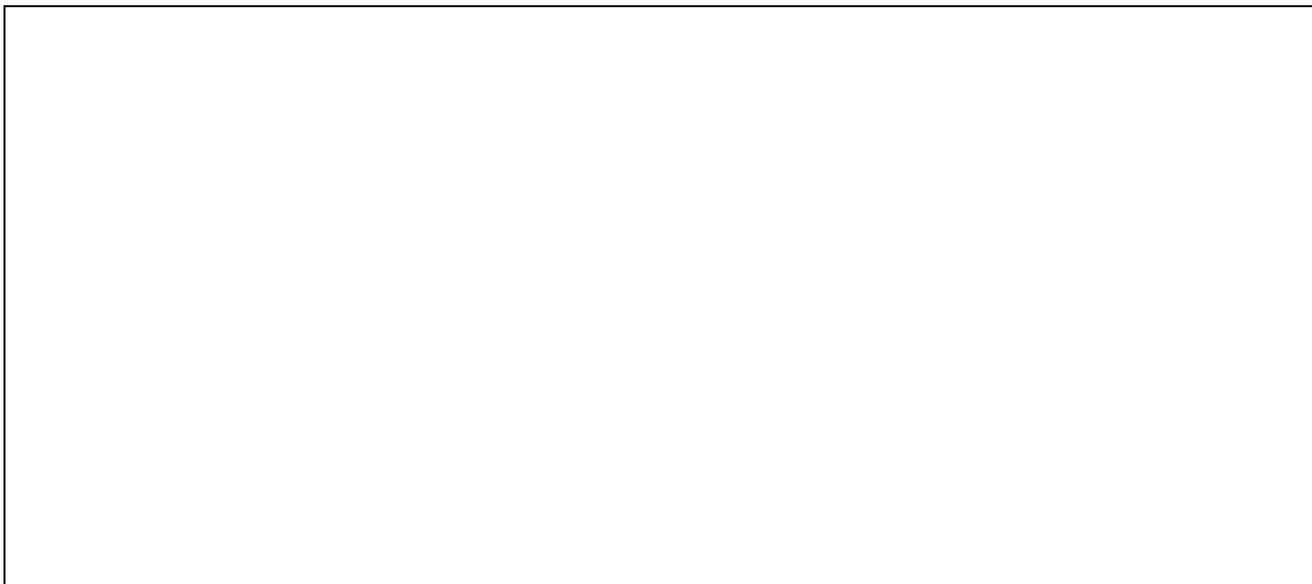
*NB: Not all behaviours can be addressed at once. You will need to decide on a main focus and prioritise, informed by.....*

- Health & safety
- Stress
- Disruption to learning – self & others
- Impact on social inclusion
- Emerging problem that needs to be 'nipped in the bud'
- Something that might bring success relatively quickly

### **Hypothesis about Triggers, Setting Conditions**

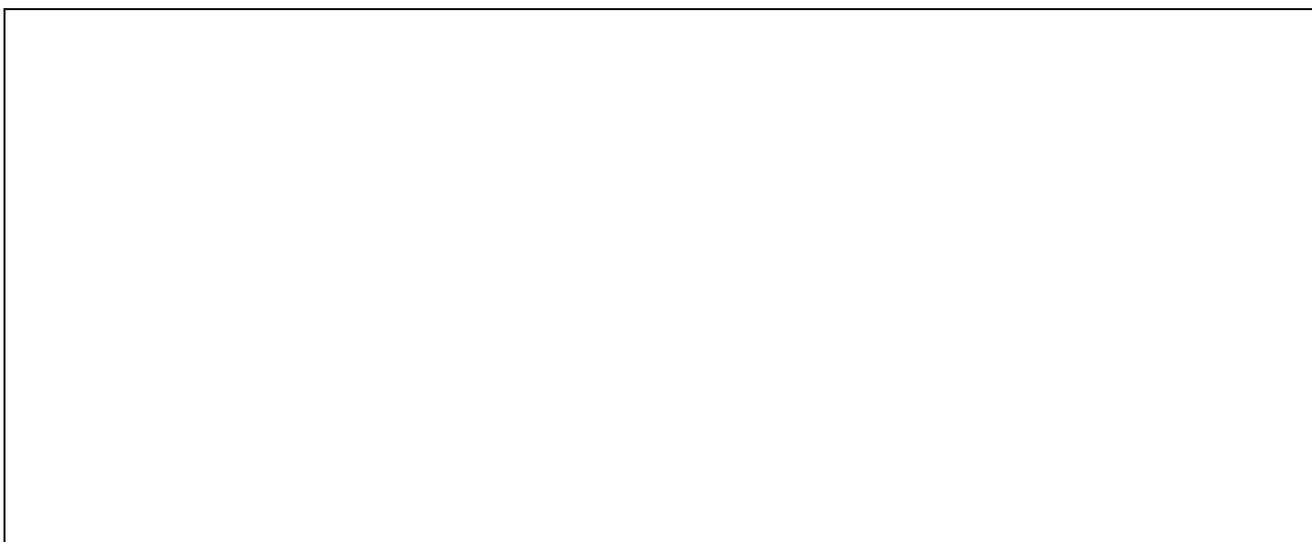
E.g. Triggers – immediate reaction; Setting conditions (medical, environmental, sleep patterns, convergence of a number of these)

### **Consequences**



E.g. Gets others to move away, miss out on opportunities.

### **Interventions**



E.g. Proactive Approaches; Make it less likely for behaviour to happen e.g.

- personnel to support
- ecological (hot, cold, noisy)
- organisational
- interpersonal/ interaction (best way to interact)

Direct Teaching & Positive Programming: Something to replace the challenging behaviour and how we are going to manage.

Reactive & Safety Response: Physical Interventions agreed, Help Protocols.

# APPENDIX B

## SAFE SPACES



### AIMS:

- To provide flexible options to help avoid and support pupils during potentially crisis situations.
- To provide a continuum of support for pupils with behaviours that challenge to avoid behaviours escalating
- To reduce anxiety and tension.
- To reducing environmental factors / triggers
- To reducing social stimulus

### DESCRIPTION

#### SAFE LOW AROUSAL (RED)

In times of crisis we aim to provide a space which is physically safe and has the welfare of pupils and staff as paramount.

Spaces are 'en suite' to main classrooms with sensory input significantly reduced / withdrawn. The room or outdoor classroom is prepared to prevent self harm or harm to others or significant damage to property (eg. no edges, easy clean floor, carefully chosen furniture and resources). Staff observe pupils responses constantly and record episodes in detail

#### INTERVENTION (AMBER)

To encourage self management of anxiety when it begins - for those who at times are unable to regulate their emotions. To avoid behaviours escalating to "Red".

Quiet spaces 'ensuite' to main classrooms, outdoor classroom spaces, use of school specialist spaces e.g. library, play grounds, muga area, with carefully chosen furniture and display, encourages relaxation and coaching, counselling.

#### USUAL CLASS TIMETABLE (GREEN)

Allows personal space in the class room, for exploration and relaxation to enable pupils to request or be directed to personal space/time away from others.

Offers choice and control over the environment, relaxation and/or to expend energy. Includes; TEACCH stations / areas, PEC approaches.

## USE OF SAFE SPACES

### DEFINITIONS OF SAFE SPACES

#### 'Timeout'

- Restricting positive reinforcement as part of a planned behaviour programme.

#### 'Withdrawal'

- Removal from a situation but with observation and support until the pupils is ready to resume.

#### 'Safe Space / Environment'

- Soft walls and flooring
- Carefully selected furniture / resources
- Easy viewing for staff for observation purposes

### WHEN TO USE THE SAFE SPACES (AMBER AND RED)

- When a pupil chooses to use time-out or withdrawal as an option to manage their emotions or behaviour using visual systems or verbally
- When the child wishes to be in a totally quiet, distraction free place.
- When a pupil wants to lie down rather than sit when feeling upset / agitated.
- When it is the safer space option due to behaviours that risk injury to self, or others or threaten to seriously damage property (e.g. throwing or tipping over of furniture in other places)
- When it is the safer option due to a high level of aggression/violence being displayed which may be a high risk of injury to self or others.

### HOW TO USE SAFE SPACES

If the safe space (amber or red) is to be used as a strategy for supporting and managing pupils who are distressed / agitated; the strategy must be included in the pupil's behaviour management plan as 'withdrawal' or 'time out'.

- Indicate why the time out is the most appropriate form of planned intervention.
- If a pupil opts to go there, any door will remain open and they will to be monitored from outside the room and given space. They can indicate when they are ready to return to their group.
- Observation can be by close visual monitoring or from an appropriate distance through listening to the pupil (this depends on the pupil's response, as close proximity for some children will cause the situation to escalate)
- If a pupil is aggressive / violent when they enter the safe space they will need to be monitored closely until they begin to calm. As soon as calming begins, the pupil should be given the option to leave the space and a risk assessment undertaken by staff as to whether they are ready to return to class or need a period away from others.
- If a pupil wishes to go to the safe space to lie or sit in order to calm down; they can choose whether any door remains open or closed, as close proximity of others can cause their feelings to escalate. They can be left to quiet, but must be monitored from a distance to ensure safety.
- If there is a significant risk that a pupil may leave the safe space and injure themselves or others, then their access may be restricted by staff and secured for a short period (as deemed necessary,

reasonable and proportionate to the risk) while a dynamic risk assessment is undertaken. This should be for the minimum time required to ensure the safety of the pupil and others. Continual monitoring and assessment is essential and senior staff should be informed via the school alert system.

## **RECORDING AND REPORTING**

Whenever the safe space is used as the result of an incident, this incident must be recorded on the school electronic Behaviour Watch system.

Parents will be informed of any incidents in accordance with their individual behaviour plans.

Data relating to the frequency and the nature of incidents is regularly monitored by a designated member of the school's senior leadership team. Collection and evaluation of this data, on an individual pupil, groups of pupils and a whole school basis, is undertaken by the Headteacher to identify pupil's progress, patterns and themes. The conclusions of the data evaluation process are used by the senior leadership team to inform future planning.

## APPENDIX C

### TEAM TEACH APPROACH

Crownbridge School strives to provide a safe learning environment for pupils and staff. Sometimes, some pupils may feel anxious or agitated; during these times staff are committed to doing their best to support pupils to calm down using their communication skills, distraction techniques and by removing any triggers, where possible.

However, there may be times when an individual pupil needs a higher level of support to calm down – at times this may require physical support from staff to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. In such circumstances physical interventions may be necessary. To safeguard all members of the school community an accredited approach, called 'Team Teach', is adopted to manage challenging behaviour. All staff receive initial training and regular refresher training in the implementation of this approach. The school also has three staff trained to Team Teach tutor level. These staff are trained to carry out initial training, on-going refresher training, to advise staff on managing behaviour and to support pupils and are on hand continuously to advise and provide guidance.

All incidents which involve pupils in physical interventions to support them to calm down are recorded by school staff via an electronic data system called Behaviour Watch and parents are informed in accordance with the agreement in their Individual Behaviour Plan (IBP). The IBP is created in consultation with parents, the local authority and other relevant professionals and is consistently followed by all school staff. This information is shared with other people / agencies supporting the pupils, e.g. respite settings, after school clubs etc

If you have any questions about the school's policy and provision relating to a pupil's IBP, a general issue relating to behaviour management at school, or about the Team Teach approach in particular then, please contact the Headteacher directly who will make an appointment to meet with you and provide additional information.