

“I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a pupil’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised”.

(Haim Ginott)

“...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the pupils concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modify personal responses as necessary.”

(Tim Brighouse)

INTRODUCTION:

The policy aims to give staff guidance on managing challenging behaviours as well as promoting positive behaviours and achievements. The term ‘challenging behaviour’ throughout this policy refers to *‘any behaviour that is a barrier to pupils’ learning’*.

This policy should be read in conjunction with the schools Physical Intervention Policy, Appropriate Touch Policy, Safeguarding Policy and Complaints Procedures. Please also refer to appendix 1 for definitions.

At Mandeville School we aim:

- For all pupils to feel safe, happy and ready to learn
- For all pupils to be respected and treated with fairness and dignity
- To promote positive behaviour allowing pupils to access all aspects of the school community.
- To create a stimulating learning environment
- For pupils’ to develop effective communication skills (using Alternative & Augmentative Communication systems), as we believe majority of inappropriate behaviours are triggered by lack of communication and understanding skills
- To reduce inappropriate behaviours using effective proactive and reactive strategies

David Smallwood is the Behaviour leader at Mandeville School.

We recognise and promote:

- The importance of clear communication between school and family, carers, respite, after school clubs, multi-disciplinary team, support network at home (e.g. Early Intervention Panel EIP) and other outside agencies, e.g. Beyond Autism
- The need to be aware of cultural differences
- High quality relationships between staff and pupils which enhance pupils achievements and readiness to learn
- Teaching pupils to become increasingly more able to regulate their emotions by recognising and expressing their feelings appropriately
- Pupils' views in ways appropriate to their age and their ability to understand and express their views

A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

It is important for all staff working with pupils to be consistent in their approaches, teaching and feedback to ensure pupils understand the difference between appropriate and inappropriate behaviours. We ensure consistency in response to all behaviours by:

- Promoting self-esteem, self-control and positive relationships with all adults and peers
- Using positive language to encourage good behaviour, e.g. walk nicely rather than stop running
- Staff being clear and concise in their communications, e.g. using key words and/or visual and auditory cues to support understanding
- Allowing pupils to communicate using their preferred method, e.g. PECS, Makaton, object of reference
- Allowing pupils time to process information
- Using one voice (to avoid over stimulating the learning environment)
- Approaching all situations in a calm, positive manner
- Reinforcing positive behaviours and rewarding significant achievements in order to maintain high standards
- Not talking over pupils or about them in their presence
- Having regular meetings to discuss positive and challenging behaviours between all staff involved in pupils learning
- Reviewing Behaviour Support Plans (BSPs) regularly and sharing them with all key partners, e.g. parents, therapists, non-class based teaching staff and where appropriate pupils

ROLE OF LEADERSHIP & GOVERNORS:

The leadership team works closely with all staff to understand and manage challenging behaviours effectively and consistently through continuing professional development, as well as on-going support within classes. They also ensure:

- All pupils are greeted on arrival by a member of the leadership team which also allows opportunity to assess pupils well-being, e.g. happy, sad, unwell
- Pupils' achievements are celebrated in weekly celebration assemblies
- All staff recognise positive behaviours and significant achievements in pupils
- All staff are supported (as needed) before, during and after managing challenging behaviours
- All staff have training and support in writing BSPs and risk assessments (close liaison with the Behaviour Leader, Behaviour Support Assistant and Team-Teach tutors where needed)
- All staff working with ASC pupils have training in Team Teach
- Monitor and moderate BSPs termly
- Monitoring of types and frequency of behaviours to inform training
- Monitoring of pupil and staff incidents to support staff well-being and inform training
- Regular meetings with Behaviour Leader, Behaviour Support Assistant, Team-Teach Tutors, Clinical Psychologist and Multi-Disciplinary Team where appropriate
- Referrals are made to other network professionals, e.g. EIP and ITSBS
- A member of SMT or other appointed member of staff is able to respond to the lone worker
- Parents have access to training to help them understand the schools approach to behaviour management
- Policy and practice is regularly reviewed
- Report level of challenging behaviours to governors as necessary

The Governors:

- Approve the schools policy
- Regularly monitor behaviour incidents
- Support the school with implementing the policy

CLASSROOM MANAGEMENT:

The quality of teaching and the environment will ultimately affect pupils' behaviours. Teachers and where appropriate teaching assistants and SMSA's (school midday supervisory assistants) will therefore ensure:

- The learning environment is safe, tidy, structured and well organised, e.g. class resources are clearly labelled
- They provide well planned structured learning which is stimulating and differentiated according to pupils needs (including displaying timetable, medium term planning and daily classroom organisation planning on noticeboard for any current and new staff in class)
- Planning reflects on developing pupils' communication, social, personal and positive behaviour skills, through a range of teaching approaches suited to individual pupils needs, e.g. ABA, Intensive Interaction
- There are clear routines, boundaries and expectations which all pupils understand using clear verbal, visual and auditory cues, e.g. now and next board, Makaton signing, bell to indicate end of activity etc.
- Use of videos, pictures and social stories to introduce something new is happening, e.g. class trip, special assembly, outside entertainment etc.
- Specific behaviour management strategies are shared with everyone at a staff meeting so that all staff can consistently implement the approach
- BSPs are reviewed regularly and strategies are implemented consistently across all staff and settings. This will include proactive strategies (what will help to avoid behaviours occurring and ways to teach the pupil appropriate communication and life skills) and reactive strategies (what to do when pupil displays challenging behaviour)
- A positive start to the day by greeting pupils upon arrival in class and assessing their well-being
- The use of a range of rewards and reinforcements to teach positive behaviours, e.g. individual and group reinforcement, token systems,
- Pupils' work is displayed to develop self-esteem and celebrate achievement

REWARDS AND SANCTIONS

Rewards

Positive rewards and reinforcement should be used throughout the day to encourage and teach appropriate behaviours. At Mandeville School:

- Staff continuously give feedback to pupils using social praise, facial expressions and gestures (note: over use of social feedback devalues the process and can confuse pupils)
- We use tangible reinforcers, e.g. food or toys, where pupils do not understand social praise and gestures
- Where food is used as a reinforcer, this is always discussed and agreed with parents and senior staff. This is monitored and a plan is implemented to fade out food reinforcement as soon as possible.
- We regularly update and identify pupils rewards and reinforcers through monitoring and assessment
- Rewards are immediate or delayed and may need to be changed frequently to maintain their motivational value
- We use token systems tailored to individual pupils to increase positive behaviours and learning
- We build positive relationships with pupils through interaction and positive comments
- Parents are informed of significant achievements on that day through the use of home/school diaries
- Achievement is recognised as part of our celebration assemblies on a weekly basis, e.g. awarding certificates and stickers

Sanctions

Adopting positive intervention strategies is central to our approach; however we do recognise that sanctions may be appropriate to use as consequences to challenging behaviours. All staff working with pupils have power to discipline them for inappropriate behaviours which occur in school.

Sanctions should be appropriate and where possible immediate. This may involve:

- Time out
- Confiscating a preferred object
- Withdrawal from activity or group
- Removal of adult attention through positive ignoring of inappropriate behaviours

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- Verbal reprimands and facial expressions to curtail inappropriate behaviours
- Verbal and visual warning systems
- Extra work or repeating unsatisfactory work until it meets the required standard
- Missing break times (please note: curriculum activities should not be taken away from pupils, e.g. swimming, PE)

When implementing sanctions, it is important that staff are calm, clear and consistent. Staff should be positive towards pupils soon after the sanction by reinforcing positive behaviours

The following is not acceptable:

- Humiliating a pupil
- Corporal punishment is never acceptable
- Shouting in anger or frustration
- Use of 'feared' objects or phobias
- Seclusion – where a pupil is forced to spend time alone
- Withdrawal or threatened withdrawal of food, with the exception of treats
- Withdrawal of an element of the curriculum, such as; PE or Swimming, unless it is part of a written agreed plan or an immediate response to make a situation safe.
- Previously awarded rewards cannot be removed as a sanction
- Requiring pupils to wear distinctive or inappropriate clothing, e.g. wearing coat back to front
- Cleaning body fluids. However reparation is acceptable e.g. pupil picking up resources they threw on floor

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables staff (anyone working directly with pupil) to confiscate, retain or dispose of a pupils property as a punishment, so long as it is reasonable in the circumstances.
- **Power to search without consent for** "prohibited items" including:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco
- an article which the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; to cause personal injury or damage to school's or others' property
- any other items which the school rules identify as an item for which a search may be made

Weapons and knives must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item

Pupils at Mandeville School are unlikely to deliberately carry prohibited items with a view to deliberately causing harm or damage, but we must remain open to the possibility, particularly with the ASC pupils.

MONITORING, RECORDING AND REPORTING:

The Behaviour Support Plan (BSP) is the documentation that is central to the monitoring, recording and reporting pupils challenging behaviours. BSP's should be shared with all key partners involved with the pupil.

In circumstances where there are risks involved the BSP should be informed by a behavioural risk assessment. The risk assessment should also be shared with all key partners involved with the pupil.

Monitoring:

At Mandeville we use a variety of systems to monitor and identify triggers to challenging behaviours. These include:

- ABC charts
- Data collection, e.g. frequency charts
- Behaviour snapshot days
- Incident reports from the Behavioural Support Database (BSD)
- Regular team meetings

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- Meetings with key partners (parents, multi-disciplinary team meeting, clinical psychologist, behaviour support assistant)

Teachers are responsible for monitoring behaviours and adapting teaching approaches to ensure success for the pupils. Information collected will allow teachers to plan and teach effective ways of managing behaviours e.g. how to deal with anger or frustration, what are the functions of behaviours

Recording:

All pupils with challenging behaviours should have a BSP. This highlights:

- Aim of the BSP, e.g. to reduce spitting
- Types of behaviours
- Triggers to behaviours
- Proactive and reactive strategies and teaching of alternative behaviours
- Rewards and reinforcers for pupils

The BSP breaks the level of challenging behaviour into 3 stages, low level, medium level and crisis level.

The BSP is planned and shared with parents. They are monitored by the Behaviour Leader and SMT. It is a working document which is reviewed at the end of each half term or sooner if behaviours reduce or escalate significantly. Proactive and reactive strategies are altered if challenging behaviours do not reduce or escalate by the review date.

The BSP should be supported by a behaviour risk assessment where pupils challenging behaviours are a risk to themselves or others

Any incidents and accidents should be recorded as soon as possible in the pupil accident book in medical room or the staff incident/accident form.

Any significant incidents involving challenging behaviours and/or physical interventions should be recorded on the Behavioural Support Database (BSD) and parents should be informed. **See *physical restraint policy***

Reporting:

Teachers are responsible for reporting on pupils' challenging behaviours to all relevant key partners. They:

- Invite parents/carers to take an active role in discussing proactive and reactive strategies to ensure consistency between home and school

- Share good practice with all staff in class and team meetings
- Inform the Leadership team, behaviour support assistant and key partners of any increase or decrease in challenging behaviours
- Report any significant new behaviours to SMT and behaviour support assistant and where strategies do and do not work
- Identify any key training needed to promote or reduce challenging behaviours
- Arrange and lead meetings with parents and multi agency teams to resolve behavioural difficulties with the support of behaviour support assistant and/or leadership team where needed
- Report any significant injuries to an adult or pupil to a First Aider and SMT
- Complete pupil incident book and accidents to pupils or staff should be recorded as soon as possible in the incident/accident book/form

PARENTS

We strive to involve parents in pupils learning as much as possible and to develop positive relationships with all parents to support pupils' behaviours both at home and school. Teachers do this by:

- Inviting parents into school for meetings to discuss behaviour management strategies with the relevant key partners, e.g. clinical psychologist, behaviour support assistant, social worker
- Arranging for parents to observe their child at school
- Arranging a home visit to discuss and/or set up behaviour management strategies at home to ensure consistency between home and school
- Discussing behaviours at parent meetings and annual reviews

The home/school co-ordinator also arranges a wide range of training for parents, e.g. managing challenging behaviours, sensory integration, sleep workshops

BULLYING

“The Office of Children and Young People’s Services’ Anti-Bullying Strategy defines Bullying as a *persistent, deliberate attempt to hurt or humiliate someone.*

There are various types of bullying but most have three things in common:

- It is deliberate hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

All pupils have a right to enjoy learning and leisure time free from intimidation or abuse. We aim to prevent bullying in all its forms and to stop it in its earliest stages. We recognise that some pupils because of their disabilities display behaviours which, although not intentional, can be intimidating to other children. This is not the same as a pupil who exerts a deliberate act of intimidation or power. However, the effects are the same on the child who is on the recipient of the behaviour. Each situation needs to be dealt with on an individual basis reflecting the school ethos of every child being valued and respected. Through our practice we aim to:

- Create a positive ethos in school which promotes respect for all pupils and staff
- To use the curriculum as a means of teaching the pupils to improve their interaction skills and social play
- To use the PSHCE curriculum as a means of helping the children develop self esteem and assertiveness skills
- To create a supportive and open environment for pupils to express themselves.
- To provide support and strategies for pupils who have been bullied
- To work with children on an individual basis who display bullying behaviour
- To involve class staff and department teams from the outset so that the situation is dealt with consistently from the beginning
- To use a system of positive rewards for appropriate behaviour
- To use sanctions when appropriate

Bullying is unacceptable at Mandeville School and will not be tolerated. All school members, adults and children, have rights and responsibilities towards each other. Staff should:

- Report any instances of bullying to SMT
- All instances of bullying should be recorded
- Parents should be informed by the class teacher by phone

APPENDIX 1

Definitions

ABA – Applied Behaviour Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree

ABC charts – data collection sheets for frequent challenging behaviours recording the **A**ntecedent (what happened before), **B**ehaviour and **C**onsequence. These behaviours will often happen throughout the day so the ABC charts can also give us a opportunity to see any patterns emerging around when the behaviours are occurring.

Alternative & Augmentative Communication (AAC) - an umbrella term that encompasses the **communication** methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language such as; PECs, Communication Books, Makaton

Behaviour snapshot day – Once a term there is a day when the whole school will record any behaviours that could be a health and safety risk. The behaviours that we look for are the ones that happen frequently but staff don't usually record, such as; scratches, spitting etc.. The behaviour team then analyses the data and focus their attention to the high risk areas within school.

BSD (Behavioural Support Database) –system used at Mandeville school to record significant occurrences of challenging behaviour. Any type of restrictive physical intervention must always be recorded on the BSD.

BSP (Behaviour Support Plan) – a document written to communicate risk reduction strategies to staff and parents about specific children. This document will include a description of behaviours, possible triggers, proactive strategies (for preventions and reduction) and reactive strategies.

Challenging behaviours – Any behaviour which is a barrier to a child's learning

Corporal punishment - the use of physical punishment to correct behaviour

EIP – Ealing's Early Intervention Project

ITSBS – Ealing's Intensive Therapeutic & Short Break Service

Key partners – The key people involved in a child's development. These will include; parents, teachers (and school staff), social workers, psychologists and most importantly, the child

Multi disciplinary team – the group of professionals from different fields of expertise that contribute to the welfare, education and development of a child

One voice – One person to talk in class as much as is reasonably practicable, to reduce over stimulation.

Positive ignoring – to ignore a specific behaviour in order to reduce satisfaction of gaining reactions from an adult

Proactive strategies - what will help to avoid behaviours occurring and ways to teach the pupil appropriate communication and life skills

Reactive strategies – what you should do when a specific behaviour is being presented

Reinforcement - A positive **reinforcer** is **defined** as any environmental event that, when given in response to the behaviour, increases the strength and frequency of that behaviour. Some commonly used positive reinforcers in the classroom are praise, attention, tokens, and stickers.

Seclusion – When a person is forced to spend time alone against their will (requires statutory powers other than in an emergency) Never to be used at Mandeville School unless in an absolute emergency.

Team-Teach – Accredited training framework adopted by the school which has a holistic approach to a range of risk reduction strategies which include non verbal, verbal and where 'reasonable and absolutely necessary', physical interventions.

Time out - Restricting positive reinforcement as part of a planned behavioural programme (requires a written agreed plan)

Withdrawal - Removed from the situation but observed and supported until they are ready to resume