

Belstead School 5P Behaviour Approach

Introduction

Belstead School caters for pupils with a wide range of complex needs and learning difficulties with associated behavioural difficulties.

The school is committed to providing a safe environment for its pupils and is compliant with national and local guidance and compatible with the school's Safeguarding and Child Protection Policy and Procedures.

The school's behaviour ethos is based upon the 5P Approach Framework (Linda Miller, 2009) which offers a preventative and positive approach to behaviour intervention.

Belstead school therefore promotes a positive approach with an emphasis on encouragement, praise and reward that will foster a secure, enjoyable learning environment. Belstead aims to ensure a consistent approach throughout the school.

Aims

- To provide an approach and environment which ensures pupils' positive wellbeing
- To empower pupils to manage their own behaviour
- To create and maintain a positive, safe, secure, caring and effective bespoke teaching and learning environment with realistic expectations
- To create a purposeful and happy atmosphere that enables pupils to feel secure and to develop as individuals
- To develop a moral framework which encourages relationships based on kindness, tolerance, respect and understanding of the needs of others
- To ensure fair treatment for all regardless of age, gender, race, ability and disability
- To demonstrate that we recognise and appreciate the efforts and contribution of all
- To show that we value all individuals
- To encourage consistency of response to both positive and negative behaviour; ensure that the school's expectations and strategies are widely known and understood
- To enhance self-esteem and acknowledge and value achievements at all levels.
- To encourage sense of personal responsibility to show respect for adults, peers and property
- To develop awareness of self and others.
- To encourage the involvement of both home and school in the implementation of the 5P Approach.
- To consistently apply the behaviour ethos throughout the school.

Entitlement

Every pupil has an opportunity to have access to an approach, resources and curriculum differentiated to meet their individual needs. This is set out within their 5P Approach Individual GREEN Zone. A 5P Approach "Working with Me" pack will be developed for each pupil. This will contain all relevant information required to fulfil the aims of this policy and meet their individual needs. In addition to the Individual Green Zone, this will include, as and when appropriate, a detailed behaviour plan – the 5P Approach Intervention Hierarchy.

To ensure consistency and continuity of approach all aspects of the Working with Me pack should be adhered to by all staff who come into contact pupils. The pack will also be shared with parents/carers and wider multidisciplinary professionals (as and when appropriate)

Implementation

The 5P ethos will be implemented through

- School wide use of the 5P Intervention Framework (Linda Miller 2009)
- Consistent application of the behaviour policy throughout the school day.
- Providing pupils with good role models to positively reinforce good behaviour.

- Ensuring adequate resources are provided to support strategies for individuals to manage their own behaviour.
- Delivering a suitable curriculum to challenge with appropriate activities.
- Dealing sensitively with negative behaviour and be aware of pupils' difficulties and vulnerability.
- Providing pupils with minimal 'negative' language when explaining what they should be doing.
- Providing high expectations and standards of behaviour.
- Ensuring routines are understood, provide clear boundaries and ensure a consistent approach.
- Raising esteem through praise, reward and giving responsibility

To support this ethos Belstead School can draw upon skilled and knowledgeable professionals, including psychologists, to help devise strategies to manage and reduce bullying and challenging behaviours and their effects.

Pupils' 'Working With Me' packs will be easily accessible for all to see (copies will also be retained by the senior staff).

It is essential to keep a record of behaviour issues to ensure efficiency of strategies used. Behaviour incidents (that differ from that denoted on behaviour plans) will be recorded in the **Behaviour Incidents log** book.

Criteria for Pupils that Require a Behaviour Management Plan:

The aim of behaviour intervention plans is to improve the quality of life for the individual and if that is not the resulting consequence of the plan it should be reviewed and amended accordingly.

Training

Regular training, including training on the 5P Approach, Team Teach, Use of the Calm rooms etc. is offered to all staff by our 5P Consultant and Team Teach Trainer.

Behaviour Records used within Belstead School

1. Assessment of behaviour

Tools used to aid assessment include:

- The 5P Approach problem-solving pathway
- The 5P Approach Behaviour Analysis forms.
- Repeated behaviours – use recording to ascertain antecedents etc. and to help
- assess strategies in an effective way.
- Frequency recording- to ascertain strategies in behaviour plans are working.

2. Major Incident Recording – . All physical handling **Must** be identified on the behaviour plan and logged each time it is used in the

3. Behaviours that are repeatedly exhibited – these behaviours should be recorded on ABC or ABBBC charts or inappropriate behaviour logs for a suitable period of time. These logs will provide valuable information to help create a behaviour analysis to complete an intervention framework (i.e. The 5P Approach to Behaviour). In order to create an effective Behaviour Management Plan for individual pupils' needs.

Frequency recording of unacceptable behaviours - for pupils on a Behaviour Plan. It is important to record the frequency of behaviours identified on the behaviour plan in order to ascertain whether behaviours are decreasing, changing or increasing

Resources and Strategies

1. Preventative resources and strategies (GREEN) used include

- Use of TEACCH principles
- Circle time, drama, imaginative play and social stories.
- Reward charts, 'I am working for' and 'first then'.
- Visual environment.
- Critical communication (help, break etc.)
- Ignoring unacceptable behaviour and immediately praising appropriate behaviour.

2. Pre-emptive (AMBER) Strategies used include:

- Distraction
- Diversion
- Use of breaks

3. RED reactive (managing behaviour) strategies include

- Sign or signal
- Verbal reprimand.
- Loss of reward
- Time Out
- Using physical intervention – this should only be necessary if a pupil is in danger of injuring themselves or others or damaging property or severely disrupting good order within a group. *NB: Refer to physical intervention policy*

NB: There will be time to debrief for both pupils and staff after a challenging incident has occurred.

Sanctions: Should sanctions or punishments be deemed to be appropriate for an individual, they should only be introduced as part of a well-managed individualised behaviour intervention plan, and should be reviewed regularly by the staff team to assess their effectiveness for that person.

Sanctions may include

- Withholding a pleasurable activity/privilege.
- Isolating from peers (classroom/playground).
- Keeping in at break times.

Negotiating a sanction may be used with more able students.

Exclusion

The governing body and Headteacher retain the right to exclude a pupil from school if it is deemed necessary. If the behaviour of a pupil deteriorates it is vital that staff keep records so that the whole picture of the behaviour is available in case exclusion is under consideration.

NB: Use of the Calm room

Calm rooms should only be used in line with the 5P Approach guidance i.e. the main use should be as a GREEN strategy, pupils should be encouraged to use the rooms as a pre-emptive (AMBER) strategy. Calm rooms should not be used as a punishment. Calm rooms should only be used at RED as a last resort and in line with the guidance. Calm rooms may also be used as a means to calm after an incident