



The Belsteads School Behaviour Management Policy

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We strive in our school to work towards providing an environment, which is experienced as therapeutic at its very core and encourages positive changes in behaviour and the child's emotional world, enabling children to be happy, content and have an opportunity to release their own potential. This policy is a general guidance on managing and changing behaviour. We use the 5P Approach to reduce anxieties, understand and prevent unwanted behaviours.

It must be read in association with our policy on Positive Handling and information on the 5P Approach.

OUR BELIEF / VALUE STATEMENT

All behaviour is learnt.

All behaviour satisfies a need.

Each child is unique in his/her needs and learning style.

Each child is of equal human value and deserving of respect.

If we maintain preconceived ideas about children with disabilities, then we may fail to appreciate the uniqueness of each young person.

Providing knowledge and understanding (learning) can lead to changes in beliefs, values and attitudes.

Changes in beliefs, values and attitudes can lead to changes in behaviour.

Positive expectations have a positive effect on the behaviour of others.

All staff are responsible for modelling and promoting appropriate behaviour throughout the school. We all work together to support young children in developing socially acceptable behaviour.

TYPES OF INTERVENTION

If children's needs are not met then challenging behaviours may arise, so we must take an "active" approach to meeting children's needs.

There are three types of Interventions:

1. Proactive
2. Active
3. Reactive

Proactive:

"Pro" means before. Proactive interventions are those, which address children's' needs before the problems arise. If proactive interventions are effective, then challenging behaviours should become rare.

Active:

If needs are not met, then problems begin to bubble up as warning signs. Active interventions are designed to help children calm so that needs may be addressed.

Reactive:

Reactive interventions are those which deal with challenging behaviours as they occur. We must then wait for the child to calm and go back to the point where we can address their needs (proactive and active).

Reactive interventions include, but are not limited to physical interventions (restraint). They might also be consequences including reprimands, loss of privileges or reparation.

The goal of the **proactive approach** is to reduce the need for reactive interventions.

PHYSICAL INTERVENTIONS

Sometimes a child needs to be held, this may happen if the children is about to hurt someone, hurt himself or herself, damage property. All staff are trained by qualified instructors using Team Teach approaches. Please read our [Positive Handling Policy](#) for further information.

REWARDS

- Positive recognition is the key to motivating the children to succeed.
- Positive recognition motivates children to choose appropriate behaviour and creates a positive atmosphere.
- Positive recognition is the most active part of our behaviour management approach.

At The Belsteads School, we use a reward system that seeks to give pupils an immediate and tangible recognition of appropriate or welcomed behaviour.

When, for agreed periods of time reflecting the development of the child, a pupil has followed adult direction, engaged in learning activities, acted kindly to others etc, they receive a physical reward in the form of a Gold token.

Tokens are each worth 5 pence and are totalled regularly so that pupils can redeem them for chosen items or activities.

Each child has their own Coin Chest to store coins and to 'pay' staff when opting for an activity.

Praise is the most meaningful, effective positive recognition that an adult can give. When the time is taken to recognise verbally a child's achievement, it is a very significant action and makes a very powerful statement. It shows not only that the achievement has been recognised but also that someone cares. We seek to 'catch children behaving well' rather than badly.

Praise can also be formally shown via awarding a Leaf for the Kindness Tree in recognition of a kind action, or through a Star award for outstanding achievement in any area.

CONSEQUENCES

Children deserve to have a structured environment where they can be safe and secure in the knowledge that there are limits to their behaviour. Knowing that someone cares enough to put boundaries and limits to uncontrolled, unacceptable behaviour is an important concept for children to learn.

There will be times when someone will choose not to follow the rules, preventing others from enjoying and being comfortable in the learning environment. When this disruptive behaviour occurs, action must be taken calmly and quickly and without highly emotive responses.

Consequences may involve the following activities (not exhaustive):

- Time out;
- Paying back time;
- Not earning a privilege;
- Cleaning up (where appropriate)
- Performing an appropriate task;
- Writing a letter of apology;
- Verbally reprimanding the child;
- Asking the child to leave the group for a short period to calm down and think about the consequences of their actions/how they would like to be seen by others.
- Physical Intervention to prevent harm to the child, others or significant damage to property (Positive Handling Policy)
- Temporary (fixed term) exclusion.

RECORD KEEPING

Incident Report Forms

If an unusually challenging Incident occurs, these are recorded on forms designed to describe the full details of the incident.

Physical Intervention Forms

Restraints are recorded in a bound book, in a format that complies with Team Teach certified requirements.

Bullying, Racism and Homophobia

Incidents are recorded and reported on as required.

All staff are responsible for completing forms appropriate to individual Incidents, but may seek advice from SLT if needed. Forms are reviewed by SLT so that emerging patterns of behaviour can be identified and addressed with individual children, seeking support and input from family and outside agencies as appropriate.

This Policy should be read in conjunction with our policies on:

- Positive Handling
- Bullying (including racism and homophobia)
- Exclusions
- Health & Safety
- Equal Opportunities

And with individual pupils' Positive Handling Plans and Risk assessments.