



# 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 a range of positive behaviour support strategies to reduce anxieties, understand and prevent unwanted behaviours. It must be read in association with our policy on Positive Handling.

## **OUR BELIEF / VALUE STATEMENT**

All behaviour is learnt.

All behaviour satisfies a function.

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

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

Learning about a child and building rapport is essential when dealing with challenging behaviour.

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. All staff are responsible for reading a child's risk assessment of challenging behaviour, positive handling plan and grab sheet.

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 child is about to hurt someone, hurt himself or herself, damage property. All staff that use physical intervention are trained by qualified instructors using Team Teach approaches. Please read our [Positive Handling Policy](#) and pupils individual [Positive Handling Plans](#) for further information.

## **LOCKDOWN PROCEDURES**

In exceptional cases and at the instigation of the Senior Teacher on-site, the school will adopt the Lockdown Procedure (see Belstead School Lockdown Policy), as a result of (a) unruly behaviour by a pupil (b) unknown person(s) on-site and (c) advisory actions coming from third parties i.e. local police.

## **REWARDS**

- Positive reinforcement is the key to motivating the children to succeed.
- Positive reinforcement motivates children to choose appropriate behaviour and creates a positive atmosphere.
- Positive reinforcement 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 etc, they receive a physical reward in the form of a Gold token.

Tokens have a monetary value of 5p each, pupils save up and spend their coins throughout the term. Each pupil has their own Coin Chest to store coins and to 'pay' for preferred items or activities.

In the dining hall you will find our "kindness tree", a pupil who has performed an act of kindness will be awarded a leaf to place on the tree. Throughout the year this tree will grow and be a visual representation of the kind deeds that have happened in the school. Each leaf is named and the kind deed described as a reminder.

A range of activities are available to pupils who have successfully completed lessons throughout the day. These include; football, basketball, table tennis, Lego, board games, drums, piano, guitar, walking the dog, feeding the fish, bubbles, art, computer, X-box and baking.

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.

## **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 too 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;
- 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 where reasonable, proportionate and necessary.  
(Positive Handling Policy)
- Temporary (fixed term) exclusion.

## **REFLECTIONS**

Following an occurrence of significant challenging behaviour, our pupils will be expected to complete a successful reflection. This is not a form of consequence, but a time for staff and pupils to listen to, and understand each other's opinions and repair any damaged rapport.

A reflection follows the Antecedent – Behaviour – Consequence rule where a pupil will identify what preceded the behaviour and the emotions involved. What exactly the challenging behaviour was, and the consequences for those involved.

A pupil then identifies where it went wrong and agrees what they can do differently next time faced with a similar situation.

These reflections are not completed immediately after an incident however will be attempted within 24 hours. They may look like informal conversations over a game of basketball, a completed reflection form, a conversation with the HT or DHT. Reflections are tailored to a pupil's preference and understanding. Unsuccessful reflections are passed onto parents and carers to see if the pupil is more willing to reflect on the incident at home.

## **MINDFULNESS**

At the Belsteads School mindfulness is used to reduce worries, anxiety, distress, and bring about greater calmness, relaxation, awareness and self-regulation.

Mindfulness happens every morning before school starts, after every break time and before lessons in the afternoon. Our Pupils are also encouraged to use mindfulness as a form of de-escalation where appropriate.

## **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 to governing body 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 all staff and 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.

## **DEBRIEFS AND TRAINING**

At the beginning of each day a “Debrief”, session is held. This allows us to:

- Celebrate positive aspects and achievements of all individuals
- Work together to find solutions to problems presented during the day;
- Build a collective, consistent approach to managing inappropriate behaviour and promoting positive behaviour.
- Refresh on Team Teach techniques.

### **Management Team**

The management team are always ready and available to support staff through individual difficulties they may experience.

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 Grab Sheets.