



POSITIVE BEHAVIOUR MANAGEMENT

Chair of Governors:

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Positive Behaviour Management Policy

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Introduction

This policy outlines the purpose, nature and development of Positive Behaviour Management at Ysgol Bryn Derw.

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 Ysgol Bryn Derw 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 Ysgol Bryn Derw 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 Ysgol Bryn Derw 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.
- To provide pupils with the skills to self-regulate
- To develop appropriate social behaviours that permit pupils to access their community/work experience

Implementation

Positive Behaviour Management at Ysgol Bryn Derw 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 e.g. 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), working towards strategies, 'let's make a deal', pupil voice e.g. choice of activity, favourite activity or compromise, 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
- Sensory processing challenges resulting in hyper/hypo-activity.
- A resistance to change
- Factors relating to specific syndrome where relevant
- Environmental factors; noise, limits on personal space

Staff at Ysgol Bryn Derw 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. Pupil voice is encouraged in the setting of school and class rules.

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, other relevant professionals and, if appropriate, the pupil. 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

Ysgol Bryn Derw 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.

POLICY REVIEW

This policy will be reviewed within 3 years of approval, or sooner if legislation/best practice requires

APPENDIX A

POSITIVE 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?

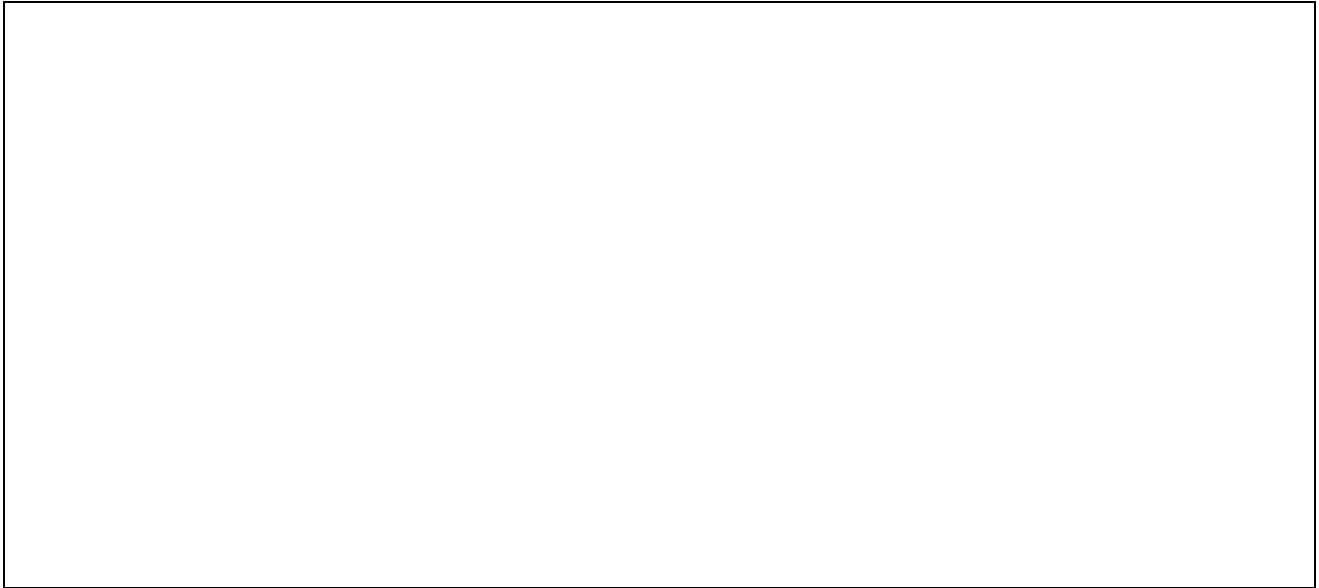
NB: Not all behaviours can be addressed at once. You will need to decide on a main focus and prioritise, informed by.....

- 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

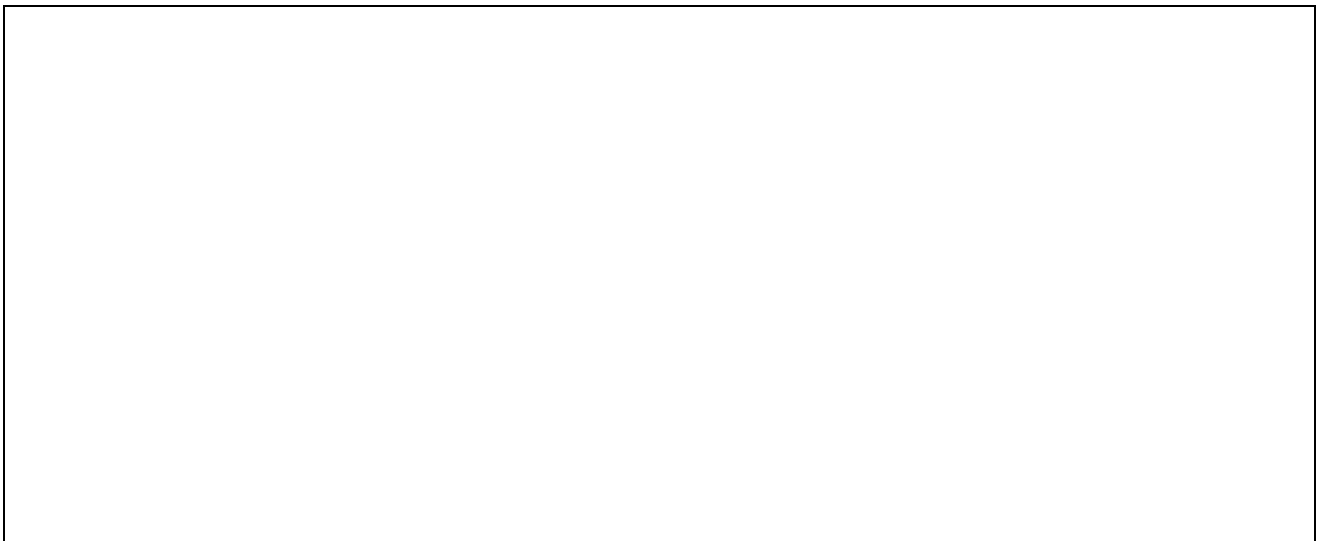
E.g. Triggers – immediate reaction; Setting conditions (medical, environmental, sleep patterns, convergence of a number of these)

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.

Behaviour Support and Intervention Plan

Pupil Name:
Class:
Teacher:

I.B.P Date:
Review Date:

(n.b. yellow highlights are indicative content that will differ for each individual)

Trigger Behaviours: *(Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)*

- Anxiety from - choice, debrief of an incident, transition, new or exciting activities
- Not getting his own way, sanctions, being told 'no'
- Inconsistency of rewards, sanctions & rules
- Unfamiliar staff
- Unfavourable tasks/ activities
- Waiting
- Not finishing an activity
- Access to busy areas with open spaces – escalates high level 2 behaviour

Preferred Supportive Strategies: *(other ways of C.A.L.M.ing such behaviours).*

- Structured teaching approaches e.g. TEACCH
- Task analysis teaching
- Total communication approach
- Rewards and consequences

For further information see page 3 for explanations & Ysgol Bryn Derw Behaviour Policy

Class staff may ask for additional support so that colleagues can offer guidance

Class Teacher or SLT will phone parent or guardian with:

- an explanation of the incident
- how your child was supported
- how they will be supported in the future
- any amendments if required in the BEHAVIOUR SUPPORT INTERVENTION PLAN
- a REQUEST that if you notice any marks on your child please inform school

At any time parents would like to ask questions / or renew the IBP then they are welcome to request an appointment with the Behaviour Leader and / or Head Teacher

	PLEASE PRINT	PLEASE SIGN:	Date:
Establishment	Name:		
Placing authority	Name:		
Parents / Guardians	Name:		

Behaviour Support and Intervention Plan

Level	Topography of Behaviour	Staff Support	Reporting
Good <i>Green</i>	xxxx calm & shows interest/good listening/talkative, works sensibly in small group or on his own with TA support. Appropriate physical contact – shaking hands or a ‘high five’.	Continue assertive discipline approach – praise good work/ on task behaviour. Catch xxxx being good. Model the task/activity	
1 <i>Green</i>	Intermittently fidgety or distracted, looking around the room. Intermittently focused & listening, still able to work with a very small group or individual work. Anxiety may sporadically rise/fall. Quiet	Praise desired behaviour & work. Distract xxxx with conversation or the activity; staff may need to model the activity Remind xxxx of rewards and ‘Take a break’ option	
2 <i>Amber</i>	xxxx unsettled (out of routine behaviour, not sitting in usual spot), distracted & looking around. May be very quiet &/ pace or mumbles or voice level may rise, hiss, growl, shout. Says ‘I don’t know’, ‘I’m confused’ or shout ‘I want my...’, very oppositional. Anxiety may sporadically rise/fall. <ul style="list-style-type: none"> Wandering/running out of learning area 	Ask xxxx ‘do you want to take a break’ e.g. in an allocated space. Staff may need script ‘you need to take a break’. A staff member prepares safe area – remove throw-able objects & chairs for ‘take a break’ space, staff monitor xxxx should physical intervention be needed. Pull help alarm. Remind xxxx of rewards, rules, and take a break space <ul style="list-style-type: none"> 2 person single elbow escort to learning area / allocated outside space 	*Teacher or SMT to speak to Mum on day of physical intervention. Identify Amber or Red behaviour.
3 <i>Red</i>	Ignoring staff/not listening, running around learning space. Damaging property. Spitting, pushing, hitting, and kicking others, throwing objects, biting. Shouting demands, climbing e.g. gates, fences	Handling strategies: ESCORT using Caring ‘C’s and deflections to steer only - avoiding hitting, kicking and to safeguard pupil and others. Disengagements from - hair pulling, biting, grabbing clothing <ul style="list-style-type: none"> HOLD: 1 person double elbow, 2 person single elbow, 2 person single elbow to chairs, wrap 	
4 <i>Amber</i>	xxxx sitting, may appear unsettled. Using ‘take a break space’ Mumbles or voice level may rise, hiss, growl, shout or cry. Says ‘I don’t know’, ‘I’m confused’ or shout ‘I want my...’, Very oppositional. Anxiety may sporadically rise/fall. May ask for his drink	Calm assertive approach, allow xxxx to take a break in an agreed area. Support xxx/ supervise from distance, direct pupil with ‘take a break’ do not speak to xxxx during recovery time. Use simple language e.g. ‘stop, wait, take a break’	
5	xxxx quiet, listening. Anxiety may sporadically rise/fall. Pupil may shout during debrief	Speak calmly & quietly. Highlight what xxxx did well e.g. ‘Well done for taking a break’. Make clear boundaries for taking a break and physical intervention. Staff may discuss with another member of staff what went well, followed by topics of interest for xxxx to listen.	
6	xxxx showing good and level 1 behaviour.	Staff to talk about matters of interest to allow xxxx to return to activity/ alternative without a direct choice. Praise xxxx for taking a break (if elected at stage2) <i>Highlight right choices with reward tokens, debrief with Mum</i>	

Behaviour Support and Intervention Plan

Timeout Directed and/ or Elected positive reinforcement as part of a planned behaviour programme (requires written agreed IBP plan)

Withdrawal is defined as removal from a situation but with observation and support until ready to resume e.g. taking pupil to do a job

Timeout Offered / Timeout Directed

- Timeout will be time away from the group, either in an area of the classroom, in a space adjoining the classroom, time outside the classroom in the playground or library (all with supervision)
- Time will be given time to work through emotions
- Physical interventions may be necessary to escort the child to a quiet space
- Close supervision is essential in order that both pupil and staff are safe
- staff judgements will determine when a pupil is ready to re-join the class or 'take a break' or 'Withdrawal' be offered e.g. 'let's do a job'

Recording and notifications required:

- All classes are required to record all 'incidents', 'physical interventions' and 'time out' in the bound and numbered book. Any injuries should be recorded in the online accidentbook and on LEA RIDDOR forms. The head teacher should be informed of any injuries, near misses.
- Records from bound and numbered books are monitored and evaluated to identify patterns in behaviour. This informs staff how to better support young people in managing their behaviour and monitor progress. The Behaviour Manager is responsible to report to the Head Teacher
- When holding is deemed necessary it will be undertaken with sensitivity, dignity and respect and applied reasonably and proportionate to the circumstances. However there may be occasions when marks are unavoidable to all parties

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 on the opposite of each corridor 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 some classrooms, Thrive areas, outdoor classroom spaces, use of school specialist spaces e.g. library, play grounds, 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.

Inlcudes; TEACCH stations / areas, PECS 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 pupil 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'. Red spaces should only be used as specifically expressed in IBPs.

- 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, unless they close the door themselves and it has been discussed with SLT and parent/carers, 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 accidentbook 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

Ysgol Bryn Derw 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 will also have at least one member of 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 in the bound and numbered book 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.