

Management of Behaviour Policy

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Contents

- 1. Rationale**
- 2. Objectives for young people's behaviour**
- 3. Strategies for helping young people achieve these objectives**
- 4. Process**
- 5. Rewards**
- 6. Consequences**
- 7. Educated Off Site**
- 8. Physical Restraint**

Appendices

- 1. School Rules**

1. Rationale

Amberleigh School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2002.

The staff and pupils of Amberleigh School are entitled to work in a safe, secure and supportive environment from danger or intimidation and in accordance with the school's rules and good working practices.

Good behaviour is an essential part of learning. Amberleigh School promotes a safe and well-ordered learning environment in which good behaviour and endeavour is acknowledge and rewarded. Anti-social and disruptive behaviour is recognised, challenged and corrected.

- Policy to be read in conjunction with Welsh Government Guidance 097/2013 Safe and effective intervention – use of reasonable force and searching for weapons (March 2013)
- Welsh Assembly Framework for Restrictive Physical Intervention Policy and Practice (March 2005)

2. Objectives for young people's behaviour

- To create a well ordered environment which is conducive to learning and teaching and which stresses the importance of self-discipline, self-respect, respect for others, respect for communal roles, respect for the school environment, other people's property, the basic values of honesty, fairness and politeness, the difference between right and wrong, and a proper regard for legitimate authority.
- To promote and reward good behaviour as a matter of course through a range of strategies, both formal and informal, and to marginalise dysfunctional and anti-social behaviour through proper identification.
- To challenge poor or anti-social behaviour and to provide support to modify and improve such behaviour.
- To foster effective and positive relations amongst pupils, school staff, carers and support agencies via role modelling.
- To recognise that many pupils, especially at point of school admission, have lives which are neither well-ordered, functional nor settled.
- To acknowledge that behaviour is different in different environments and to help pupils develop knowledge and skills to adapt their behaviour to different environments.
- To co-operate with reasonable requests instructions, corrections and consequences from staff.
- To help young people manage their own feelings and behaviour as well as possible.
- To prepare young people to adult life, higher education, the work environment and independent living.

3. Strategies for helping young people achieve these objectives

- Staff consistently emphasise the importance of good behaviour through verbal direction and through example.
- Amberleigh Care employs an attachment model of care and in line with this, all staff at Amberleigh School aim to foster a positive therapeutic relationship with the young people based on mutual trust and respect. With the establishing of such a relationship, it is believed that behaviour is more easily managed and developed.
- Young people are provided with well-trained, confident, calm and assertive staff who are aware of what standards of behaviour to expect and what action to take to promote it and are consistent in their approach to good behaviour.
- There are clear and consistent rules for behaviour that young people understand and that they are clear about what is expected of them in all situations.
- There is an emphasis on good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.
- There are planned rewards for good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.
- Staff respond to poor behaviour in a supportive manner.
- Young people are helped to understand their behaviour through discussion and reflection so they can begin to self-regulate.
- Staff use the best principles of teaching and classroom management to minimise distractions and to optimise academic and vocational achievements.
- Provide enjoyable experiences with other children so they can start to enjoy positive peer relationships.
- Involving young people and carers in decision making.

Process

- A list of school rules (see appendix) establishes the framework for the daily lives of pupils within Amberleigh School. All pupils are introduced to the rules and their purpose during a discussion at their initial induction.
- As far as is possible, school rules reflect the house rules and rules for behaviour within therapeutic sessions in order to avoid confusions of understanding and in order to simplify the pupils' operational framework.
- Individual behaviour targets are developed with support from the care team and Amberleigh's in-house therapy team, are used to monitor pupil progress within the overall contextual framework of the expectations of school. Objectives are agreed with pupils in an attempt to ensure that pupils develop feelings of ownership and responsibilities for their own decision making and actions. Objectives are reviewed frequently, and modified in the light of observed pupil progress in their behaviour patterns. Attempts are made to link cohesively both behaviour and work objectives.
- The results of behaviours and actions, both positive and negative, are explained to pupils and consistently reinforced through a system of rewards and appropriate consequences/reparation.
- Carers are informed verbally at the end of each school day, in the community meeting, on the positive and negative performance of pupils. A written daily handover sheet with details of each pupil's behaviour, engagement and progress towards learning objectives is completed.

4. Rewards

Rewards are based as much as possible on the public recognition achievement and the sense of pride it brings rather than simply on material rewards. Recognition is arranged in such a way that there is always some reward opportunity within sight. Once gained rewards must not be 'lost'.

Rewards include:

- Recognition for good effort in class
- Positive comments written on good work
- The positive use of school reports to highlight achievement
- Peer reward system (at the end of the year) to allow young people to recognise and nominate others for their achievement
- Special mentions in community meetings
- Weekly rewards for the most behaviour points earned and pupil of the week.
- Positive comments/rewards recorded in individual positive praise books

Examples of rewards issued on a weekly basis:

As a motivational tool to promote pupil's learning both in and out of school, the school reward points are reported to the registered care managers and staff within the community meetings. All staff should familiarise themselves with and actively promote the Amberleigh School's reward system. This system of reward points allows young people to gain positive attention for positive actions and behaviour. Often young people thrive on attention and we endeavour to provide positive attention to young people, whereby adults are seen to praise and reward positive behaviour. The use of the reward system promotes positive attention and recognises those things that young people do well or have tried hard to do well with.

At the end of each lesson as part of the plenary teachers will reflect on the lesson to the young people and give reward points for effort, behaviour and achievement. In all, there are five different criteria for each lesson through which the pupils can accumulate points. Points are given in particular for positive pupil behaviour, interaction and effort, but all staff must apply the system in a consistent way, especially around expectations and pupil standards. A pupil will not respond well to a reward system that is inconsistent and allows them to gain points that have not been justifiably earned.

The prize is drawn in the community meeting held each Tuesday. The student is praised within the community for their achievement.

Each week a certificate is awarded to 'pupil of the week' which is based on good behaviour and is influenced by the pupils' Individual Behaviour Targets. Each month a certificate is also awarded to the 'pupil of the month' for good behaviour. These certificates are displayed in school for all pupils, staff and visitors to see.

Behaviour Points

Each Young Person can earn points whilst in school; 10 points per lesson. This is collated by the teaching staff and the pupil with the most points at the end of each week will receive a prize in the community meeting. Points in a lesson would normally be awarded by the teacher for the following categories;

- Punctuality and attendance
- Attitude to work and social skills
- Behaviour and language
- Individual Behaviour Plan Target
- Effort and motivation

Review

The points that a Young Person earns are collated in school and used to monitor and inform target setting. The point sheets are used as evidence and each Young Person in discussion with a designated teacher is able to suggest a personalised behaviour target that reflects their individual areas of weakness. Each young person's score is collated and these scores are used to reward the young people at the end of each week during the community meeting. The rewards available are non-uniform day, free games lesson, time with school dog and gift vouchers etc.

5. Consequences

Consequences serve a variety of purposes in the overall management of behaviour. They assert outright and responsibility to regulate and manage young people's behaviour. They also help young people understand that a community has the right to show their disapproval of certain behaviours and take fair action against those who threaten its welfare.

Although a consequence may stop a behaviour temporarily there is no evidence that consequences are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our aim is to deal with any poor behaviour in a way that stops it immediately and effectively but then return to positive support and encouragement of good behaviour as soon as possible.

Where possible behaviour is corrected without consequences by talking the incident through with the young person (and staff concerned) and helping the young person acknowledge their mistake. Young people may also be supported to carry out the necessary action correctly and then being commended for doing so.

However, if the young person is unwilling to engage in any of the restorative actions identified above then consequences may be given. If consequences are given then:

- The young person must be informed about the consequences as soon as possible and in person (this should not be left for others to do);
- The young person must be told why the consequence has been given.

Staff must make sure that, where possible, the young person had warnings and support to make better choices.

If consequences are issued they should be determined by the scale or frequency of the misbehaviour concerned and, where possible, replicate the consequences of the house' for example, removal of privileges, restorative action, being refused permission for an external activity or school visit, loss of school break, earlier bed-time or loss of privileges.

Lateness for school, unfinished work due to disruptive behaviour or absence from lesson without permission is dealt with by the pupil having to complete the work missed after school in the home and prior to undertaking any other off-site activity.

Consequences must not include:

- Any form of corporal punishment including the unnecessary use of force;
- Any punishment involving the consumption or deprivation of food or drink;
- Any restriction on a young person's contact or communication with parents, relatives, advocates or friends;
- The intentional deprivation of rest or sleep;
- Humiliation, including any requirement that a young person wear distinctive clothes;
- Any measure which involves any young person in the imposition of any sanction against another young person;
- The punishment of a group of young people for the behaviour of an individual young person.

6. Educated Off Site

It is important that the rules in Amberleigh School are adhered to and that pupils are encouraged to discuss any problems they may have with a teacher. However, we recognise that sometimes pupils do not act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both pupils and staff alike. Due to the nature of our pupils and quite often negative experiences of school Amberleigh has a no exclusion policy in order to support the inclusion of every pupil. Every effort is made to support each individual pupil, but it is recognised that on rare occasions it may be necessary to educate a pupil off site. Such a decision is not taken lightly and is a reflection of the seriousness of the situation and/or the threat posed to others.

7. Physical Restraint

As part of the assessment and planning process for all children, consideration must be given to whether the child is likely to behave in ways which may place the individual or others at risk of injury or may cause damage to property.

If such risks exist, consideration must be given to the Strategies that will be adopted to prevent or reduce the risk. These Strategies may include Physical Intervention.

Where Physical Intervention may be necessary, for example, if it has been used in the recent past or there is an indication from a Risk Assessment that it may be necessary, the circumstances that give rise to it and the Strategies for managing it should be outlined in the child's Placement Plan.

In developing such a plan, consideration must be given to whether there are any medical conditions which might place the child at risk should particular techniques or methods of physical intervention be used. If so, any health care professional currently involved with the child, should approve strategies and this must be drawn to the attention of those working with or looking after the child and it must be stated in the Placement Plan. If in doubt, medical advice must be sought.

NOTE

The existence or absence of a Placement Plan or other behaviour management plan does not prevent staff from acting as they see fit in the management of highly confrontational or potentially harmful behaviour. However, staff may only deviate from agreed plans where they are able to demonstrate that the plan would not be sufficient to prevent injury or damage to property and the alternative actions they are take are consistent with the principles contained in this Chapter.

Any deviation from an agreed plan or from the principles contained in this Chapter must be reported to the Registered Manager and the child's social worker as soon as practicable thereafter.

2. Definition of Physical Interventions

There are four broad categories of Physical Intervention.

1. **Restraint:** Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:

- Any technique which involves a child being held;
- Any technique involving the child being held by two or more people;
- Any technique involving a child being held by one person if the balance of power is so great that the child is effectively overpowered; e.g. where a child under the age of ten is held firmly by an adult;

The significant distinction between the first category, **Restraint**, and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories of Physical Intervention provide the child with varying degrees of freedom and mobility;

2. **Holding:** This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough;
3. **Touching:** This includes minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility;
4. **Presence:** A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

2. Who may use Physical Interventions

Staff may only use techniques that are approved by the home; such techniques should comply with the following principles:

- a. Not impede the process of breathing - the use of 'prone facedown' techniques must never be used;
- b. Not be used in a way which may be interpreted as sexual;
- c. Not intentionally inflict pain or injury or threaten to do so;

- d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;
- e. Avoid hyperextension, hyper flexion and pressure on or across the joints;
- f. Not employ potentially dangerous positions.

4. Staff Training and Criteria for using Physical Interventions

4.1 Staff Training

All staff must be trained in methods of behaviour management, including the use of physical intervention and restraint, that are agreed by the Home.

This training must ensure that staff are able to:

- Manage their own feelings and responses to the emotions and behaviours presented by children and understand how past experiences and present emotions are communicated through behaviour;
- Manage their responses and feelings arising from working with children, particularly where children display challenging behaviour or have difficult emotional issues;
- Understand how children's previous experiences can manifest in challenging behaviour;
- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint.

4.2 Criteria for using Physical Intervention

The DfE document, 'Use of reasonable force: advice for headteachers, staff and governing bodies', written in July 2013 gives advice for all education staff and includes the statement:

'All members of school staff have a legal power to use reasonable force.'

This power applies to any member of staff at the school. By definition, therefore, this includes residential care staff and ancillary staff such as caretakers. The thresholds

for using reasonable force (including restraint) are different to those in children's homes. In the DfE document, it is defined as follows:-

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.'

There are different criteria for the use of Restraint and other forms of Physical Intervention, such as Holding, Touching and Physical Presence.

1. Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to or damage to the property of, any person (including the pupil himself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.


(Section 93 of the Education & Inspections Act, 2006)

Appendix 1

Pupils should be encouraged to:

- **Always do their best**
- **Try to complete all their school work**
- **Be polite and respectful to others**
- **Be on time for school and each lesson**
- **Wear the correct school uniform and any necessary aids e.g. glasses**
- **Look after their books, other school equipment and the school environment**
- **Remain in supervision and on the school premises**
- **Respect the learning space of other pupils**
- **Use appropriate language**
- **Ask for help when needed including 'chill out' time if needed**

Breaking any of the school rules will be reflected in the daily handover sheet and appropriate action taken.

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