



Vale of Evesham School

'a specialist school for cognition and learning - enabling inclusion in the community'



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Behaviour Management Policy

Date: March 18

Review Date:

March 19

(and to be reviewed annually)

Staff Responsible: Judith Syvret

AIMS

- to be fair and be seen to be fair
- to encourage respect and understanding of others
- to adopt a consistent approach with clear expectations whilst allowing for individual need
- to provide students with the opportunity to become as autonomous as possible in managing their own behaviour so that they can have success across the curriculum and in a range of social situations both in and out of school
- above all to **promote positive behaviour**

Promoting Positive Behaviour

At the Vale of Evesham School we support young people to behave well through:

- developing **positive, respectful relationships** with staff
- by getting to know and understand our young people well, **attuning** to their needs
- by being **self aware** and **self-reflective**.
- using effective teaching methods and effective management strategies
- creating a **welcoming** and appropriately **stimulating** school environment, both in and out of the classroom

We plan for promoting positive behaviour by:

- recognising that behaviour is a form of communication and try to understand that communication
- giving consideration to emotional and developmental stage as well as learning difficulties
- taking into account the level of stimulation and sensory diet that suits each young person's needs e.g. some students can focus better if they can doodle, have a chair with movement, access to something to chew etc
- taking into account the level of structure that each young person needs
- considering and planning for the learning approaches that best suit the young person e.g. level of challenge, learning style, intensive interaction, TEACHH
- teaching how to behave in different situations and strategies for coping
- having termly Thrive plans and incorporating the Thrive approach
- being precise in our communication of what is required and adopting a total communication approach
- carefully considering our own non-verbal communication (be aware of tonality and physiology)
- providing pupils with a means of expressive communication and listening to them
- communicating and working with parents, carers and other professionals outside of school so that we understand the young person's situation as best as possible and can develop an holistic, consistent approach
- setting clear boundaries and applying them consistently, to this end we have 3 whole school rules
- having a Class Behaviour Contract (this is only appropriate for some classes)
- rewarding positive behavior
- using consequences for unwanted behaviors that are appropriate and meaningful

Our School Rules

- To work hard and let others work.
- To follow staff requests and instructions.
- Look after our school and everyone in our school

Rewards

Some of the possible rewards that may be used are:

- Non-verbal praise e.g. cuddle, a pat on the back, a smile, a gesture, a thumbs up.
- Verbal praise e.g. this can be a quiet word or a public commendation.
- Token e.g. a sticker/ dip in the box
- Reward Chart both individual and class
- Displaying a pupil's work
- The Golden Book, pupils are nominated in this book for a variety of successes. The book is opened at Assembly and the nominees rewarded with a special sticker.
- Sharing e.g. to another chosen adult, to their class, other class, in department assemblies, in residential setting
- Positive Sleuth
- Phone call home or note in the diary
- Privilege e.g. extra choose time/play/favoured toy, one to one time
- Star of the day/week/peer recognition

Consequences

We adopt a fair and consistent approach to sanctions. It is not appropriate to sanction the whole group for the misdemeanours of individuals. We aim in all circumstances to make consequences and sanctions appropriate to the misdemeanour and some pupils may not be at the developmental stage where consequences are appropriate.

We aim in all circumstances to ensure that the young person understands what it is they are doing wrong and what it is they need to do to recover their behaviour. The young person will be warned of the consequences of their actions. We have an agreed "Consequences" document with identified responses and steps which can be used at the discretion of staff and in a way that is appropriate to the needs, ability and emotional and mental health of the young person. (see appendix).

Some possible consequences/sanctions are:

- Apologising/making amends
- Talking about what happened/admit responsibility
- Replace/repair/reimburse part of cost (letter to parents)
- Parking
- Miss out on favoured activity/treat e.g. to complete work or put things right
- Miss play e.g. to complete work not done in class, tidy up
- Talk from class teacher
- Talk from head teacher or senior member of staff
- Phone call home
- Zone board

- Internal exclusion
- External exclusion

Some other Strategies For Promoting Positive Behaviour

Staff are encouraged to deploy a wide range of strategies with their classes to promote positive behaviour. They need to know the young people well so that they can select and adapt them to meet need, ability and temperament. Some young people need extra support and consideration and for those youngsters we write a **Behaviour Support Plan (BSP)** which can also incorporate these and other strategies:

- Praise of another e.g. for the required behaviour in another child can be a powerful motivator
- Tactically ignore/not give a reaction to unwanted behaviour and praise/reward wanted behaviour (a child can often be seeking interaction and the only way they have learnt to get it is through challenging behaviour)
- Communicate clearly what is wanted in a way that is accessible to the student. e.g. use object cues, photos, sign, symbols, videos
- Avoid using “don’t ..” and say what you do want
- Voice inflection – it is more effective if voice tone goes down when making commands
- Keep language minimal (this can be very important for some youngsters when they are in a heightened state)
- Divert and distract
- Allow processing/take up time e.g. repeat same instruction calmly 3 times with take up time between each repeat
- Model required behaviour by staff
- Explicitly teach the required behaviour
- Provide the opportunity to practice required behaviour
- Time out (a Time Out card maybe useful for the young person to request/be offered this)
- Use of pastoral support
- Thrive/Counselling intervention
- Suggested Thrive activities/plan
- Sensory play and experiences
- Provide a space within class to retreat to, “a safe space”
- Use of a zone board and a 3 warnings system
- Tag word questioning
- Allow for choice or the illusion of choice (“double bind”)
- Use “softeners” (replace phrases like can you, will you etc, they can be met with a level of resistance, and use terms like I’m curious to know, what would have to happen, imagine if you could etc.)
- Own Visual timetable
- Individual timetable
- Provide a replacement activity
- Build in opportunities for them to shine and show positive behaviours which are then rewarded
- Social Stories
- Key person approach (Thrive)
- Using visual and auditory anchors e.g. hold up hand when saying stop
- Using “first then ...” or “....nowlater” (and this may need to be symbol or photo supported)
- Physical contact e.g. hold hands, a cuddle where appropriate.
- REMEMBER to “**attune, validate, contain and soothe**” (see Thrive)

Repair and Rebuild

After any incident of challenging behaviour it can be important to “shine a light” on what has happened so the young person is clear what they did and the aftermath, and have the opportunity to rethink and reflect.

It is always our aim to repair and rebuild our relationship with the young person. Some of the ways we can do this is by:

- Acknowledging improved or good behaviour
- Not bearing a grudge
- Being prepared to ‘start afresh’ i.e. draw a line under previous events.

This can require a high level of resilience in staff and they may need support.

Behaviour Support Plans (BSP)

If a student displays challenging behaviours that may be a risk or inhibit their learning and well-being, or the learning and well-being of others, a “Behaviour Support Plan” is written. Behaviour Support Plans are also written if a child is frequently accessing pastoral support or may need Positive Physical Intervention (PPI – see policy)

The BSP is written by the class teacher in conjunction with class staff, other professionals working with the young person and their parents/carers. They are tailored specifically to the young person’s need. They are signed by the class teacher and the parent/carer. They are saved on the school’s server reviewed at least termly by class staff and at least annually with parents/carers. The whole school staff then needs to be supported to put these plans into practice.

The BSP includes the individual **Risk Assessment** for that young person and their **Positive Physical Intervention Plan**. One of the main aims of the BSP is **to reduce the need for the use of PPI**. As part of the risk assessment it may be necessary for some young people not to access all activities in the school day e.g. if their behavior makes it unsafe to take them out on school trips. The aim of the BSP is to reduce the number and or severity of incidents of challenging behavior so that our young people can access all aspects of the curriculum and school life. For some of our more able students the BSP can include a **Behaviour Contract** that is written with and signed by the young person as well as staff and parents/carers.

Pastoral Support Centre (PSC)

The role of PSC is ...

- to support pupils in recovering their composure and behaviour, to assist them in preparing to rejoin their class.
- To support the class team in putting into practice BSPs and Behaviour Contracts (PSC staff must be aware of BSP/contract)
- To support the class team in promoting positive behaviour and emotional health and well-being
- To support young people who are unable to access a school setting

PSC is not a punishment or sanction.

When a pupil goes to PSC to recover their behaviour staff have a positive, professional and supportive attitude when receiving a pupil and keep their interactions as low key as possible. The pupil is likely to have had a number of difficult interactions prior to entering Pastoral Support, so the aim is to de-escalate behaviours.

The pupil needs to recover their behaviour prior to leaving.

Some of the ways PSC may be used to support the class team in carrying out BSPs are

- giving support in writing BSP
- providing a change of face or environment for the young person
- providing a space where a young person can catch up on missed work or complete an internal exclusion
- shining a light on what happened
- Assist the young person in doing a rethink sheet or apologising
- Liaising with parent/carers and outside professionals

Some of the ways PSC may be used to support the class team in promoting positive behaviour, the emotional health and well-being are...

- Writing social stories
- Delivering part of a Thrive Plan
- Providing counselling
- Being a sounding board for staff
- Sign posting staff to further support and resources
- To track sleuth reports and monitor behaviours across the school
- To ensure that all PPI is recorded and reported to SLT and governors

RECORDING

Behaviour incidents including **PPI**, should be recorded on **SLEUTH** behaviour tracking system. The data base will be monitored by Pastoral Support Centre Staff. Any PPI will be cross referenced to the pupils BSP/PPI. PPI data will be monitored every term by a nominated Governor, Pastoral Support Manager and Head Teacher.

In addition:

- The **First aid book** should be completed when a pupil has been hurt in school and has been seen by a first aider. The **First aid book** is in the first aid room. If an injury is a result from a behaviour, this should be recorded as an ACTION on **sleuth** as '**staff or Student seen by First Aider**'. The First Aid book should be completed whenever a pupil is seen by a first aider.
- If a child is **bitten**, then the First aid book is completed. Again, this should be recorded as an ACTION on **sleuth**.
- If a child is **bitten and the skin is broken, and there is a visible mark or blood present**, then a **yellow PAF01** should be completed. The forms are in **Head of Care office** and **pastoral support**. The incident should also be **logged on sleuth**, with the action as **PAF 01 completed** (as well as all other actions eg first aid book completed).
- If a child is seriously hurt or requires hospital treatment, the yellow **PAF01** should be completed. The incident should also be **logged on sleuth**, with the action as **PAF 01 completed** (as well as all other actions eg first aid book completed). The PAF01 is given to Head of Care as soon as possible after the incident.
- If staff sustain an injury at work, then the **ACCIDENT BOOK** will need to be completed. This is kept in **Head of Care's office**. This should also be recorded on **Sleuth** as 'Accident book completed'.
- All **serious incidents** which result in serious staff injury eg resulting in staff missing 7 working days, fractures, amputations or serious burns, will require **reporting to HSE under RIDDOR**. This will be completed by Kellie Hobbs or Andrew Robinson.
- Within the residential provision, all incidents of PPI will be recorded in the provisions '**Bound and Numbered**' book, which is in **Head of Care office**, as well as recorded on sleuth.

Positive Physical Intervention (PPI) and Restriction of Liberty

See Positive Physical Intervention Policy

In addition see 'Anti-Bullying Policy' "Positive Physical Intervention Policy" and the "Thrive Programme" "National Minimum Standards for Residential Special Schools"

List of Appendices

- 1. Behaviour Support Plan and Risk Assessment (BSP)**
- 2. Consequences**
- 3. Residential Provision**
- 4. Prohibited Measures**

Appendix 1

My Behaviour Support and Risk Reduction Plan:

<p><u>My difficult situation</u></p>	<p><u>Behaviours I might display</u></p>
<p><u>What you can do to avoid this difficult situation</u></p>	<p><u>What can you do if I display challenging behaviour</u></p>

Residual Risk (must be acceptable or need to reassess support plan)

Additional Information

My Behaviour Improvement Contract

Name:

This contract was made on **(date)** between **(name of student)** and **(name/names of staff involved)** and has been shared with and agreed to by **(parents/carers etc.)**

(name of student) agrees and promises that

- 1.
- 2.
- 3.

If I keep to my contract...	If I break my contract	How you can help me

Pupil Signature:

Staff Signatures:

Parents Signature:

Team Teach Positive Physical Intervention Strategies

Strategy	Risk	Try	Avoid
Cradle hug	Low		
Standing wrap	Medium		
Sitting wrap	Medium		
Standing double elbow	Medium		
Half shield	High		
Sitting double elbow (single person)	Medium		
Standing single elbow (two person)	Low		
Sitting single elbow (two person)	Low		
Figure of four (two person)	Low		
Other: small child escort	Low		

Staff to add and remove appropriate holds

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising and scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Recording and Notifications required:

- All incidents to be recorded on SLEUTH by member of staff involved.
- Repair and reflection procedures to be followed.

Parent/Carers Views

Parent/carer signature:

Consequences

Hurting Bullying	<ul style="list-style-type: none"> • Say what happened • sleuth • Rethink sheet • Say or write sorry • Do something nice to make it up • Time Out • Parking • Tell Head Teacher • Tell parents or carers • Internal Exclusion • External Exclusion
Damaging Property	<ul style="list-style-type: none"> • Say what happened • Rethink sheet • Say or write sorry • Tidy up in own time • Tell parents or carers • Repair or replace
Disrupting learning	<ul style="list-style-type: none"> • Say what happened • Rethink sheet • Say or write sorry • Time Out • Parking • Finish work in your own time • Miss out on choose or play time

Appendix 3



Vale of Evesham School

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Residential provision

As within day school, the development of personal qualities and social skills of the pupils, and the fostering of positive behaviour are integral aspects of the residential provision.

The weekly residential provision is intended to provide for pupils who would benefit from consistent approaches across twenty four hours of the day..

This is achieved through regular, consistent and open communication between the residential staff and day school staff. Expectations of behaviour are also clear and defined

As within the day school there is a clear system of positive incentives for good behaviour and a fair consistent approach to consequences should they be needed.

Each suite within the provision has written its own guidelines and rules for expected behaviour within the suite and what the pupils would like to achieve. These are written by and for the young people there, and are displayed so that all the students can see them and used when appropriate for the need and understanding of the young person.

APPENDIX 4

PROHIBITED MEASURES

Whilst the School's **Policy** and **philosophy** promotes positive behaviour management techniques, staff should be aware of the following **PROHIBITED PUNISHMENTS** and understand that disciplinary action will be taken against any staff member using any such practice.

PROHIBITED MEASURES AND GUIDANCE

Corporal Punishment

The use of corporal punishment is not permitted. This includes any intentional application of force as punishment including slapping, throwing missiles, rough handling, punching or pushing even in the heat of the moment. It does not prevent a person taking necessary physical action where any other action would be likely to fail to avert immediate danger or personal injury to the young person or another person. The use of **holding** is not excluded.

Deprivation of Food and Drink

On no account should staff ever use the deprivation of food as a disciplinary technique. Deprivation of food and drink should be taken to include the denial of access to the amounts and range of food and drink normally available within the community. It **does not include** instances where specific food or drinks have to be withheld on medical advice. Equally, it would be unacceptable to force a youngster to eat or drink foods which are disliked. It would be appropriate to encourage a young person to try a wide range of foods. Within these bounds, individual staff must be given responsibility to manage immediate response.

Restriction or Refusal of Visits/Communication

The value for **most** pupils of maintaining contact with their families and friends cannot be over stated. The restriction or refusal of contact as a punishment is not permitted. However, some planned restrictions may have to be placed on contact with certain individuals for the protection and well-being of the young person. Such restrictions should be recorded in the young person's personal records.

Requiring a Pupil to Wear Distinctive or Inappropriate Clothing

Requiring pupils to wear distinctive or inappropriate clothing (including badges) as a disciplinary measure is prohibited. This includes clothes which are inappropriate for the time of day and/or the activity being undertaken - this applies to footwear and hair styles.

The wearing of School Uniform or appropriate sports kit is, of course, not excluded and it is recognised that this can help to promote a positive self-image and allegiance to the School.

The Use or the Withholding of Medication or Medical or Dental Treatment

This is totally forbidden in all circumstances, whether as a disciplinary measure or otherwise to control the pupil.

The Use of Accommodation to Physically Restrict the Liberty of Any Pupil

In principle, this is prohibited as a form of discipline or management. Locking external doors and windows at night time, in line with domestic security is not excluded.

Advice - where a pupil indicates their intention to leave the premises any member of staff may attempt to block their passage - with physical presence and use of verbal negotiation to retain the pupil.

Where this procedure fails to be effective, the pupil must be allowed to exit the premises and a senior member of staff informed immediately.

NB This procedure must never be used with identified - vulnerable - pupils.

However, young people and those with learning disabilities may need planned restrictions where they would otherwise be at significant risk. The placement plan will stipulate the degree of free access afforded to each individual and will be negotiated and agreed with parents, social workers and the School's management team on admission and subjected to annual review or more regularly when required.

NB Refusal of permission to go out (eg 'gating') is not forbidden - short of measures which would constitute restriction of liberty.

Intentional Deprivation of Sleep

- Is forbidden in any circumstances. Deprivation of sleep could cause grave psychological damage and could also seriously affect the physical and mental health of the young person.

Imposition of Fines

Fines imposed by Courts of Law must, of course, be paid. It is not, however, appropriate to impose such sanctions in the boarding school.

In cases of wilful damage or misappropriation of goods or money belonging to others, it would be perfectly proper to expect the perpetrator to pay for or make a contribution towards the costs of repairs or replacement. Any such action must be approved by a member of the senior management, and agreed with the parents. Withholding part of pocket money for misdemeanours is inappropriate.

Intimate Physical Searches

Intimate physical searches of pupils is totally unacceptable.

Occasionally, and, not as a punishment, a search of pupils' clothing or possessions may be necessary - eg weapons, any item that might endanger the young person or others - including flammable items, materials. If it is suspected that a young person has secreted drugs on his/her person, then the police should be notified.

References:

Children's Homes Regulations 2015
Children's Act 2004
National Minimum Standards for Residential Special Schools
The Challenging Behaviour Foundation
Keeping Children Safe in Education 2016