



# Behaviour Management Policy

## Introduction

This policy has been written to reflect the school's position on managing behaviour, in the light of Team Teach training undertaken by staff. The Policy will comply with the appropriate Children's Homes Standards.

It is important to remember that most pupils behave reasonably well most of the time and conform to reasonable expectations. However, in some extreme cases, physical intervention may be needed and this must be done in controlled and expert ways. When planning and addressing the behavioural needs of the pupils of Oaklands Park School, the following points must be borne in mind to ensure that there is a child-centred approach to each child's behavioural needs:

- The age both chronological and developmental. NB - there could be a wide
- difference;
- the long term aims for each child need to be set in small developmental targets
- any relevant medical conditions affecting the way in which a child behaves
- learning appropriate behaviour will often be a long, slow process, with the need to reward any movement towards positive target behaviour.

## A Professional Approach and Continuing Professional Development

It will be the policy of the school to ensure that all staff are trained in Team Teach methods. One or two senior members of staff will be trained as Team Teach trainers, to ensure on-going training and support to colleagues within Oaklands Park. Opportunities for in-school refresher courses will be made available on a half-termly basis. A document authorising individuals to employ Team Teach techniques is to be found in the School Office. A professional attitude will be adopted towards all pupils. No favouritism shall be shown and no discrimination against particular pupils will take place.

Staff will be ever mindful of their duty of care to pupils

Analysis of data will be carried out ½ termly

## **Principles of Positive Behaviour Management**

It is important for pupils to understand that staff mean what they say. Care will be taken to ask pupils to do something only if there is a significant chance of success and appropriate communication strategies will be adopted.

All staff will encourage:

- good role models between adults and children and children and their peers
- the promotion of acceptable behaviour through praise and reinforcement
- the development of self-esteem and knowledge of themselves
- acceptable mechanisms for the attainment of personal goals
- pupils to feel a sense of ease in their environment
- the creation of opportunities for appropriate challenges in the educational and social tasks placed before pupils
- pupils to develop self-discipline and take responsibility for their own behaviour wherever possible

The following are not acceptable because they are incompatible with the ethos of the school:

- ⇒ corporal punishment in any form. It should be remembered that corporal punishment is illegal;
- ⇒ the use of unnecessary or unreasonable physical restraint as a means of controlling pupils;
- ⇒ the use of sanctions which humiliate or degrade pupils or have a negative effect upon their emotional health or well-being.

(See also: Staff Code of Conduct)

## **School 'Rules'**

The school has developed a few, simple rules. These are designed to ensure personal and group safety and respect for property. Children will be encouraged to understand and to comply with school rules. The need to encourage pupils to develop appropriate behaviour in a positive way is recognised.

## **A Consistent Approach**

The importance of a consistent approach to behaviour management is acknowledged. Positive reinforcements by means of rewards will be utilised. These may take the form of individual rewards, class or even whole school rewards. Achievements will be recorded and celebrated.

## **Behaviour Management Plans**

Where appropriate, children will have an individual behaviour management plan, agreed by teachers, care staff and parents. These will be reviewed during Annual Review meetings and on other occasions. If needed other professionals will also be invited to view the plan and to make comment. Where possible the pupil will be involved in the construction of the plan. Where appropriate staff will act as advocates for the students when creating such a plan.

Pupil behaviour plans will have strong links with individual education programmes.

## **Intervening Positively**

From time to time, with some pupils it will be necessary to use control by means of holding and positive physical intervention. Guidelines on approved methods have been made available to staff by means of Team Teach training and are referred to in the Annexe to this Policy.

## **Recording**

All interventions, Team Teach or Non Team Teach, must be recorded soon after the intervention in the appropriate area of the Behaviour Watch programme.

This policy will be reviewed annually.

Principal .....

Chair of governors .....

Date .....

(This Revision) October 2013

## Further Guidance

### I

#### Working With Children who have Autism

In situations where members of staff need to intervene to manage the behaviour of a pupil with an autism spectrum condition, the principles outlined in the Team Teach approach should be adhered to. In addition, the staff should bear in mind the following:

##### *1 Communication*

It is most likely that the behaviour is not confrontational but as a result of not understanding the requirements of the situation. Be aware that you may be inadvertently threatening the pupil's structure / security.

- Use a level calm voice and use minimal language / signing in dealing with the situation; allow time for the language to be processed and understood before repeating.
- Use the same key words in each repetition and always redirect to an appropriate activity area.
- Allow the child to regain calm then return to the activity they should be doing.

**DO NOT TELL THEM WHAT NOT TO DO**

**TELL THEM WHAT YOU WANT THEM TO DO**

##### *2 Physical Contact*

People with autism spectrum conditions can be ultra-sensitive to sound / touch, and especially restriction of movement which will again intrude on their security.

- Use touch only when absolutely necessary (e.g. to prevent injury)
- Use gesture if possible to reinforce instruction (e.g. - up - )

##### *3 Anxiety*

Be aware that the behaviour might be an attempt to give that person peace of mind, any interruption to this process can increase anxiety and the likelihood of inappropriate behaviours. If in doubt, consult the Principal, Deputy Principals, Assistant Principals, or another person who has a good knowledge/relationship with that pupil.

## II

### Behaviour Management Policy

**Oaklands Park School**

**Behaviour Management Plan**

Name of Pupil

Date for Review

Class

Living Area

Teacher

Signature

Key Worker

Signature

Date of Plan

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Agreed by parents / carers YES / NO

Signed

Date

Discussion taken place with pupil YES / NO

Date

Discussed with others (enter name, relationship to pupil

Date

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Trigger behaviours (note common behaviours / situations which are known to have led to positive handling being required, also state particular times

Level 1 Behaviour	De-escalation Techniques	Positive Reinforcements
Level 2 Behaviour	Low level Physical Interventions	Positive Reinforcements
Level 3 Behaviour	High level Physical Interventions	Positive Reinforcements

Signed Principal / Deputy Principal

Date

## **De-escalation Techniques :**

Humour      Distraction      Reflection time      Reassurance      Calm Talking  
Negotiation      Verbal Advice      Verbal Support      Passive Stance

## **Low Level Interventions**

Guiding Away      Friendly Hold      Physical Reassurance  
e.g. Positive Touch      Single Elbow

## **High Level Techniques**

Double Elbow      Figure 4 Hold      Wrap Shield (double/single)  
Escort to chair / safe environment

## **III**

### ***Touching***

Touching in this context, can be defined as

*'everyday acts of communication by physical means to indicate approval, affection or sympathy'*

Whilst bearing in mind their professional role, staff should feel able to express parental affection towards the children with whom they are working where this is deemed appropriate. They should also feel positive and relaxed about providing comfort to ease a child's distress.

Staff should be mindful of the physical context of their actions. Other adults should be present. There will be occasions where touching will occur in private (comforting, consoling, etc.), but staff should avoid touching behind closed doors, in remote situations, etc., and should ensure that a colleague is either present or close to-hand. Staff should be sensitive to the age of the pupil and the gender issues involved.

## **IV**

### **Behaviour Management Policy**

#### ***Holding***

Holding can be defined here as

*'the use of physical contact to direct or calm children that falls short of physical restraint and the restriction of liberty'*

On other occasions, a child may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by means of an arm around the shoulder.

Holding is a technique intended to convey a sense of safety to a child who is in distress. It can be used to demonstrate to a child that an adult is in control of a situation. Positive use of holding should be recorded as appropriate (incident sheets, incident book) as soon as possible.

Staff should be mindful of age and gender issues and also to the child's individual educational and care needs.

Staff need to think about how they are holding a child and why.

If staff have any suspicion that holding has contributed to a slip, fall, etc., they must report the matter as soon as possible by means of the incident sheets / incident book.

Where it appears that holding is being frequently employed, a review will be convened to investigate the functions of holding for the individual concerned.

## **V**

### ***Positive Intervention***

The policy makes clear that in certain specific circumstances, positive intervention by staff might be necessary to ensure the health and safety of all.

Almost all staff have received Basic 12 Hour Team Teach Training. This has equipped them to manage effectively, situations where positive intervention is necessary.

Two members of staff have received Advanced Training in Team Teach techniques, and are able to provide 'on-the-job' training for colleagues.

It is not possible to outline all Team Teach techniques here. All staff who have completed training have been issued with a handbook and guidance notes. A copy is available from the Principal's office. Techniques outlined in this course book, with the necessary follow-up measures, will be adhered to.

The Principal has authorised the use of Team Teach in the school by staff who are appropriately qualified. The list is available from the school office.

The appropriate governors' committee has approved the use of Team Teach at Oaklands Park School.

**Oaklands Park School**

**Behaviour Management Policy**

**Staff Response Sheet**

I have received and read the amended Behaviour Management Policy and the Appendices.

I have had the opportunity to discuss the above at a team meeting.

Signed .....

Date .....