



Beacon Hill School and Specialist College for Business and Enterprise Behaviour Management Policy

This policy should be read in conjunction with the Teaching and Learning, Equal Opportunities, Anti-Bullying and Anti-Racist Policies.

The policy links to all of the aims of Beacon Hill School and Specialist College for Business and Enterprise and in particular to the following,

A community

- in which all partners include involve and inform each other.
Staff will work alongside parents and colleagues, in the multi disciplinary team to address any underlying causes for unacceptable behaviour and will be open in discussion, reporting, recording, and monitoring pupil's behaviour and responses to it.
- That promotes a happy healthy atmosphere of security, trust and respect.
To give all pupils and staff in school, an environment that allows them to be safe and happy and ready to learn and work. To use positive recognition of good behaviour to encourage pupils to develop and sustain appropriate behaviour.
- That celebrates achievement for everyone.
To build pupil's self-esteem through recognition and valuing of their achievements and emphasising by praise and encouragement a celebration of good behaviour
- that actively develops parental partnerships for the benefit of the pupils
Working closely with parents /carers so the challenges are shared and there is an open agreement and acknowledgement of the interventions needed. Also to support them in dealing with difficult behaviour at home.

Principles of the Management of Behaviour

We will

- Respect that children and adults have rights and corresponding responsibilities
- Give clear expectations of the behaviour required

- Use a consistent approach to the management of behaviour
- Positive recognition and reinforcement of good behaviour
- Develop constructive relationships with children that are the key to positive behaviour
- Demonstrate a range of strategies to diffuse challenging situations
- take active steps to develop children's social, emotional and behavioural skills
- Keep parents/carers informed and involved
- Use solution-focused approaches that recognise that they need to be different for different groups of pupils ASD PMLD, SLD.
- Refer to the guidelines produced by the DCFS and DoH for the use of physical intervention
- Ensure that staff have ongoing support and continuous professional development in dealing with behavioural issues

Introduction

Beacon Hill aims to establish expectations of behaviour for learning from the outset; we recognise the social and emotional aspects of learning and the need to teach children how to interact with others.

We wish to create an atmosphere of respect and trust. This is done by organising the environment to be calm and creative to stimulate learning. The daily routine is supported by a visual time table so pupils know what to expect from the day and the curriculum is adapted to engage and interest pupils. The school has clear rules and guidelines about behaviour for the pupils to follow these are promoted through class rules that pupils agree with the classroom staff. The class team recognise shared roles in discipline and behaviour management so pupils learn to respect all adults equally. They are also aware of the importance of working closely with parents and guardians sharing information.

Praise and Rewards

Praise and rewards are most effective in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. All classes have a good work board celebrating what a child has done well.

All classes have more a formal system of rewards for good behaviour and achievement; these are individual to the class and sometimes to the child. They may use stickers and that build up to some choice time, or star of the week. In some ASD classes choice time is built into the timetable work first, then choice.

Golden awards or Beacon Awards can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. These are given out once a week in Collective worship. Some individual students will have their own token award system which is embedded in teaching structure particularly in ASD classes.

In sixth form every student has a chart where they are credited for good behaviour and work, the charts are checked with a note as to what the student has achieved and after three weeks they have a celebration event when the individual student achievements are discussed and recognised.

Some pupils are sent to the head teacher or deputy head as special reward for good work they get a sticker and have their work displayed in the heads office. The head teacher also sends postcards home to celebrate with parents a pupil's achievement.

Staff will recognise that attention needs to be paid to those who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

The behaviour management coordinator will monitor the reward systems to view any emerging patterns revealed (through a routine recording system and annual audit) in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias.

It is important that pupil's good behaviour outside of school is also recognised and praised. There fore a sharing of information with parents on behaviour at home and when travelling to school is imperative

Responses to Behaviour

We manage unacceptable behaviour through a range of appropriate strategies that are known and understood by all staff these will not be appropriate for all pupils because of their different abilities. Staff will need to strike the right balance between rewards and sanctions. Some pupils will have a green/amber/red signal for their behaviour so they can clearly understand if they are pushing the boundaries of what is acceptable.

Staff should be clear about which sanctions they can apply and which may only be applied by more senior staff.

Responses by staff may include the following but should consider individual students these may be part of a behaviour management plan.

- one-to-one talking to (discussion of their behaviour and expectations)
- removal from the group or the classroom for reflection/calming this could be some time in a small group room or a movement break
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- withholding participation in a school trip or sports event that is not an essential part of the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- encouraging students to reflect on the effects of inappropriate behaviour on others in the school community

Temporary staff, student teachers and volunteers (providing, for example, help with educational visits or mentoring support) can apply

- one-to-one talking to (discussion of their behaviour and expectations)
- removal from the group (in class)

They will then need to get the support of another member of classroom staff.

Responses and consequences need to be monitored and used as part of the behaviour management programme of a pupil these can be shared with the Deputy Head teacher and other members of staff at the regular pupil behaviour discussions briefings.

The Headteacher will have the authority to apply a fixed-period exclusion or permanent exclusion.

De escalation techniques

Beacon Hill staff are skilled in using de escalation techniques to diffuse the conflict spiral, this includes having good communication skills to talk to the pupil slowly and give simple directions, along side Makaton and Pecs to make language clear. They recognise the importance of body posture and awareness of space. Staff give choices to pupils sometimes allowing an alternative to aggression. All adults understand that building the relationship between pupil and staff member by using praise as soon as the pupil responds positively can

divert an incident. The Teamwork of staff is important that they can support each other by introducing a "fresh face"

For some pupils the "sensory diet" is intended to give them time to lower escalating tension. Wearing a deep pressure jacket or having a "p and q" stick to chew. These diets will be produced individually to suit a pupils needs.

The CALM approach recommended by Team Teach is aimed at calming the pupils down either before physical intervention is necessary or during physical intervention. Communication, Awareness /Assessment, Listening Looking and Learning, and Making safe.

Physical Intervention

It is recognised that physical intervention is only used as a last resort when all other strategies have been exhausted.

*How ever with some pupils it is recognised as part of a **physical structure** which needs to be planned for as part of their behaviour plan.*

Team teach training is central to the approach of physical intervention in school and in training it stresses the used of de escalating techniques.

Team teach recommends help scripts to be used between staff and pupils to offer help and a way out. Beacon Hill has agreed phrases to use which staff and students can understand.

When a student is being held another member of staff will come in and offer help by saying

"I'm here to help ?"

" You can help by.... "

Written reminders of these phrases will be available in classrooms.

Challenging Behaviour

It is widely acknowledged (Ofsted report March 2005) that two types or behaviour are challenging, behaviour that is "overtly aggressive physical acts such as biting, pinching, throwing furniture, assaulting people" the second is "verbal streams of abuse, temper tantrums, invasion of personal space intending to be threatening.

At least 95% of incidents should be managed without recourse to physical intervention, it is recognised that when pupils behaviour is challenging that staff may need to use physical intervention. This must only be used when

- It is in the best interests of the pupil
- To be employed for the minimum amount of time

- Whenever possible it must be an agreed as the best course of action with parents
- Planned physical intervention must be supported by a risk assessment
- Action is necessary to stop a child hurting themselves or hurting another
- Action to stop significant damage to property
- A pupil is behaving in a way that is compromising good order and discipline and therefore the learning of other pupils

Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

It is recognised that the majority of staff in school will have "team teach training" however some staff will need to assist in physical interventions before completing this and will be supported to do so by senior staff.

Beacon Hill wants to support staff involved in incidents and recognises that they can be under stress in difficult situations. It is important that colleagues support each other both during the challenging behaviour and afterward when they may need some time to talk about the incident. Incidents will be followed up by discussion and debriefing with senior management.

North Tyneside offers support counselling (Tel 200 5151) if staff need it.

Pupils and their parents may need de briefing after incidents and this will be carried out by the staff involved and / or senior management. Behaviour management meetings will be called to include parents or information shared with parents/carers via the telephone, home school diary or by sending copies of incident forms, as agreed with individuals. Parents /Carers must be informed that an incident has been recorded and that they can have access to it should they wish.

Reporting and Recording

There are a number of forms supporting the good behaviour management, recording and reporting of pupils at Beacon Hill. The involvement of parents and carers and the multi professional team and of will be of paramount importance in ensuring this information is open and honest and shared with the correct people. Pupils will always be involved in this planning when it is possible. Behaviour management plans should be attached to the pupils review paperwork.

- **Form 1 A Behaviour Management Plan** will be established with clear strategies for consistent handling by all staff. This will be discussed and agreed with parents/carers. The Behaviour Management Plan will be

reviewed termly or sooner if the behaviour changes and it will be included with reports for the Annual Educational Review Meeting.

- **Form 2 An Incident Form** will clearly document the date, time, antecedent, consequences, frequency and type of behaviour a pupil displays, which staff are involved and if physical intervention was needed, this information will be used to identify patterns of and triggers for challenging behaviour. The incident form needs to be completed as soon as possible after the incident and a copy given to the Deputy Head teacher (staff at Sixth Form should fax a copy to school)
- **Form 3 Meetings** The Deputy Head teacher will organise regular meetings (at least every 6 months) to review the progress of the pupil. Parents will be informed that this meeting is taking place. Minutes of the meeting to discuss further actions and opportunities to celebrate moving forward with objectives will be recorded. As many members of class staff as possible, other professionals involved should attend the meeting. Information needs to be shared with the whole of the staff group; this will include lunchtime supervisors, administration staff and other professionals. Work experience students and volunteers may also need to know. The class teacher should take responsibility of sharing this information with the relevant people. Weekly briefings will be used to draw staff attention to difficulties pupils are having, information sharing, or responses to behaviour.
- **Form 4 Planned Physical Intervention/Structure**, when a pupil is known to need physical intervention or structure at times, this should be planned for and a risk assessment carried out. These plans need to be shared with parents/carers and signed by all parties. They need to be reviewed at least every 6 months. Involvement and advice from other professionals will be important for every response

MONITORING EVALUATION AND REVIEW

Governors will be informed each term on the statistics on behaviour interventions in school. The report shows the average number of incidents and the level of incidents.

A - an incident where the pupils behaviour hurts more than one person or where it is very intense or lasts for a long time, restraint may have been used.

B - an incident where the pupils behaviour causes one other person to be hurt but is of otherwise short duration or restraint has been used to calm pupil.

C - an incident where the pupils behaviour has the potential for harm but does not actually hurt somebody or is an unusual incident that needs to be recorded.

The percentage of physical restraints is reported and the number of pupils involved. This is shown over a number of years. The behaviour management coordinator writes a short breakdown of the incidents and the pupils involved,

noting any changes in pupils circumstances, classes or changes in the type of behaviours.

The pupils with Behaviour Management Plans will be looked at as a "Vulnerable Group" in relation to the pupils progress data and other vulnerable groups.

The policy will be reviewed on a yearly basis to incorporate any new government guidelines. The behaviour of pupils will be monitored as part of the monitoring schedule in school.

Behaviour Management Form 1

Name:

Date:

Class Teachers:

Long Term Objectives

Targets

Reinforcers to Positive Behaviour

Responses to Challenging Behaviour

Criteria for Success

Review date: 6 months

Discussed with parents by:

Parents' signature:

Deputy Headteacher signature:

**Beacon Hill School Behaviour Management
/Incident Report Form 2**

| | |
|----------------|--------|
| Date: | Time : |
| Name of Pupil: | Staff: |

| | | | |
|--------------------------------|---------|--------------------|--|
| Was a pupil hurt | Yes /no | Level of incident | |
| Was a member of staff hurt | Yes/ no | | |
| Was physical intervention used | Yes /No | Number of incident | |

| |
|--|
| What was in the incident? Accident/Behaviour /Child Protection /Unusual Occurrence |
|--|

| |
|---|
| Describe what happened before the incident (A) de-escalation techniques used. |
|---|

| |
|---|
| Describe specifically what happened during the incident (B) |
|---|

| |
|--|
| Describe the responses by staff and pupil (C) |
| Please continue if necessary on ABC sheet and staple to this form. Continued <input type="checkbox"/> |

| |
|--|
| The intervention was planned / unplanned (delete as necessary) |
|--|

| Reasons for the use of holding strategy | Indicate with ✓ |
|--|--|
| <input type="checkbox"/> physical safety of child themselves | <input type="checkbox"/> prevent/interrupt serious damage to property |
| <input type="checkbox"/> physical safety of a member of staff is at risk | <input type="checkbox"/> prevent/interrupt absconding |
| <input type="checkbox"/> physical safety of another pupil is at risk | <input type="checkbox"/> interrupt behaviour preventing a safe and secure learning environment |
| <input type="checkbox"/> the pupil is attempting to harm him/herself | <input type="checkbox"/> member of staff believes that any of the reasons stated is likely to occur |

How many staff were involved in holding?
Why were they needed?

Holding strategies used
Indicate with ✓

| | | |
|---|------------------------------------|--|
| <input type="checkbox"/> friendly hold | <input type="checkbox"/> Wrap | <input type="checkbox"/> sitting |
| <input type="checkbox"/> single elbow | <input type="checkbox"/> seat belt | <input type="checkbox"/> chairs |
| <input type="checkbox"/> Figure of four | <input type="checkbox"/> walking | <input type="checkbox"/> floor |
| <input type="checkbox"/> Double elbow | <input type="checkbox"/> standing | <input type="checkbox"/> other (please describe) |

| | | |
|---|--------------------|---------------|
| Duration of intervention: | Time Begun: | Ended: |
| Was this happening over a long period of time with intervals | Yes /No specify | |

Describe the pupil response to intervention:

Details of any injuries sustained or complained of by staff or pupil and action taken: specify

Reason for holding discussed with pupil by:

Response/view of the pupil:

Further action taken:

Parents informed:

Yes/No

By whom:

Names of witnesses to physical intervention:

Signature of staff involved:

Checked by Deputy / Headteacher:

Date:

**Beacon Hill School Behaviour Management
/Incident Continuation Report**

Date:

Time :

Name of Pupil:

Staff:

Any further comments (A)

Any further comments (B)

Any further comments (C)

Please continue if necessary on ABC sheet and staple to this form.
Continued

**Beacon Hill School
Behaviour Management Meeting Form 3**

Name of Pupil :

Staff:

Date:

Discussion:

Action:

Discussed with other staff:

Parent/Guardian Informed:

Last Review Date:

Time Out Or Restraint Form:

Next Meeting:

**Behaviour Management
Planned Physical Intervention Form 4**

| | |
|-----------------------------|----------------|
| Name of Pupil: Date: | Class Teacher: |
|-----------------------------|----------------|

| |
|-------------------------------------|
| Intervention/ Physical Intervention |
|-------------------------------------|

| |
|---------------------------|
| Reasons for intervention: |
|---------------------------|

| |
|---|
| Describe the behaviour before the procedures: |
|---|

| |
|--------------------------|
| Describe the procedures: |
|--------------------------|

| | |
|---|-------------------------------|
| Physical intervention to be recorded on Form 2 and parents informed. Discussed with parents by | |
| | Parents Signature |
| Deputy Headteacher | Review Date: |