

Sperrinview Special School

Positive Behaviour Management Policy

Rationale

The Governors and Staff of Sperrinview Special School seek to create a school environment that encourages and reinforces confidence, self-esteem, positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

Aims

- To enable all to learn in a safe and respectful environment
- To encourage the positive behaviour of all pupils
- To empower staff as they support pupils

Objectives

- To clearly define whole school expectations and standards of behaviour.
- To promote self-esteem, self-control and positive relationships.
- To plan and implement individual behaviour management programmes for pupils for whom behaviour management is a priority area.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.

A Rights Respecting School

Sperrinview is a Rights Respecting School. We have embedded the United Nations Convention on the Rights of the Child at the heart of our ethos and curriculum.

Pupils learn that rights bring responsibilities for both adults and children.

All our pupils have a **right** to:

- learn, and to make demonstrable progress (Art. 14)
- feel physically and emotionally safe at all times (Art. 19)
- be treated with respect and dignity at all times (Art. 23)
- express their feelings in an appropriate way (Art. 14)

In turn pupils **agree** to:

- listen and pay attention to staff
- be kind and gentle with peers and staff
- accept differences and treat others how you wish to be treated
- respect that others are entitled to the same right

All our staff have a **right** to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

In turn staff **agree** to:

- make lessons fun and differentiated according to pupil needs
- appreciate, praise and value pupils
- treat pupils fairly
- ensure predictability and consistency

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning that builds on the pupil's present development, contributes to positive behaviour.

IEPs, Dos and Don'ts and Behaviour Support Plans all serve to support learning. All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, e.g. alternative methods of communication or intensive interaction.

Classroom Management

- The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour.
- The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.
- Classrooms should be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence.
- Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. object/picture timetables or TEACCH schedules.
- Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should reflect differentiation and support active participation.
- Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where

appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.

- Routines support pupils by fixing desired behaviours in their minds. Routines should be consistent and taught for **all** activities, including
 - the start/end of the day
 - moving from classroom to elsewhere e.g. dining hall, playtime
 - entering/leaving the classroom
 - answering the register
 - leaving the Hall after Assembly/PE lunch etc
 - giving and receiving commendations in class/Assembly
 - greeting visitors
 - moving from circle time to small group/individual work
 - collecting equipment

School and Class Charters

A charter acts as a reminder of the shared values and principles of the UNCRC and is applied to all members of the school community. At the beginning of each academic year, each class negotiates a Class Charter. This is a list of promises, written using the positive language of "we have a right to" therefore "we will". This is shared and agreed between pupils and staff and displayed on the wall of the classroom.

For reasons of Health and Safety, a small number of school rules have been agreed.

- Pupils follow class and school charters.
- Pupils and staff walk along corridors.
- Pupils, where possible, knock doors when entering rooms.
- Pupils and staff greet and communicate with each other politely.
- Wristwatches and stud earrings are the only jewellery which should be worn in school.
- Jewellery must be removed for PE lessons.
- Pupils must not bring cameras or any device which includes a camera, eg iPod, iPad, games console, mobile phone etc to school
- Pupils take care of their belongings and those of others.
- Pupils show respect for themselves, others, the school building and its contents.

Rewards

Our emphasis is on rewards to reinforce appropriate behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments.

Rewards may be:

- immediate or delayed
- basic or complex
- need to be changed frequently to maintain their motivational value

Examples:

food	praise verbal / non-verbal	whole class reward schemes	end of year Celebration Events
object or activity	stickers	achievements celebrated in school assembly	good news to parents in Home/School books
privileges	tokens 'I am working for.'	special certificates	phone call to parents.
Principal's Award	Pupil of the Month	The School will always promote a movement away from external to intrinsic rewards.	

Consequences

Although we see rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. The consequence applied will depend on the individual needs of the pupils and their level of conceptual development and may include:

- removal of adult attention through tactical ignoring of inappropriate behaviour
- disapproval of inappropriate behaviour
- withdrawal of privileges
- a visit to the Principal, Vice Principal or senior teacher

For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their Behaviour Support Plan and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified. **Corporal punishment is never allowed.** Reasonable and consistent consequences will be used to deal with the individual pupil, who should be fully informed that this is as a direct result of his/her behaviour.

In extreme cases where a pupil places him/herself, other pupils or staff at physical risk, or if behaviour is detrimental to the education of others in the school, the pupil may be asked to remain at home by the Board of Governors and may be suspended/expelled until the EA Southern Region Special Education Department, Psychology Service and/or School Medical Service have been consulted. Return to school will be dependent on recommended changes being implemented.

Communication and Parental & Multi-agency Partnership

We give high priority to two-way communication within the School and to a positive partnership with parents/carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher who has the initial

responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Vice Principal and the Principal.

When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach.

Understanding Challenging Behaviour

At Sperrinview Special School we understand challenging behaviour to be behaviour which:

- prevents pupils' participation in appropriate educational activities;
- usually isolates them from their peers;
- affects the learning and functioning of others;
- drastically reduces their opportunities for involvement in ordinary community activities;
- makes excessive demands on teachers, staff and resources;
- places the child and/or others in physical danger;
- makes the possibilities for future placement difficult.

(adapted from Emerson et al 1987)

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways.

We acknowledge that it is the *behaviour* which challenges us and *not the person*.

Procedures for the Management of Inappropriate Behaviour

Any concerns regarding behaviour must be reported. A **Risk Assessment** should be completed. Consultation will then occur with Ruth Walker to identify possible strategies to be implemented. The Principal must always be kept informed at all stages of the procedure.

Observation, Analysis and Assessment

Staff are familiar with looking at ways of understanding children's behaviour, in particular trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing base lines of pupil behaviour.

Frequently used methods include ABC charts, scattergraphs, sensory profiles and functional analysis. Support will be requested from other professionals if required.

Dos and Don'ts

Some pupils work and behave very well if specific routines are maintained. These simple but important prompts are passed between staff and classes in the form of a double-columned page of "Do's and Don'ts". For many pupils these are the hints and tips required to ensure a positive learning environment. They are the first stage in a process that may lead to the need for a **Behaviour Support Plan**. [See Appendix 3]

Individual Behaviour Support Plans

Sometimes the general structure and ethos of the school, along with the Dos and Don'ts will not be enough to maintain an individual pupil's behaviour within acceptable limits. Some pupils will need a more structured, systematic and intensive approach. Individual **Behaviour Support Plans** focus on a pupil's specific difficulties and help staff respond to challenging behaviour with understanding and consistency.

Behaviour Support Plans should be

- succinct and in clear language
- drawn up ideally in consultation with parents / carers and other agencies, e.g., educational psychologist, BST, AAIS
- familiar to all staff working with the pupil
- regularly monitored
- carefully evaluated.
- written along with the pupil, where appropriate

An example of a behaviour support plan proforma is given in *Appendix 3*.

Record-Keeping

- Records will be kept by the class teacher of the frequency of inappropriate behaviour and the impact of intervention programmes.
- Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident (CP) form and written in the incident/accident book.
- Incidents of both positive and negative behaviour should be recorded on SIMS.

In the event that incidents become more serious and that there is a need to physically intervene a **Positive Handling Plan** [see Appendix 4] will be added to the Behaviour Support Plan.

Definition of Reasonable Force

The Education (NI) Order 1998 (part II Article 4 (1)) states:

"A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise."

Based on this legal framework, the working definition of "Reasonable Force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Physical Intervention

- Sperrinview is a Rights Respecting School where all the school community takes on the 3 Rs of Rights, Respect and Responsibility.
- Staff at Sperrinview are committed to providing the highest standards in protecting and safeguarding the welfare of the children and young people entrusted to its care.
- We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. It should be used as a part of a structured, systematic individual behaviour support plan.

Any intervention should be a last resort and be **proportionate, reasonable, necessary** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

Team Teach

- Staff at Sperrinview Special School are trained in 'Team Teach'. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work.
- In essence Team Teach allows staff to be strong with their presence but gentle with their touch.
- Staff take a 12 hour course which is 'topped up' with regular follow up support. All appropriate Sperrinview class staff have completed the course.
- Further information can be found on their Website www.team-teach.co.uk
- Additional Advanced Team teach training has been undertaken by nominated staff to offer additional support.

Physical Contact with Pupils in Other Circumstances

- Staff provide Intimate Care for many of our pupils. Intimate Care Plans are drawn up by class staff and agreed with parents. Signed copies can be found in classrooms and Pupil Red Files.
- Some physical contact may be necessary on other occasions e.g. during PE lessons, sports coaching, or if a member of staff has to give first aid or reassurance.
- Young children may need staff to provide physical prompts or help.
- Physical contact must always be appropriate and done openly.

Debriefing Following Serious Incident

- Pupils and members of staff will be checked for any sign of injury and first aid or medical treatment will be administered if required.
- Taking into account the individual needs of the pupil, a debrief may be offered. On some occasions the incident will be revisited on a future date, given the need for full recovery from the crisis.
- All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support or a senior member of staff will provide support to the member of staff involved.

Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher and Ruth Walker

- Every incident of physical intervention must be recorded by the Principal, VP or SLT in the Bound and Numbered Book, kept in the Principal's office.
- Parents/carers will be informed each time a physical intervention has been used to support their child.
- If physical support/management is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Advice will be sought from BST (EA Southern Region) and Team Teach trainers to draw up a **Positive Handling Plan**.
- The School will maintain its Team Teach qualified status by providing training for staff in line with EA requirements.

Complaints

All complaints should be made according to procedures set out in the school's Complaints Procedures. A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the school's Child Protection Policy.

References

United Nations Convention on the Rights of the Child, HMSO, 1992

Pastoral Care in Schools: Promoting Positive Behaviour, DENI, 2001
Pastoral Care: Use of Reasonable Force DENI Curricular 99/10

Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties, CCEA, 2014

Team Teach

Conclusion

Governors and staff aim to provide pupils with a happy and safe learning environment in which they can develop their knowledge, skills and experiences.

To this end the above arrangements and strategies are necessary components to ensure that all pupils can safely access the curricular activities both in and outside of school.

Roles

- Class teachers have responsibility for the promotion of positive behaviour with the pupils under their supervision.
- The VP has responsibility for Risk Assessments and Behaviour Plans
- Mr O'Hare and Mr Ferguson have responsibility for Team Teach
- The Principal has overall responsibility for the implementation of this policy.

External Support

Parents

Educational Psychology

Clinical Psychology

Pupils' GPs

Community Paediatricians

Behaviour Support Team - EA Southern Region

AAIS - EA Southern Region

Behaviour Support Teams - HSCTs

Social Services

Staff Development

External courses will be organised where appropriate to the needs of the school.

Staff will be trained in the Team Teach approach.

Monitoring and Evaluation

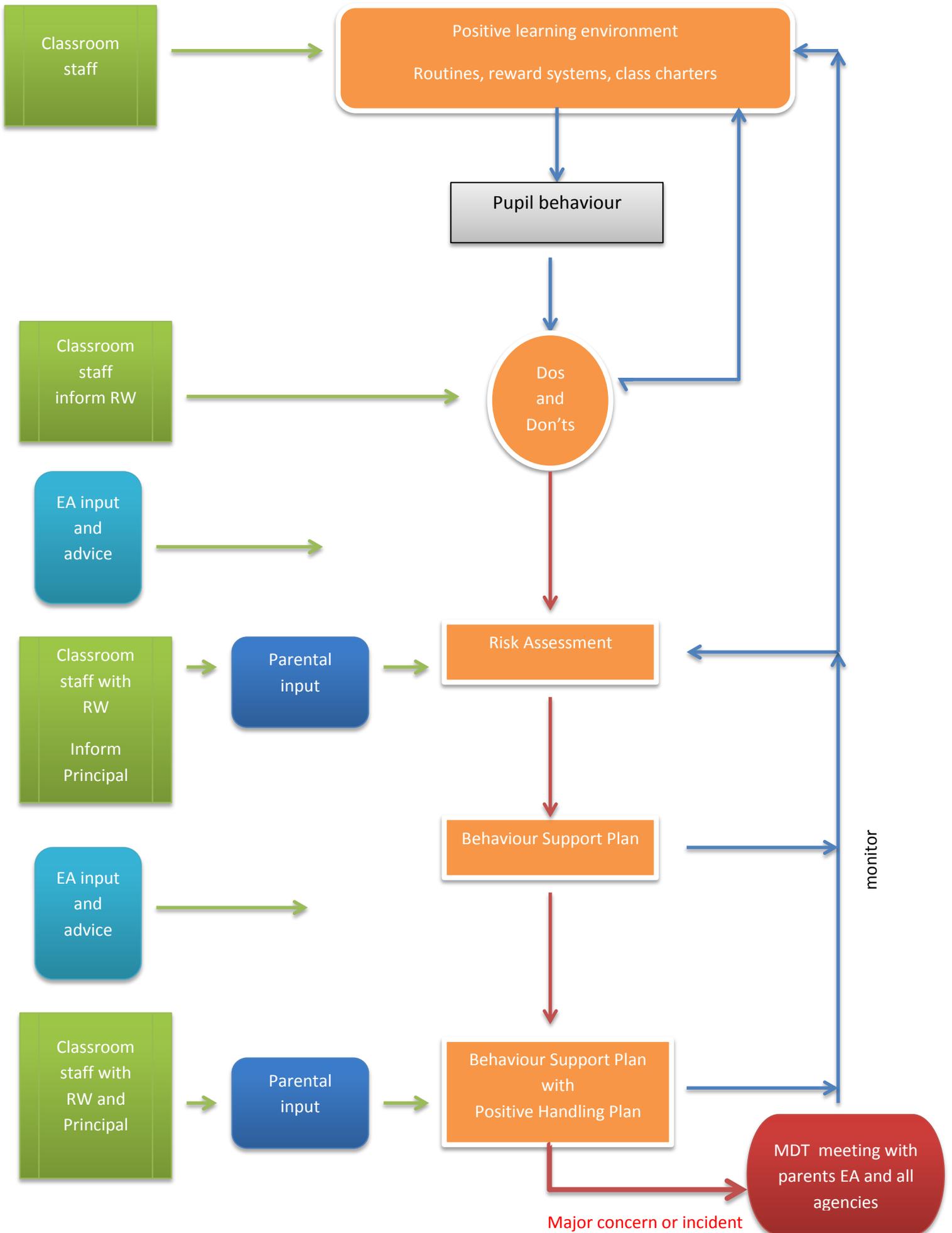
The Positive Behaviour Management Policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: _____ Date: _____

Positive Behaviour Management Flowchart





Sperrinview Special School

RISK ASSESSMENT

Name of Pupil _____

DoB _____

Age _____

Class _____

Staff _____

Completed by _____

Date _____

Signed _____

Consultation has been carried out with:

Please tick

Pupil	
Other pupils	
Parent/carer	
Staff	
Other teacher	
Social worker	

Completed based on knowledge currently available

Type of Behaviour Causing Concern	Level of Risk / Frequency					
	Very likely	Likely	Quite possible	Possible	Unlikely	Frequency H= hourly D= daily W=weekly M=monthly T=termly
Disruption						
Vandalism						
Bullying						
Fighting						
Violent and Aggressive						
Absconding / Absenting						
Alcohol/substance misuse						
Threats and abusive language						
Impulsive dangerous behaviour						
Self harms						
Discriminatory behaviour						
Inappropriate sexual behaviour						
Medically related behaviour						

Signed _____

Date _____

People to whom behaviour is most likely exhibited	Very likely	Likely	Quite possible	Possible	Unlikely	Frequency H= hourly D= daily W=weekly M=monthly T=termly
Teachers in general						
Specific teacher						
Classroom staff						
Specific staff member						
Visitors to the school						
Members of the public						
Male staff						
Female staff						
Other pupils in class						
Other pupils in school						
Male pupils						
Female pupils						
Younger pupils						
Older pupils						
Ethnic minority pupils						
Vulnerable pupils						

Signed _____

Date _____

FLASH POINTS

Location/ Time of behaviours	disruption	vandalism	bullying	fighting	Violence and aggression	Absconding/absenting	Alcohol/substance misuse	Threats and abusive language	Impulsive/dangerous behaviour	Self harm	Discriminatory behaviour	Inappropriate sexual behaviour	Medically related behaviour	Other (please specify)	Notes
At mealtimes															
In school															
In lessons															
In practical lessons															
Transitioning															
Trips and outings															
Break time															
Social activity/play															
Games/PE															
Bus/taxi															
With single adult															
Absconding															
If medication untaken															
Other															
Other															
Other relevant factors															

RISK EVALUATION

Likelihoods		Frequency	
Very likely	5	Hourly	5
Likely	4	Daily	4
Quite possible	3	Weekly	3
Possible	2	Monthly	2
Unlikely	1	Termly	1

Level of likelihood		x	Frequency		=	Risk
Very likely	5	x	Hourly	5	=	25 (Greatest)
Likely	4	x	Daily	4	=	16
Quite possible	3	x	Weekly	3	=	9
Possible	2	x	Monthly	2	=	4
Unlikely	1	x	Termly	1	=	1 (Lowest)

This numerical evaluation of risk is not an absolute, but simply affords a pupil's predisposition and risk frequency to be compared.

RISK FACTORS

Score	Risk
25	Very High
15-20	High
8-12	Medium
6-10	Low
1-5	Very Low

CONTROL MEASURES

Behaviour	Risk Factor	Existing Precautions/ Support/ Supervision linked to IEP	Additional Precautions/ Support/ Supervision/ Strategies	Action (by whom and when)	Expected Risk Factor

Pupil:	Drawn up by:	Date:
Agreed by:	(SLT)	Date:
Verified by:	(Principal)	Date:
To be reviewed:		Date:
Signed:	Parent:	Date:

Sperrinview Special School



Behaviour Support Plan

Name:		Class:	
Staff involved:			
Aims of Programme:			
<p>SMART targets where possible</p> <p>Eg to increase the time JOHN spends in SDA from 2 minutes to 10 minutes</p>			
Stage 1		DOs and DON'Ts	
DO:		DON'T:	
<ol style="list-style-type: none"> 1. keep a chewy close at hand 2. use a sand timer 3. stick to schedule 		<ol style="list-style-type: none"> 1. mention daddy 2. confront face on 3. change the daily routine without preparing john 	
Stage 2			
Behaviours	Preventative Strategies (De-escalation)	Reactive Strategies	
<p>SPECIFIC</p> <p>- "disruptive" becomes</p> <p>" gets up and walks around room during class assembly"</p>	<p>Use as much detail as possible</p> <p>- recognised strategies</p>	<p>Eg</p> <p>- offer choice</p> <p>- time out</p> <p>- remove other pupils</p> <p>- shout for support</p>	

- "aggressive"
becomes "hits out at
face and tries to bite
hands"

Record-keeping procedures	
Communication with Parents:	
Review and Evaluation:	
Signed:	Date: