



MAYFIELD SCHOOL	
Policy:	Behaviour and Discipline Management Policy (pupils)
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Governors Committee:	Behaviour and Safety
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Behaviour Management Policy.

The purpose of this policy is to provide guidelines and procedures for the management of pupil behaviour. We want to promote and reinforce acceptable behaviour based on the development of positive self esteem for all pupils.

We need to be clear about standards of behaviour and what we expect from pupils, how these standards are maintained and how unacceptable behaviour will be managed.

The prime emphasis in any management plan should be on the positive aspects of praise and reward. Frequent expressions of approval by all staff and the consistent, fair and appropriate use of rewards are key in helping pupils to begin to manage their behaviour effectively.

All strategies need to be consistent and equitable.

Everyone has a responsibility to ensure that the policy is followed. Equally, everyone needs to challenge colleagues who may not be following the spirit of the policy. This can be done through direct challenge where necessary, or through discussions with other members of staff, class teachers, senior staff or the behaviour management co-ordinator. Our training in the area of critical friends and our Help procedure should also support staff in confronting what they consider to be poor practice.

The policy will include agreed rewards, sanctions, prohibited sanctions and guidelines for the use of physical interventions and an understanding the nature of bullying behaviour.

Aims.

To promote positive behaviour which enhances the self esteem of all pupils.

To develop an environment where positive behaviour is celebrated.

To encourage pupils to manage their own behaviour without the intervention of staff.

To develop a framework that supports staff and pupils to create an atmosphere of mutual respect, positive regard and valued relationships.

To recognise that effective behaviour management is dependent upon good planning, positive engagement and a commitment to demonstrating good practice and positive role modelling.

Objectives:

Staff will have regular training which reinforces the school aims.

The needs of pupils will be assessed when they join the school. If a pupil is assessed as needing additional support, the class team will produce a behaviour management plan, in consultation with other professionals and parents.

Strategies for teaching:

Good behaviour needs to be demonstrated. All staff need to model positive behaviour and set high expectations for pupils.

Lessons need to be planned to allow for effective differentiation – if pupils are not engaged they will not be able to manage their behaviour successfully.

Rewards and positive praise need to be intrinsic in all lessons and interactions with pupils. These may be whole class or individual.
Support staff need to be effectively deployed to ensure that management strategies are followed.

Pupils respond to different teaching styles. Staff need to be mindful that pupils may manage their behaviour more effectively when the teaching style reflects their particular needs.

Communication.

At Mayfield, we recognise that effective communication is key in helping pupils manage behaviour. Total communication approaches including objects of reference, PECS, photographs and symbols supported by sign are important in helping pupils understand what is happening around them.

Staff need to be mindful about the language they use and respond sensitively to the heightened needs of pupils when they are anxious or unsettled.

Strategies for learning.

The aim is for pupils to learn to manage their behaviour intrinsically. External rewards and praise from staff are vital in ensuring that pupils learn to behave in positive ways. However, our ultimate goal is for pupils to recognise the value of behaving in a way that values and is valued by others.

Positive behaviour management needs to be taught. Pupils need to learn throughout their school life how to behave in a positive way in a range of social, educational and work situations.

Behaviour targets need to be set for all pupils, reviewed every term and wherever possible, shared with pupils so they can take an active role in meeting the targets.

For some pupils, individual learning plans will need to be written to support them to access their learning in the most effective way. Some pupils may learn best outside the classroom, and plans should reflect this.

Recording and assessment.

All classes will have a behaviour management folder which should include:

- Blank forms for Functional analysis; Behaviour Management plans; Incident report forms and pupils feedback forms.
- Completed behaviour management plans for children in that class.

- Completed behaviour management forms for pupils from other classes.
- Completed incident forms for children in that class.
- Copies of any information from training sessions – day training, twilights.
- Any information distributed by the behaviour management co-ordinator related to behaviour management.

If classes are experiencing difficulties in managing difficult behaviour, a behaviour management plan needs to be completed. This should be agreed by all members of the class team, and with the pupil, other professionals and parents. The guidance of the behaviour management co-ordinator could also be sought. These plans need to be distributed to all classes and the behaviour management co-ordinator and will need to be regularly reviewed.

Behaviour management plans focus on the target behaviour, and aims to identify factors leading to the behaviour. These might include communication difficulties and transitions for example.

The plan then follows a three step approach, focussing on how to manage behaviour systematically. In all situations, the emphasis is on de-escalation and re-direction, with the explicit aim of preventing the situation escalating.

At all times, the approach adopted by staff should emphasise:

- Maintaining a positive relationship
- Communication at an appropriate level for that particular situation. A pupil who communicates at a three key word may not operate at that level at heightened state of arousal.
- Seeking help or changing face.
- Offering options, choices and alternatives.
- Aiming for a positive resolution.

If an incident occurs, an incident report form needs to be completed. This needs to be completed as soon after the incident as possible.

A copy needs to be kept on file and a copy given to the behaviour manager. Incident report forms need to be completed when:

- A physical intervention has been necessary.
- A pupil has demonstrated behaviour that is out of the ordinary and poses a concern.
- Somebody has been hurt.
- Property has been seriously damaged.

This list is not exhaustive. Incident reports need to be completed whenever behaviour appears outside the norm for that pupil and gives cause for concern.

Incident report forms are used to record accurately what has happened, so this can be shared with parents, carers and Governors. They also serve to help identify problems situations and patterns of behaviour.

All serious incidents involving injury to staff or pupils will be reported to the Governing body.

Parents will need to be telephoned following any incident where an incident report form has been completed.

If an incident report form has been completed, staff will need to complete a behaviour management plan, if one does not already exist.

SOLAR

Incident reports will be uploaded on to SOLAR at the end of each week and a report generated. This will be analysed by the behaviour co-ordinator and shared with Governors. It is imperative that outcomes are recorded.

Incident reports need to help us reflect on how we might adapt our practice to ensure that behaviour is managed as effectively and sensitively as possible.

In addition, classes may keep records of low level behaviours, to help keep accurate records and develop plans to help pupils engage more positively with learning activities.

Safeguarding.

The management of behaviour can link with child protection issues – the Headteacher is the designated person for matters of safeguarding; the deputy is responsible in the Headteacher's absence. Staff will need to raise any concerns in these areas as soon as possible.

Teachers have a Duty of Care which is set out in the School Teachers Pay and Conditions document. They also have a duty to act 'in loco parentis' in the manner of caring and reasonable parents. This applies to all pupils in their charge or for whom they are responsible at any one time.

Training.

Training will be provided to staff in managing behaviour. This will include whole staff meeting times where behaviour issues will be discussed and developments shared.

Team Teach.

Some staff will receive Team teach training. This provides guidelines in the management of difficult situations, giving guidance on defusion techniques, effective communication, non-confrontational approaches and, when absolutely necessary, the use of physical interventions. It is suggested in that at least 95% of all challenging behaviour situations are effectively managed without the need to resort to a physical intervention. It should at all times be seen as a last resort.

At Mayfield, we always seek to avoid unnecessary physical interventions. When used sensitively and appropriately, they can help pupils de-escalate more quickly. However, over use leads to breakdowns in trust and an overreliance on control by the staff member.

Wherever possible, Team Teach physical interventions will be identified on the behaviour plan, and on incident report forms. It is important that staff record accurately what interventions were used.

De-briefs and positive listening.

Following a serious incident, staff may need some time away from the class. It will also be important to review plans and talk about what we might do differently next time. Staff teams and senior teachers will support colleagues and seek to find ways to develop practice.

In addition, it would also be helpful if pupils could complete a behaviour incident feedback form. It is important for pupils to talk about their feelings and concerns following an incident, and involving them in the behaviour management process will ensure more successful management in the future and help repair the relationship.

Sanctions.

We should always seek to manage behaviour through the use of positive rewards and reinforcement and modelling of appropriate behaviour. However, sometimes, to promote positive attitudes there will be occasions when sanctions need to be introduced. These should be relevant and effective and must not violate the rights of the individual. Sanctions will be the responsibility of the teacher but may be carried out by Learning Support Assistants in the absence of the teacher. Sanctions and disciplinary measures should:

- Follow a verbal warning.
- Be relevant.
- Be brief in duration.
- Be as immediate as possible.
- Include an opportunity for reparation and or restitution.

If sanctions are to be regularly implemented for individual children, these will need to be agreed and written into a behaviour plan.

Some sanctions are prohibited, and could include the following list. If you are concerned about the implementation of sanctions, please discuss these concerns with the class teacher or the senior management team if necessary.

Prohibited Sanctions.

- Any form of corporal punishment including rough handling.
- Any deprivation of food or drink to which the child is regularly entitled.
- Any deprivation of an activity unrelated to the situation in which the behaviour occurs unless the child has complete understanding and memory.
- Verbal abuse and shouting (unless to inhibit dangerous behaviour from a distance).
- Use of physiotherapy aids e.g. splints; chairs; standing frames; boxes; which restrict the pupils normal liberty. If restrictive chairs are used for teaching time in 1:1 situations the child must be allowed out as soon as the session has finished.

Children who require physiotherapy aids as part of their programme or who may require some intervention to prevent self injury are not included on this list. However, the use of physio equipment to ensure pupils do not get left simply because it is easier to manage the class is not acceptable.

- Enforced removal of clothes if the child is unwilling to co-operate.
- Public humiliation of the pupil – for example, bringing the pupil out in assembly or in front of the class for poor behaviour.
- The group being deprived of an activity as punishment as a result of the behaviour of one or more pupils.
- Using threats to send pupils to the baby class.

This list is not exhaustive, and will be discussed during ongoing behaviour training sessions.

Health and safety.

It is imperative that behaviour management plans are written in order that difficult behaviours can be safely managed. Incidents where physical interventions are necessary should be managed wherever possible by two Team Teach trained staff.

Following an incident staff should have an opportunity to discuss the issues during a debrief session.

Any injuries, however small, to staff or pupils, will need to be recorded in the accident book.

Equal Opportunities.

This policy is central in ensuring that all pupils, regardless of their emotional development, will have access to the same range of diverse opportunities according to their needs.

Resources.

There are a range of emotional literacy resources which can be used to support pupils.