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Rodney House School



## Behaviour Management policy

Reviewed: March 2018

Signed by Governor:

## Introduction

Rodney House School offers school places to children in possession of an Education Health and Care Plan stating specialist provision.

Due to significant developmental delay or limited awareness, many children require high levels of physical care and supervision throughout their school lives, though independence is encouraged wherever possible. Some of our children experience difficulties that make them very vulnerable. These children are given extensive support to help them access the curriculum.

## Ethos

Across Rodney House in general, and in individual classes, simple rules exist to provide a caring, orderly environment in which children can learn happily and safely, and appropriate standards of behaviour are reinforced throughout the curriculum, events and everyday life.

## Aims of Positive Behaviour Management

- To allow a child to develop and demonstrate positive abilities and attitudes
- To ensure the safety and well being of the children, the staff and members of the general public
- To protect the environment
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## Principles of Positive Behaviour Management

- Reward and celebration of positive behaviours should be part of everyday life for all at Rodney House and those accessing other services: rewards, celebration assemblies, certificates, displays etc
- Involving parents in discussions about behaviour management is key to gaining consistency and therefore success
- Behaviour management forms an integral part of the curriculum, developing appropriate and relevant social skills for all children
- It is recognised that each child may need an individual approach in behaviour management
- Team Teach is the overriding strategy used for behaviour management at Rodney House School

- It is recognised that challenging behaviours often occur when a child has complex and significant learning needs
- It is recognised that children may not be responsible for their actions in so far as their understanding of social behaviour is significantly limited
- Children can be helped to develop self-control by sensitive, skilled staff support and the use of appropriate behaviour plans which are shared with day care staff
- All children with identified undesirable behaviours will have a Behaviour Plan that is shared with and signed by parents.

For many children sensory profiles are set up to help staff manage behaviours.

- Behavioural issues should be handled consistently by all staff
- Staff should contribute to the creation of a calm, secure atmosphere within the classroom and use a quiet, firm, kind and positive approach at all times
- Good communication between staff members is essential particularly at lunch times when the less structured situation can sometimes allow behavioural difficulties to arise
- New members of staff should be informed of behaviour plans and individual risk assessments for children in their care. Class teachers/teams should ensure that all relevant information is passed on to volunteers/students and other colleagues within each class.
- Behaviour plans will be kept in a file in for easy access. Updated plans will be shared at team meetings on a regular basis and shared with parents. All staff are expected to regularly familiarise themselves with current plans.

Principles into practice

- Introduce new situations in a carefully controlled, planned way to avoid triggering difficult behaviour - try to anticipate pupil's behaviour/actions before problems arise
- As far as possible ensure safe staffing levels - anticipate likely situations and deploy staff accordingly

- Try to work on eliminating one undesirable behaviour at a time to ensure more chance of success
- Ignore attention seeking behaviour where safe to do so and provide an alternative for the undesirable behaviour
- Wherever possible explain actions/sanctions to the child - also explain actions/sanctions to other team members, students on placement, regular visitors to the class e.g. if a pupil has to be physically moved because s/he is causing an obstruction, being a danger to others
- Provide reassurance for the child in situations s/he are likely to find difficult - using appropriate communication methods to support the child through the situation
- Seek advice/support from external agencies if necessary e.g. advisory support from the Educational Psychologist, Clinical Psychologist etc
- Establish close liaison with parents/carers - discuss their child's Behaviour Plan with them and share knowledge about successful strategies both at home and at school
- Maintain the privacy and dignity of the child by not discussing their behaviour or circumstances over them

## Team Teach

All staff undergo Team Teach training which is updated regularly.

Rodney House follows the core principles of Team Teach when using physical interventions:

- All interventions are planned for, agreed with parents and recorded in behaviour plans which are shared with all staff
- All incidents of significant physical interventions are recorded and monitored and evaluated to improve practice
- The emphasis is on caring, protecting and promoting positive relationships
- The 95% de-escalation strategies promoted in Team Teach should be used to prevent challenging situations arising.
- Positive Handling - the full range of strategies and interventions (physical and non-physical)

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages

#### In School:

- If situations do arise, use the 5% positive handling strategies from Team Teach.
- **Physical interventions will be used only when all other interventions have failed to de-escalate a situation and/or where there is a real risk of harm to the child, their peers or adults.** These include:

#### Guides for low level resistance

- Use of distraction/change of activity
- Caring C guides
- Change of face
- Friendly hold

#### Controls for moderate resistance

- Single elbow

#### Restraints for rigorous resistance

- Double elbow
- T wrap
- Techniques designed to terminate bites, hair pulling, clothes pulling - use of these techniques should be recorded

#### Rodney House will use physical interventions when

- a child's behaviour has become disruptive to the learning within the class  
a child's behaviour is disruptive to an outing or event
- a child is at risk of leaving the class/school premises which would put them at greater risk of harm
- to prevent another child or adult being physically harmed
- to prevent the child hurting themselves

**All physical interventions will be reasonable, necessary and proportionate to the behaviour displayed: the least intervention, for the shortest time possible.**

Children for whom physical interventions may be required to prevent the child hurting themselves or others will have an ABC (Antecedent, Behaviour, Consequence) chart listing the behaviours leading to intervention. It will record that the intervention has been used. This will then be used to analyse behaviours, identify triggers/strategies and inform behaviour plans.

Behaviour Plans should:

- Identify appropriate rewards for appropriate behaviour and ensure that rewards are given promptly and that the pupil is aware of the reason for the reward
- Create opportunities for the pupil to earn praise and/or rewards
- Identify triggers of difficult behaviour - use classroom management techniques to avoid triggering difficult behaviour e.g. seating, grouping for activities, timing/time-span of activities, and removal of equipment in discussion with colleagues.
- Identify pro-active strategies for preventing incidences of challenging behaviour
- Identify re-active strategies for when a crisis has not been avoided
- Identify Team Teach strategies to be used when physical interventions are necessary
- Occasionally plans may include strategies to be avoided as they have been proven not to work

Whilst every effort is taken to prevent injury, it may still be unavoidable that an injury occurs to a member of staff or a child.

After all incidents or interventions, a debriefing discussion will be held that asks the questions: Could the intervention have been avoided?

Was everything possible done to prevent further escalation of the situation?

Does anything need to change as a result of this incident ie behaviour management technique for this child?

All plans will be treated as working documents that will be updated following incidents or concerns and shared with parents and all relevant staff.

Over time, behaviour plans often change as children make progress. They are, therefore, a valuable piece of evidence when assessing a child.

### Multi-Agency Working

At Rodney House we recognize the possibility that the strategies put in place may not always be successful. Multi-agency working is embedded in the way solutions are found to break down barriers to learning, including challenging behaviour. Working with parents, referrals may be made to CAMHS or to specific outreach services for help and support, ie Sensory Support Service, Physio, Occupational Therapy, Educational Psychology, Grange Outreach etc. An application may be made to the Special Schools Partnership for Exceptional Needs funding. It may be that an emergency review of the child's Education Health and Care Plan is necessary to re-evaluate the child's needs and to assess whether the provision remains appropriate. In short, all avenues are explored to ensure that the school is pro-active in the support of a young person experiencing difficulties.

### Anti-bullying

The Governors and Staff at Rodney House School are committed to providing a safe and secure school environment for all our pupils and staff. It is not an expectation of the school that staff or pupils are subjected to physical or verbal abuse or harassment in any form. The Governors and Staff believe that effective teaching and learning occurs when pupils and staff feel safe and happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. All the pupils at Rodney House School have special educational needs and may present additional disabilities, e.g. profound and multiple learning difficulties, sensory, physical, medical need, autism, social communication, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying of any kind, and aspects of behaviours that may impact upon the emotional and wellbeing of all, whenever and wherever it occurs. Where appropriate, pupils will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will

be carefully investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

Anti-bullying practice that already happens at Rodney House

- developing appropriate and effective communication strategies
- developing appropriate interactional and social skills
- exploring feelings and emotions
- social stories
- exploring the impact of a person's behaviour on others
- exploring the hurt bullying behaviour may have on others
- role play to explore such feelings
- being kind to others, sharing
- developing group skills
- class rules
- playground rules
- developing strategies that address challenging bullying behaviour
- not allowing someone to be deliberately left out of a group
- informing a member of staff what is happening - people who help us
- staff promote and model respect, co-operative behaviour and anti-bullying values
- identifying and celebrating individual differences and talents
- promoting mutual respect for all and celebrating difference
- praise good behaviour through rewards
- regular pupil voice activities

This policy will be reviewed every 2 years.

This policy links to the following documents:

Safeguarding Policy

Child Protection Policy

Single Equality Duty Scheme Objectives and Accessibility Plan

Whistleblowing Policy

Staff Grievance

Health and Wellbeing Policy

