



Behaviour Management Policy

Rationale:

At Barndale House School we recognise that a behaviour management policy should be an integral part of the curriculum which teaches appropriate and relevant social skills to all of our children and young people. Parents, school/residential staff and children and young people have the right to expect the school/residential provision to be a safe environment. It is a misconception that a child/young person because of his/her learning difficulties will not be able to understand the difference between acceptable and unacceptable behaviour.

However, factors such as communication needs, complex medical disorders, syndromes and the effects of medication may undoubtedly influence how a child /young person relates behaviourally to their peers, staff and the school and residential environment. Thus the emotional and behavioural needs of many of our pupils will be highly individualistic, requiring a structured response or strategy, within a broader framework where general routines and boundaries are defined for all.

The structuring of such individual responses might involve a multi-disciplinary approach involving a range of Barndale staff with external support from clinical and educational psychologists, child psychiatrists, parents and other colleagues from the Local Authority, the Social Care and the Health Trust.

Long term strategies consistently delivered and uniformly monitored by classroom and residential staff will often prove to have the most beneficial results for the child/young person, particularly when they support positive behaviour.

These strategies will be consistent both in the school and residential setting. Strategies designed to meet the behavioural needs of residential children/young people will form part of that individual's Child Care Plan.

Such an approach would encourage prompt desirable behaviour through praise and additional reward, rather than castigating untoward behaviour. This would encourage where possible the child/young person to develop greater control over his/her own actions and, through an enhancement of self esteem, mature appropriately.

Aims of School Behaviour Management Policy

- To ensure the safety and well being of that child/young person.
- To ensure the safety and well being of all children/ young people.
- To ensure the safety and welfare of members of staff and the general public.
- To protect the child/young person from self abuse or injury.
- To divert inappropriate behaviour to appropriate behaviour.
- To limit obsessive behaviours in order to allow greater learning opportunities.
- To teach children/young people, self control, responsibility and accountability for their actions.
- To teach children/young people that actions and choices have consequences.



- To allow a child/young person the opportunity to demonstrate positive abilities and attitudes.

Guidelines Regarding Good Practice

Acceptable Standards of behaviour and respect depend upon the example of us all.

Good Order is unlikely to be achieved unless there is an established framework of general routines. Standards of work and behaviour should be high and any rules regarding behaviour both in and out of the classroom and residential setting should be applied firmly and fairly.

Respect is Mutual and should be given as well as received. Each child/young person should be treated as an individual.

Relationships - a major determinant of good behaviour and a positive ethos in the school is the quality of relationships between staff and pupils.

Anticipate that problems will occur where children are learning and testing the boundaries of acceptable behaviour.

The Use of Rewards and Sanctions

The needs of individual children/young people must be taken into account when rewards and sanctions are applied. Staff, through their knowledge and experience of individual children/young people, are expected to praise/reward outstanding child/young person achievement relative to that individual's development stage. Any reward must also be accompanied by verbal/social praise and should naturally be given as a gesture of genuine enthusiasm thus allowing the child/young person to feel rewarded and their peers to recognise that achievement. Whilst rewards and praise will prove effective in the encouragement of positive behaviour, on occasions it may be necessary for staff to use sanctions to indicate that a particular behaviour or response is inappropriate or unacceptable.

Sanctions must always be directed towards the individual's **behaviour** not the individual themselves.

Any sanction will be individual based on Individual Behaviour Plan

Behaviour Management Training

All staff are trained in Managing Actual and Potential Aggression (MAPA) which is BILD (British Institute of Learning Difficulties) accredited training.

The MAPA® Philosophy

MAPA training enables staff to safely disengage from situations that present risks to themselves, the pupil, or others. Participants learn to safely and effectively use a range of holding interventions that



are appropriate to the circumstances when a person expresses themselves through challenging, aggressive, or violent behaviour, and to make defensible choices regarding the use of disengaging from and/or holding a person.

Upon completion of the programme, other benefits include the abilities to:

- Establish emotional contact and bonding between staff and the pupil through the use of verbal and physical interaction.
- Allow the expression of anger, frustration, anxiety, and emotional turmoil in a safe and controlled environment.
- Enable staff to explore issues of threat and confrontation with the pupil.
- Enable pupils to recognise their feelings and to learn to express themselves in meaningful and constructive ways.
- Help pupils identify and adopt alternative coping strategies.
- Help pupils and staff alike develop more meaningful and trusting relationships.

Colin Bradshaw
Headteacher