Behaviour Policy

Review Cycle		Fixed	
Owned By		Head Teacher	
Document History / Action		Who	Date

Introduction

At Palmerston School it is recognised that there is no single strategy or technique for managing behaviour that can meet all the pupils' needs.

Appropriate behaviour is vital in the school situation in order that learning opportunities can be maximised, it is also vital in the wider environments at home and in the community. It is therefore very important the school is able to address issues to do with pupil's behaviour effectively. The policy seeks to support an ethos in which:

- Pupils are valued and respected
- Emphasis is placed on recognising appropriate behaviour
- Pupils are encouraged to develop high self-esteem and self discipline

Aims and Expectations

To promote appropriate behaviour of all pupils in varied settings and to deal effectively with inappropriate behaviour using a wide range of strategies according to the individual's needs in a positive environment.

App behaviours may include:

- Following instructions
- Showing respect for themselves and others
- Taking care of property
- Working to the best of their ability
- Responding appropriately to a situation
- Following social rules and conventions
- Adapting behaviour in different situations e.g. in a café, in an assembly
- Speaking/vocalising at appropriate volume
- Demonstrating 'good manners'
- Being helpful

Behavioural difficulties may emerge from numerous and complex reasons and may take a variety of forms form loud disruptive behaviour to passive withdrawal.

Such difficulties may include:

- Non compliance with instructions
- Demanding attention inappropriately
- Loud, noisy behaviour
- Unacceptable language
- Verbally/physically aggressive
- Disregarding rules or social norms
- Poor concentration, lack of engagement in tasks
- Non responsive/expressionless
- Appearing deeply unhappy/distressed

- Over anxious
- Lack of confidence
- Lack of friendship/social skills
- Self harm

The school recognise that all behaviour has a function and carries meaning:

Most children will test the boundaries and require a consistent environment in which expectations are clear. Many of our pupils respond very quickly to low level behaviour management techniques.

Some of our pupils display more challenging behaviour and in these cases a much broader, longer term framework will be needed to help these pupils to progress. For these pupils it is vital that the function of the behaviour in analysed and a comprehensive package for behaviour management is drawn up.

Palmerston School's Approach

When considering how much to manage behaviour it is important to embrace three interrelated factors and their impact.
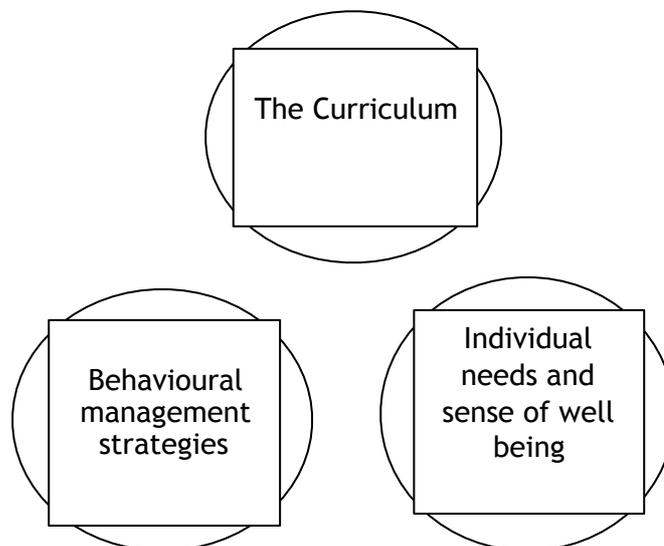
- An interesting, relevant, differential and well planned curriculum can minimise disruption/disturbance.

- Clear behavioural management strategies can provide structure stability and continuity.

- Consideration of individual needs and quality of life will help to identify the function of a behaviour and life style changes that may affect that behaviour.

Different levels of analysis of the 'problem behaviour' and response will need to be conducted depending on if the behaviour is:

a) low level: responds to basic strategies
b) severely challenging: persistent to change

Low Level Behaviour

These are behaviours which, though disruptive at the time, do respond to management techniques commonly employed by most teachers/staff. In such cases an ABC analysis may well generate an effective behavioural response.

Antecedents – what comes before the behaviour occurs

Behaviour – describe the behaviour accurately

Consequences – how do people respond, what does the child get out of the behaviour

Severely Challenging Behaviour

These behaviours are long term established patterns of behaviour that severely affect the individual's quality of life and access to learning and experiences. The behaviour adversely
affects the individual's development. The level of challenging may be related to the frequency, intensity or duration of a particular behaviour.

In these cases a much more in depth, detailed analysis is likely to be needed and comprehensive individual behaviour management and support plan will need to be drawn up and implemented. A STAR analysis will provide the initial format for this:

S: setting conditions, what factors predisposes this individual to behave in this way
T: triggers
A: action

R: result

Data will be collected regarding the individual's strength, preferences, needs and skills along with suggestions as to the possible function and early warning signs. The resulting behaviour support plan will detail suggested environmental and life style changes, early intervention strategies and crisis intervention techniques. This process may need to be regularly reviewed and evaluated as the roots of challenging behaviour are usually complex and multi-faceted. It may be necessary to formulate and test a hypothesis regarding the function of the behaviour. Is it to: gain interaction avoid task, experience, place, event gain a tangible or self/sensory stimulation.

Strategies

Low level strategies, Reaction, Rewards and Consequences
Clear rewards and consequences can underpin many of the behavioural strategies used in the school.

Within the school the emphasis is on recognising and rewarding appropriate behaviour. Desirable behaviour, improvement and achievement are celebrated as part of the school routine.

Appropriate rewards may include:
- Praise
- Stickers
- Certificates
- Letter/phone call home
- Work displayed/shown
- Visit to Headteacher
- Preferred activity
- Food item
- Favoured 'job'
- Trip or outing
- Inclusion in Record of Achievement
- Small Prize

The level of reward should be in proportion to the level of improvement/ achievement. Some pupils may work towards a more substantial reward e.g. by collecting stickers.

Sometimes neutral or negative consequences may be appropriate. Such consequences should be age/development level appropriate, clearly defined, time limited and of the lowest level that is effective. Staff should always respect the

pupil's rights and dignity and should always make it clear how the pupil may move back to behaving better and gaining approval.

Punishments that involve depriving pupils of basic right or need are **<u>never</u>** appropriate e.g., withholding a meal.

Possible consequence based technique include:

Planned Ignoring
'Telling off' or appearing angry can be a rewards in itself. Passing no comment on minor misbehaviours but praising a return to acceptable behaviour may be appropriate. There is a danger of the pupil's behaviour escalating to a level where you cannot ignore it so the technique may need to be adapted.

E.g.   Ignore and redirect i.e. Instead of saying 'Don't throw' try 'let's do some painting'.
Ignore and praise another child who is behaving appropriately. Remove the reinforcement of the 'audience' by moving the pupil or moving the group.

Isolate
It may be necessary to isolate the pupil for a brief time either in the classroom or to another room. This needs to be done in a calm manner, comments, if required at all, should be natural in tone but clear e.g. 'no biting'. Supervision must be maintained and the removal should have a clearly agreed limit.

Reprimand
Telling a child to 'stop' can be effective in some situation. It is more likely to work if the pupil is usually compliant, the behaviour has just started and if the pupil understands the level of language used. It is not usually appropriate for severely challenging behaviour. It is best done in a calm, firm voice. If the instruction needs to be constantly repeated another strategy is required.

Removal of an activity
This will be situation specific. It may help to give a warning 'if you throw bricks, there will be no bricks'. Always make it clear to the pupil why the activity is being removed. For pupils with some reasoning skills it may be appropriate to negotiate a return to the activity.

Alternative activities/distractions
Give the pupil another activity as an alternative as an alternative to the undesirable action. This can work well for repetitive behaviours.

Use a variation of this technique to distract a pupil who is becoming anxious or distressed.
Use knowledge of their preferences and interests

Negotiation/Removal of Privileges
Pupils who have a reasonable understanding of the sequence of events and of language/reasoning maybe ready for simple negotiations. Most of our pupils will need to link this to a fairly immediate set of events e.g. if you do…..then you can play with…..or if you do……then there will be no…………

Contracts/Incentive Plan
These can work with pupils who have some reasoning skills and can work for a delayed tangible reward.

Define a target that clearly states the behaviour this is to be worked on. If possible discuss and negotiate this with the pupil. Identify a special treat based on the pupil's preferences and interests. This reward is dependent on the target behaviour only. Divide the day/time period into manageable sessions and award a star/sticker etc. that are needed to gain the special treat and allow some room for failure e.g. ¾ stars = treat.

Review the contract frequently and make the target progressively more difficult.

REMEMBER
Catch them being good and reward them. Look for regular opportunities to reward the type of behaviour you would like to encourage. Rewards are far more powerful than negative consequences.

In order to remove rewards they have to be present in the child's everyday activities. Rewards should be a feature of everyday routine.

Seek opportunities on a regular basis to foster positive attitudes towards him/her from both adults and peers in the classroom. Build up self-esteem.

Attention seeking behaviour will often get worse before it gets better. Once you have embarked on a programme with a child they may try a lot harder to gain your attention using the different behaviour.

Sanctions are sometimes needed to ensure the safety of other children.

Avoid confrontation.

Deal with the behaviour and **not** the child, (for example say 'that's a horrible thing to do', not 'You're a horrible girl/boy'.

Create a welcome environment.

Make sure that the children are fully occupied with meaningful learning opportunities.

Emphasise the positive.

Make sure that children understand how you expect them to behave. Be consistent.

Keep calm.

Use your knowledge of the pupils.

Sanctions/negative consequences are not always appropriate – use your professional judgement.

Strategies for Managing Challenging Behaviour
There is overlap between what might be considered lower level and challenging behaviour and different people may have differing definitions. However within Palmerston School some pupils may display behaviour which is limiting and affects the learning environment and also does not seem to respond to the low level strategies. Effective responses to challenging behaviour rely less on responding to a crisis/incident but far more understanding why what event happened at all.

Accurate detailed information
Long term behavioural intervention will rely heavily on the collection of data. Behaviour carries meaning and function and detailed analysis is vital to our understanding. The STAR approach is useful but supplementary information and even further in depth study may be regarding:

- core motivators
- current personal resources, knowledge skills, states, supports
- current life circumstances
- past events
- learning history
- temperament, personality, personal style

It is also often revealing to collect information regarding non incidents to help answer the question 'What does it take for this not to happen ?

Consideration of Broad Themes
Challenging behaviours are more likely when:

- there are difficulties with positive reciprocal social engagement
- there are difficulties in communicating effectively
- there is lack in overall sense of well being
- the overall quality of life is poor, lack of person – environment match

Considering these possible areas of difficulty from the pupil's point of view will enhance our understanding of the function of the behaviour and focus thoughts on possible interventions.

The Action Cycle
The following action cycle will be used when the challenging behaviour is of great concern and requires specialist intervention.

- Define behaviour of concern
- Establish a monitoring system (baseline data)
- Identify levels of danger/risk
- Devise safety procedures
- Analyse function of behaviour
- Work for empathy
- Formulate a 'theory' for behaviour
- Identify possible intervention plans
- Select action
- Implement
- Monitor
- Review
- Celebrate, persist, adapt

Behaviour Support Plan
The action cycle will generate a Behaviour Support Plan. This will include background information, detail of the behaviour, possible function, possible triggers/setting conditions early warning signs/cues, early intervention techniques and crisis intervention (see proforma).

Intervention in Area of Social Relationships
Behaviours linked to difficulties in forming and maintaining appropriate relationships may be reflected in:

- A drive for total control wither for its own sake or to achieve personal ends
- A collapse in tolerance or request/denials

- Withdrawal, self-absorbed activities
- Absence of initiation

Interventions may include:
- Proximity tolerance 'being close' level
- Building co operation
- Sharing fun experiences
- Intensive interaction strategies
- Setting limits, protecting rights and safety
- Define area of control
- Provide 'safe' place/area
- Develop knowledge of social roles
- Social skills/understanding development e.g. social stories

Intervention in area of communication

Behaviours linked to difficulties in communication may be reflected in:

- Pupil's expectations do not match demands
- Misunderstanding/not knowing what is going to happened next
- An inability to bring our attention to issues if importance/need
- An ability to make sense if a situation

Interventions may include:
- Quality visual material of right level schedules, choice boards, photos, symbols
- Improve adult communication skills, use of clear language, signs, gestures
- Develop a communication system e.g. PECS, objects of reference
- Allow more time at communication points
- Try to ensure understanding
- Look for possible communication function in a behaviour (even if not easily read)

Intervention in Area of Well Being
- Mood swings to anger, distress, fear etc.
- Arousal level, usually heightened
- Biorhythmic phase, often difficulties in early morning and late afternoon
- Physical discomfort
- Medial side effects
- Life events
- Mental health

Interventions may be short term focussed or long term

Short term:
- Develop a plan for low points in the day e.g. have a snack, exercise, music, relaxation
- Actively manage pain, seek medical advice
- Break mood with an activity
- Manage the atmosphere and environmental conditions
- Become aware of signs of mood etc. and have a response planned
- Actively teach self calming techniques

Long Term
- Seek advice and tackle Health issues
- Promote physical fitness
- Increase daily access to experience of positive wellbeing, non-contingent reinforcement, relaxation, laughter, pleasurable experience
- Adjust demands levels
- Promote positive future thinking – optimism
- Build up positive memory banks, supported with pictures, photos, objects, video etc.

Advanced Motivational Intervention

It is possible to use some behavioural strategies in a more advanced form from low level strategies and contracts approaches described previously.

DRO   Differential Reinforcement of Other Behaviours i.e. rewarding periods of time when the pupil engages in behaviour other than the target behaviour (note the initial interval before the undesirable behaviour is likely).

DRI   Differential Reinforcement of Incompatible Behaviour i.e. reward behaviour that is directly incompatible with the targeted behaviour

In order for either of these strategies to work the other or incompatible behaviour must have
equal power and fulfil the same function as the target undesirable behaviour.
This necessitates a detailed function analysis and careful teaching of the new skill/ behaviour.

Crisis Management

Sometimes all attempts to focus analysis and intervention at the setting conditions, triggers,
early interventions stage fail and a crisis management procedure must be used. It is important to map out such procedures before an incident occurs and to include such procedures in the Behaviour Support Plan. All staff working with the pupil

should be made aware of these procedures. It may also be necessary to seek opinions and agreement for the parents/carers and other agencies.

Crisis management is <u>not</u> an intervention. There is no assumption that the strategies will have any effect on reducing the occurrence of the behaviour. The aim of crisis management is to deal with incident in such a way as to minimise danger and risk to the pupil and others.

The Behaviour Support Plan will detail actions to be taken, when additional support will be called in and how the pupil is to be contained/managed until calmer. Serious incidents that require restraint to be used <u>must</u> be recorded on IRIS (on-line reporting system) and the physical intervention policy must be followed.

After a serious incident the staff involved will meet with the Head or Deputy so incident can be discussed and so that the needs of the staff can be addressed.

Parents/Carers will be informed of the incident and the action taken.

Other related Policies:
- Physical Intervention Policy and Records
- Child Protection Policy
- Individual Behaviour Support Plan