MERSTONE SCHOOL

BEHAVIOUR MANAGEMENT POLICY

(Incorporating Team Teach Protocol)

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(INCORPORATING TEAM TEACH PROTOCOL)

Merstone has a warm, caring, positive ethos which celebrates all pupil achievement. The class teams are consistent in their approaches and the emphasis on aspects of the PSHE curriculum all go towards creating a safe, secure learning environment for our pupils. Staff display good role models and parents are encouraged into school at any time by the open door policy. The School encourages appropriate communication and behaviour and rewards them accordingly. The following passage is from Ofsted 2004:

Ofsted February 2014: Behaviour and safety are excellent. Given their starting points, pupils develop very high levels of confidence, learn to take initiative and make their own choices. Relationships, throughout the school are excellent.

The behaviour of pupils is outstanding. They develop exceptionally good relationships, behaviours and attitudes.

Excellent behaviour management and exceedingly good partnerships with other professionals enable all pupils to remain in lessons and maximise their learning time.

Ofsted December 2017: Pupils' behaviour around the school is exemplary. They are polite to visitors and show pride in their own achievements and their school. They are respectful to each other and to staff. They said staff treat them fairly and that any concerns about behaviour are dealt with quickly.

Pupils are confident and self-assured. They are happy to come to school and show respect towards each other and staff members throughout the day.

Introduction:

At Merstone School, most behaviours experienced are due to medical issues, severe developmental delay or reaction to circumstance, rather than actively choosing to engage in disruptive behaviour.

It is essential that positive and physical interventions are set in the wider context of education and behaviour management.

This policy provides a framework for the use of Positive Intervention at Merstone School. It takes into account information provided in the 'Use Of Force Guidance' from July 2013 and the respective changes in the law which became effective in September 2010. It also incorporates the 6 headings of the Every Child Matters Agenda which Merstone continues to refer to as part of the school ethos of 'Child First'.

The School has team teach tutors on site and it adheres to the Team Teach Protocol and Ethos. Central to this is the understanding the 95% of interventions are using a variety of non-physical strategies and only 5% use physical interventions. Any physical interventions use 'reasonable force' meaning the minimal amount of force for the minimum amount of time.

Purpose:

Behaviour management is an essential part of Merstone's ethos which promotes positive interactions, relationships and achievement. It aims to remove barriers to learning and prepares pupils to behave in a socially acceptable manner in the wider community. Staff have a responsibility to create a calm, orderly and supportive school climate, minimising risk of any kind.

The policy is designed to support our school aim through:-

(a)   promoting good behaviour;

(b)   ensuring the safety and wellbeing of all pupils;

(c)   ensuring the safety and wellbeing of members of staff or of the general public;

(d)   to protect the environment;

(e)   to divert a pupil from an inappropriate to an appropriate behaviour;

(f)   to curb or divert an obsessive behaviour in order to allow learning to take place;

(g)   to teach pupils to control their own actions and subsequently take responsibility for those actions;

(h)   to teach pupils that actions and choices have consequences; and

(i)   to allow a pupil to develop and demonstrate positive abilities and attitudes, leading to positive reinforcements.

Expectations:

Pupils

- to respect themselves, each other and staff;

- maintain socially acceptable standards of behaviour within the school environment and the wider community;

- involved in monitoring/evaluation their own behaviour (personal targets);

- to keep the School a secure, safe environment for learning;

- be rewarded positively for displaying acceptable levels of behaviour; and

- take an active role in formulating class rules and responsibilities.

Staff

- value contributions from pupils and staff;

- to treat all pupils fairly and consistently with respect;

- to reward positively at an appropriate level with a range of actions;

- keep pupils well informed to limit anxiety and confusion (timetables/cues/visual objects of reference etc);

- set and maintain clear guidelines;

- demonstrate and role model good positive behaviours;

- to maintain a safe working environment for all;

- to take part in all training required for Team Teach Accreditation;

- act as critical friends to each other with respect to behaviour management;

- be aware of how your actions/intentions are responded to by pupils, and modify approach if necessary.

Positive Reinforcement:

The types of reinforcement vary and develop meaning throughout the School, when consistently delivered. The structure of positive reinforcement includes:-

- verbal praise
- gestural praise
- stickers
- certificates
- assembly (stars and star of the week)
- tokens
- merit charts

Behaviours That Challenge May Include:

- inappropriate name calling/verbal interaction;

- consistent questioning/screaming;

- bad attitude;

- inappropriate physical contact (grabbing/pulling, scratching, pinching etc);

- inappropriate use of body fluids (spit, urine, faeces);

- aggressive physical contact (hitting, holding onto, biting);

- self-harm/injury;

- constant refusal to co-operate;

- destructive behaviour to resources and environment; and

- inappropriate sexual contact.

This list is clearly not exhaustive.

Strategies:

When a child presents challenging or inappropriate behaviours, there is usually a trigger or action that has caused this. Part of intervening positively is also to understand the reason for the behaviour. Behaviours are monitored through a variety of methods such as using ABC strategy, i.e.

Antecedent - what happened prior to behaviour?
Behaviour – what is being displayed?
Consequence – what is the result from the behaviour?

Some things that can affect our pupils are:-

- peer group
- room layout
- resources
- unexplainable changes
- hormones
- different/new staff
- sensory processing difficulties

Non-Physical Strategies:

When an incident occurs, the Team Teach acronym R.E.A.D. (Recognise, Evaluate, Assess and Decide) reminds you of the process to go through. Some options are:-

- read the body language
- read the behaviour – assess the situation
- intervene early
- communicate – "talk and I'll listen"
- inform of desired behaviour
- use appropriate humour
- display CALM stance and body language (communicate, awareness and assessment, listen and look, make safe)
- talk low and slow and quietly to reduce impact
- offer reassurance – including positive physical prompts
- divert and distract by introducing another activity (use twiddles/activities pupils like)
- state desired behaviours clearly
- set clear enforceable limits
- offer alternatives and options
- offer clear choices
- give a get out with dignity

- assess the situation and consider making the environment safer and getting help
- make environment safer by removing throwable objects
- Use of personalised approach to managing and supporting an individuals behaviours and emotions
- Zones of regulation cards, communication boards or displays

If non-physical strategies are not working and the pupil is not responding to options, there are alternative actions to be considered.

- verbal reprimand
- ignoring (but be aware of individualised needs)
- removal of pupil from situation (verbal)
- adjusting position or group
- removal of privilege/enjoyable activity
- referral to another member of staff

Physical Strategies:

If the chosen strategies from the above have not reduced anxiety and unwanted behaviours it may be appropriate to intervene physically.

- guide assertively
- hold and restrain if absolutely necessary
- ensure face/voice posture are supportive but not aggressive
- use help protocol to include other Team Teach trained staff
- only use physical interventions you have been trained in
- risk assess the situation at all times
- support colleagues as and when appropriate
- select the most effective, but least intrusive that will resolve the situation in the shortest possible time, using minimal force
- All physical interventions will be recorded in the behaviour Team Teach Bound and Numbered book and read by the Executive Head Teacher. These will be discussed with involved staff if required

Post Intervention Actions:

- recovery stage for pupil and staff, i.e. time for individual to calm/reflect
- debrief to include:-

Time – cannot rush it – only when they are ready

Environment – comfortable and private

Listen – hear the clients view first

Learn – find better ways for next time

Hear – listen to their side of the story first

Explain – why staff took the action they did

Link – to show how feelings drive behaviour

Plan – together to find better ways

Restorative Approach:

Where an incident of undesired behaviour has affected others, staff should use their professional judgement of how to support behaviour during and after it has occurred.

One method of supporting pupils to understand their behaviours and the impact is through a restorative approach.

This can take place through a variety of methods, but must be supportive and appropriate for the pupil's ability and needs (use of script, symbols, verbal discussion, prompts and meetings). A bespoke system is in place for pupils who it is suitable for to complete restorative conversations and processes which can be adapted to the situation and persons involved.

Ways of Listening:

Positive Listening

- face the person
- eye contact
- lean slightly forward

- open questions
- responsive behaviour

Active Listening

- seeking for meaning behind the words
- reflecting back to the speaker
- checking you have got it right, helping them recognise the force of what they are saying
- drawing the speaker out
- what else needs to be said
- paraphrasing
- summarising
- resisting the temptation to tell your story

Effective Listening

- putting the speaker at ease
  - space, privacy, time, comfort
- not interrupting
  - allowing silence
- signalling that you are listening
  - nodding, smiling, verbal clues
- listening with your eyes

- continued post incident support may be needed for the pupil to ensure wellbeing to avert a depression.

- record and report to Senior Leadership Team / Team Teach Tutor. Referral to Educational Psychologist, etc. if necessary after parental update and consent.

Managing Behaviour:

Strategies to consider when a pupil is displaying out of character or repetitive inappropriate behaviours.

- Class team meeting to discuss issues. This can be taken to lower school / upper school weekly meeting for a wider perspective.

- Discussion with parents re: behaviours.

- ABC monitoring (antecedent, behaviour, consequence) for a specified time.

- Input from Educational Psychology or other outside specialists.

- Written behaviour analysis by all class teams which is then shared with the SLT and parents.

- This can take the form of an Individual Behaviour Plan, or a behaviour monitoring sheet

Recording an Incident:

Any incidents are recorded using My Concern. Stating that it is an INCIDENT, which will then be reviewed accordingly by SLT. It should be clearly be stated by staff indicate if they require further support from SLT or external professionals. If a Team Teach physical intervention is used, then the 'Team Teach bound and numbered book' should also be completed (Kept in main office). Class staff should complete Behaviour Analysis Forms. From this, an Individual Behaviour Plan may be written for any pupils who are exhibiting consistent inappropriate behaviour, for which a strategy is used. There is a monitoring sheet to record the number of incidents that occur over a week. This is used by the class team to monitor and analyse tends, triggers and frequency. This information can be used to change circumstances which may contribute to this behaviour. All information will be reviewed termly by class staff and addition support given as necessary. Should any new behaviours occur or circumstances change throughout the year, the behaviour handbook and Individual Behaviour Plan should be updated accordingly.

Recording an Incident:

All classes have access to the following to support, manage and report behaviours for their class:

- Record and report behaviour using MyConcern (Internal system) or SheAssured (Local Authority web based system) one system to be used dependent on behaviour shown
- Positive Handling Plans (on shared server – RMSTAFF)
- Incident reports (paper copies still available)
- Monitoring sheets
- Additional info: conflict spiral, help script, catchphrases, etc.

Training:

All permanent staff at Merstone School will be expected to complete a 2 day initial training by Team Teach. This is updated by a one day refresher course every two years. A register of training will be kept in the Team Teach trainer file.

There is currently two Team Teach Tutor in School (Kendrick Poxon and Kieran Grealish). The tutors are available for individual consultation upon request from staff members for additional support, training and information.

It clearly states in Team Teach that physical interventions should only be carried out by trained staff. This is fully supported by Merstone School, so any supply or untrained staff should be replaced by trained members of staff as necessary. However, it remains the primary duty of all staff to safeguard the well-being of all pupils and as such untrained staff may be required to support in emergency situations.

Complaints and Allegations:

Parents, pupils and staff have a right to make a complaint about actions taken by staff, including the use of force. School will follow appropriate guidance set out in "Managing allegations against people who are in a position of trust 2017" in the event of an allegation. If the allegation is regarding and a member of staff, it should be reported to the Principal and if it is about the Principal, it should be reported to the Chair of Governors (Antionette Fisher)

Review and reporting procedures:

This policy will be reviewed annually by Team Teach Tutors, and staff. There will be an annual report to Governors on Team Teach Physical Interventions by the Executive Head Teacher, reporting the number and management of incidents.

Behaviour Overview.

At the start of the academic year, staff indicate which pupils have an individual behaviour plan and which pupils have behaviours that other staff will need to be aware of.

Key points on individual behaviour plans are summarised and detailed in the Behaviour Overview Handbook as are the key indication of other pupil's behaviours. The handbook is updated as appropriate throughout the year.

The handbook is used as part of the induction for new staff to the school that will require an overview of behaviours of the class they are supporting.

Sharing information.

Lower and upper school meetings held weekly and fortnightly the meeting will have a specific focus on 'Behaviour'. In addition to class team and senior leadership discussions about individual pupils, these meetings provide a platform for other colleagues to suggest strategies to support behaviour management for individual pupils or share best practice.

Strategies will be discussed with parents and carers to develop a wider approach to supporting the pupils and ensuring that negative behaviours are reduced both in school and in the home environment.

Wider professionals who are involved with the pupil may also be informed of behaviours the pupil is showing in school and or at home. This is to collaborate and work effectively to best support the pupil concerned.

Further discussions also take place through regular meetings with Kieran Ryan-Grealish – Behaviour lead