



BEHAVIOUR MANAGEMENT POLICY

Introduction

Fort Royal School promotes a caring and supportive environment to facilitate learning and to enable all members of the school community to feel secure, respected and promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school's curriculum.

Aims

- ✓ To encourage respect and understanding for the feelings and wishes of others
- ✓ To adopt a consistent approach whilst allowing for individual needs to be met
- ✓ To have clear expectations and standards and strategies to ensure they are met
- ✓ To provide a stimulating environment that will encourage the achievement of success across the curriculum and in a range of social situations

School Rules

- ✓ To work hard and let others learn
- ✓ To listen and follow staff instructions, making the right choices
- ✓ To look after our school and everyone in it

In school there are children with behavioural difficulties who may present with behaviour that may necessitate the use of positive physical interventions. The use of physical force must be reasonable, comply with guidelines and be undertaken only if staff have been TeamTeach trained.

School Expectations and Positive Behaviour Management

The use of positive physical interventions should always be considered within the wider context of behaviour management. This includes:

- ✓ establishing and maintaining good relationships
- ✓ using ignoring, diversion, distraction, defusion and negotiation to respond to and solve difficult situations
- ✓ using a variety of ways to recognise and highlight positive behaviour eg Zone Boards, sticker and Catch Me charts, non-verbal and verbal praise, displays, certificates, marking, privileges, jobs

All staff will adopt a positive approach to improving behaviour in order to reward effort and application and to build self-esteem. The school will work in partnership

with those who know the child to endeavour to find out why this child behaves in this way, understand the factors that influence behaviour and identify early warning signs that indicate foreseeable behaviours are developing. This approach will help to ensure that early and preventative intervention is the norm.

Individual pupils may require a Behaviour Support Plan (Appendix 1). This plan will be agreed and signed by school staff and parents/carers in order to:

- ✓ meet the pupil's needs
- ✓ encourage the pupil to make positive choices and develop self-control
- ✓ support the pupil in difficult situations
- ✓ safely manage crises if and when they occur

These plans are discussed with and monitored by the Deputy.

On occasions, pupils may use a Pupil Support Room and there will be adult supervision at all times. Where seclusion is necessary without previous planning and consent, the parents/carers are immediately informed and involved in future planning.

Risk assessment and planning for use of positive physical interventions

All staff are made aware of the distinction between physical contact and touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Behaviours that mean pupils or staff might be unsafe or at risk of injury may make it necessary to consider the use of positive physical intervention as part of a Behaviour Management Plan and this will be formally risk assessed. This will be compatible with a positive behaviour management approach and the planned use of physical intervention clearly shown in the pupil's Behaviour Management Plan. Techniques and methods must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

The school has one TeamTeach Tutor for staff to consult and the LA Team are available for advice and support.

Use of positive physical interventions in unforeseen and emergency situations

On occasion, staff may be in unforeseen or emergency situations when there is no option but to use reasonable force to manage a crisis. Please remember:

- ✓ attempt to use diversion or defusion to manage the situation before using force

- ✓ use appropriate and familiar techniques and methods
- ✓ in exceptional circumstances – where techniques are ineffective or staff are unfamiliar with the action they should take – staff will manage the situation as best they can
- ✓ an entry will be made in the Bound and Numbered Book

Post-incident support

Incidents that require use of positive physical interventions can be upsetting to all concerned and may result in injuries to the child or staff. After an incident:

- ✓ ensure children and staff are given emotional support
- ✓ administer basic first aid treatment
- ✓ seek help if further support is required
- ✓ report and record injuries in accordance with school procedures – Accident Book, RIDDOR form

Reporting and recording use of positive physical interventions

- ✓ report to the Deputy
- ✓ complete Bound and Numbered Book
- ✓ Parents/carers will be informed

Monitoring use of positive physical interventions

The use of physical intervention will be monitored in order to help staff learn from experience, promote the well being of children in their care and provide a basis for appropriate support. Monitoring will help school to determine what specialist help is needed for children and to assess the appropriateness of a child's placement.

Information on trends and emerging problems will be shared within school, with the appropriate LA personnel and reported to the Governing Body.

Responding to complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by school in relation to the use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Staff training

Some Staff will be TeamTeach trained and refresher courses will be arranged through school. This training helps staff to link meeting children's needs with positive behaviour management.

Date: May 2013

Review Date: May 2015