

# Fort Royal

Community Primary School

*"Play, Learn, Laugh, Succeed"*

## **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, 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 adult instructions, making the right choices by following the school rules
- ✓ To look after our school and everyone in it

These rules are translated into 5 child friendly key word cards. These cards are clearly displayed in each class. They are:-

- ✓ Kind words
- ✓ Kind hands
- ✓ Good sharing
- ✓ Good listening
- ✓ Good choices

In school there are a small number of children with behavioural difficulties, who present with challenging behaviour that may necessitate the use of Restrictive Physical Interventions (RPI). The use of physical force must be reasonable, comply with guidelines and be undertaken only if staff have been Team Teach trained. Any child that has needed RPI on more than one occasion will have an individual behaviour and risk reduction plan and individual risk assessment.

## **School Expectations and Positive Behaviour Management**

The use of Restrictive Physical Interventions should always be considered within the wider context of behaviour management. This includes:

- ✓ establishing and maintaining good relationships
- ✓ that knowledge of the child and their plan is paramount
- ✓ using a variety of strategies including, ignoring, diversion, distraction, diffusion and negotiation to respond to and solve difficult situations, tailored to meet the needs of the child.
- ✓ using a variety of ways to recognise and highlight positive behaviour e.g. Zone Boards (**Appendix 1**), 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, 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 2**). This plan will be agreed and signed by school staff and parents/carers and where appropriate the children themselves 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
- ✓ monitor progress made by pupils

These plans are discussed with and monitored by the Assistant Headteacher for behaviour and/or The Headteacher on a termly basis or more frequently if necessary.

## **British Institute of Learning Disabilities (BILD) code of Practice**

As a school we adhere to the BILD code of Practice for reducing Risk, Restraint and Restriction. These restrictive practices are only used when:

- ✓ It is in the best interests of the pupil
- ✓ The minimum amount of force is used for the minimum time
- ✓ It prevents injury, pain and discomfort
- ✓ To maintain dignity
- ✓ When it is reasonable and proportionate
- ✓ The action is necessary
- ✓ The plan is to reduce the use of restraint and restriction over time.

### **Risk assessment and planning for use of Restrictive Physical Interventions.**

All staff are made aware of the distinction between physical contact and positive/contingent 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 (in accordance with Health and Safety Act 1974) may make it necessary to consider the use of restrictive physical intervention as part of a Behaviour Risk Reduction Plan (see **Appendix 3**) and this will be formally risk assessed (see **Appendix 4**). This will be compatible with a positive behaviour management approach and the planned use of restrictive 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 Team Teach Tutor for staff to consult and the Positive Behaviour Team Ltd. are available for advice and support.

### **Use of Restrictive 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 diffusion 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 (kept in the Senior Leadership Team room) as soon as is possible after each incident.

### **Post-incident support**

Incidents that require use of restrictive 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 and appropriate time to recover and emotionally regulate
- ✓ administer basic first aid treatment from a qualified first aider if required
- ✓ seek help if further support is required
- ✓ report and record injuries in accordance with school procedures – Accident Book, RIDDOR form
- ✓ Pupils working at P9+ to complete a 're-think' sheet regarding the incident and how they or others may be feeling.

### **Reporting and recording use of Restrictive Physical Interventions**

- ✓ report to the Assistant Headteacher for behaviour management, Head or Team Teach Tutor after any incident of RPI
- ✓ complete Bound and Numbered Book – kept in locked drawer in SLT room to comply with GDPR
- ✓ Parents/carers (and social worker where necessary) will be informed by the end of the school day via a telephone call, and this will be logged in the bound and numbered book.

## **Monitoring use of Restrictive Physical Interventions**

The use of restrictive intervention will be monitored in order to help staff evaluate and reflect on their practice, promote the wellbeing 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 themes will be shared within school, with the appropriate LA personnel and reported to the Governing Body. The Team Teach tutor monitors and audits the book at the end of each week and reports to the Assistant Headteacher or Head on any issues or training needs that may arise.

## **Use of the Group Rooms.**

The group support rooms are multi-functional and can also be used in a variety of ways to support an individual with their learning, concentration or self-regulation e.g. for: sensory breaks and self-regulation

- ✓ Sensory breaks and self-regulation
- ✓ learning breaks
- ✓ individual learning station
- ✓ quiet withdrawal instigated by the child themselves
- ✓ When absolutely necessary the pupils' group rooms can be used for withdrawal purposes at the direction of adults in the room and then only when the following criteria are fulfilled.
- ✓ The child may need to be escorted to the Group room when behaviours mean a child or staff may be unsafe or at risk of harm.

**This measure is not to be used as a punishment. If instigated by an adult it must only be used when it is:**

- **Reasonable and absolutely necessary**
  - **an adult is constantly present to monitor and support the child**
  - **other preventative measures have failed**
  - **it is in the best interests of the child**
  - **is required to keep them and others safe from harm**
  - **when not used as part of a planned intervention**
  - **A member of SLT is immediately informed.**
  - **A contemporaneous record is made using the group room log sheet (Appendix 5).**
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- Sometimes a pupil may choose to go to the group room as a safe space before they enter full crisis as part of their own self-management and monitoring of their own arousal levels (this should be encouraged and may form part of the pupil's individual behaviour support plan).
  - Where the use of the Group Room is necessary for withdrawal, the parents/carers are immediately informed.
  - When any pupil has needed to use the Group Room for withdrawal they will have an individual Risk Assessment (**Appendix 4**) or their risk assessment updated to reflect the increased risk that has

necessitated this action. This plan will be agreed and signed by the Assistant Headteacher for behaviour or Headteacher and parents/carers.

- Log sheets detailing any use of the Group Room are handed to the Assistant Headteacher for behaviour or the Headteacher after each use of the group room.
- The Assistant Headteacher or Headteacher will identify where additional behaviour support or reviewed interventions may be required to avoid repeated use. The pupil's behaviour support plan will be updated to reflect any revisions
- Pupils working at P9+ will complete a 're-think' sheet to identify triggers for their behaviour and how to avoid these in the future.

### **Responding to complaints**

The use of restrictive positive 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. (Policy Available on request)

### **Staff training**

All staff involved in the use of Restrictive Physical Intervention will be Team Teach trained at a basic level and refresher courses every two years will be arranged through school.

The main aim is for staff to be calm positive and confident in their approach. This is a whole holistic approach to reduce the risk of harm to self, others and meet the best interest of the child. Team Teach also meets staff Health and Safety requirements.

This training helps staff to link meeting children's needs with positive behaviour management.

### **Policy Review**

- This procedure has been agreed and ratified by the staff and Governors.
- It will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than July 2019

## Appendix One



### The Zone Board

- A positive, visual, behaviour management tool based on rewards and consequences where children's names/photos are placed on a board and move up or down through the colours (pink, blue, green, yellow, red) depending on attitude to learning and behaviour
- Rewards are earned for following the class rules and having a good attitude towards learning and consequences/sanctions are implemented for not following the rules
- Moving up the Zone Board equates to better choices of reward (these can be chosen by the children) - moving down the board there will be less choice of reward
- Dangerous, unsafe or disruptive behaviour may lead to 'choosing to go into red'. Red = withdrawal from peers and withdrawal of adult attention for a specific period of time (where and for how long will depend on individual pupils) **Not all pupils** have to be on the Zone Board
- If a pupil chooses to put themselves into red they still have the opportunity to earn their way back to pink
- Reds to be recorded by class staff to look for patterns in behaviour, triggers for the behaviour and possibly the need for a behaviour management plan
- The Zone Board should be easily accessible **to all class staff** throughout the lesson, be able to be seen by all pupils who are on the board and be used frequently throughout each session
- Pupil choices in each colour of the board should reflect the needs/level of the class – for the system to work well for your class the pupils should want to earn their way into pink and want to avoid 'getting into red'
- Language **must be calm, consistent and positive** and always refer to the fact that it is the child choosing to move up or down the board due to their behaviour not the adult putting them there i.e. **NOT** 'I'm putting you into yellow now for throwing your work on the floor!' but 'you've chosen to move to yellow for throwing your work on floor, when you pick it up and start working, or ask for help you will be choosing to move back up the board again' (obviously where appropriate!)
- For key children individual 'mini zone boards' may help when working outside of the classroom and during transitions
- After each 'reward time' the board must be reset to green. **Each day is a new day** and 'reds' must not carry over



## Appendix 2

## Behaviour Support Plan

<b>Name:</b>	<b>Class:</b>	<b>D.O.B:</b>
<b>Special Educational Needs:</b>		
<b>Description of specific behaviours we want to encourage/develop:</b>		
<b>Description of specific behaviours we want to reduce/stop:</b>		
<b>Possible triggers for above behaviours – prevention/things to avoid:</b>		
<b>Positive (Proactive) Management Strategies:</b>		
<b>Early Interventions:</b>		
<b>Reactive Interventions:</b>		
<b>Progress since last review:</b>		
<b>Date:</b>	<b>Review Date:</b>	
<b>Class Teacher:</b>	<b>Parents:</b>	<b>Pupil:</b>



**Appendix 3      Behaviour and Risk Reduction Plan – For Pupils who require RPI**

<b>Name</b>	<b>Class:</b>	<b>D.O.B:</b>	
<b>Special Educational Needs:</b>			
<b>Has the child any medical issues that require the reconsideration of any Team Teach Holds? YES/NO</b>			
<b>Description of specific behaviours we want to encourage/develop:</b>			
<b>Description of specific behaviours we want to reduce/stop:</b>			
<b>Possible triggers for above behaviours – prevention/things to avoid:</b>			
<b>Positive (Proactive) Management Strategies:</b>			
<b>Describe any additional strategies that have worked in the past or should be avoided.</b>			
Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			
<b>Early Interventions:</b>			

**Reactive Interventions:****Preferred physical intervention approach for dealing with above incidents**

Potential incident (see risk assessment)	Specific Location	Preferred Physical Intervention Strategy

Appropriate personal safety response,		Two Person Holds and Escorts	
Arm Responses		Single Person Holds and Escorts	
Neck Responses		Holds for smaller pupil,	
Clothing, Hair and Bites		Seated hold required,	
Steer Away		Separating Fights	

**Is the pupil working at P9+ and able to complete a post incident 're-think' sheet? YES/NO**

**Progress since last review:****Multi-agency Involvement (where the risk assessment indicates a high risk)**

Agency	Senior Leadership Team	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer	Other
Name						
Signature						
Date						

**Date Implemented:****Next Review Date:****Class Teacher:****Parents:****Pupil:****Appendix 4**

**Assessing and Managing Foreseeable Risks for Children who Present**

**Challenging Behaviours**

Name of child:

Class:

Name of teacher:

<b>Identification of Risk</b>	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk	
<b>Assessment of Risk</b>	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	

<b>Agreed Behaviour Management Plan and School Risk Management Strategy</b>		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		

**Communication of Behaviour Management Plan  
and School Risk Management Strategy**

Plans and strategies shared with:	Communication Method	Date Actioned

**Pupil and Parent/Carer Views**

Pupil/Parent Carer	Views and Comments	Agreed Action

**Staff Training Issues**

Identified training needs	Training provided to meet needs	Date training completed

Plans and strategies compiled by:

Relationship to child:

Teacher:

Date:

**Evaluation of Behaviour Management Plan  
and School Risk Management Strategy**

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**ACTIONS FOR THE FUTURE:**

.....

Plans and strategies evaluated by:

Relationship to child:

.....

.....

Date:

.....



# BEHAVIOUR RECOVERY: RE THINK STRATEGY

NB this form should be completed with the pupil (P9+) after the event when they are calm and ready to engage with the adult.



Pupil:

Date:

Completed by:

Staff

Time away from class:

Bound book Ref:

Why did I go into red /group room / What rule (s) did I break?



Did I hurt or upset anyone?( please circle right answer) Who \_\_\_\_\_

Did I hurt their body? Yes or No

Did I hurt their feelings? Yes or No

Were they frightened? Yes or No

Am I sorry? Yes or No



Guess what are they thinking/feeling now? ( please circle answers you think are right and add your own)

Scared hurt frightened sad confused let down unhappy Think you are a bully  
Think you are not nice Think you are not a good friend disappointed  
Don't want to be near you again Can't trust you Don't want to be your friend Want to tell their mum and dad

What can I do to make it better when I go back to class?



What could I do next time so I don't get upset or hurt anyone and have to leave the classroom? bad ( try to think of 3 things)



1.

2.

What do you think about the consequences that happened to you after this ( ie being held using the Group Room)

Who should have a copy of this sheet ? (please circle)

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Teacher, class TA, class friends, Phase leader, head teacher, Parents, Other agency,

