

DRUMBEAT SCHOOL AND ASD SERVICE



Drumbeat

School & ASD Service

Behaviour Policy

(Updated September 2018)

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – EXECUTIVE HEADTEACHER

SIGNED BY CHAIR OF GOVERNORS

Kelly Smith

DATE 4.10.18

SIGNED BY EXECUTIVE HEADTEACHER

Carie Ann

DATE 4/10/18

1. Introduction

The school's behaviour management policy will be the focus of continuing development to reflect staff training, changes in legislation and Local Authority policy. All school staff must have a good understanding of the policy, ownership of it and, above all, a commitment to it. The policy will be reviewed regularly.

2. Rationale

The school places a high emphasis on positive behaviour management. The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives. We recognise that successful management of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models.

All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g. teaching right from wrong, honesty and fairness, respect for others, the importance of getting on with people and establishing positive relationships, self discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies e.g. pupil behaviour support plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour. School staff should be aware of recent legislation, research, relevant literature, local guidelines and successful practices elsewhere related to the field of behaviour.

We recognise that challenging behaviour, however it manifests itself, is often a means of communication for a student to obtain desired outcomes, e.g., to opt out, to get social reinforcement, to get something, etc. Challenging Behaviour is usually an impediment to learning and positive behaviour is a necessary pre-requisite to effective teaching and learning. The school recognises the importance of a whole school approach to positive behaviour management.

3. Aims

At Drumbeat School, we aim:

- to create a school culture where positive behaviour promotes learning,
- to create a school culture which has respect for the child at its centre,
- to create an environment of calm and good order,
- to have positive expectations that pupils will behave well, with courtesy and with self-discipline,
- to create sound systems and procedures to encourage and maintain positive behaviour, with a range of strategies to help staff prevent and respond to challenging behaviour.
- To provide training, structures and support for all, including parents.

- To work in partnership with parents.

4. Understanding Challenging Behaviour

At Drumbeat School we understand challenging behaviour to be that which:

- prevents pupils' participation in appropriate educational activities;
- usually isolates them from their peers;
- affects the learning and functioning of others;
- drastically reduces their opportunities for involvement in ordinary community activities;
- makes excessive demands on teachers, staff and resources;
- places the child and/or others in physical danger;
- makes the possibilities for future placement difficult.

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

5. Strategies for promoting positive behaviour

Positive behaviour can be facilitated by:

- Establishing a school community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way you want pupils to behave.
- Being positive - highlighting and praising children's positive behaviour.
- Preventing difficult behaviour, - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the pupil.
- Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities which are matched to pupils' strengths and weaknesses, with high expectations and a belief in their learning potential.
- Focusing upon teaching communication (this may help pupils influence others without having to display challenging behaviour), e.g. offering opportunities for students to opt out, offering choice- making opportunities, etc.
- Helping the child to anticipate the sequence of daily events and activities (e.g. cues towards the end of activities, symbol timetables, etc.).
- Providing opportunities when pupils can opt out of activities.
- Conveying expectations clearly and providing consistent positive feedback.
- Making sure that adults respond to pupil behaviour in consistent ways and ensuring that all staff are aware of new methods of working.
- Providing written protocols (behaviour management plans) which describe clearly how staff should respond to pupils' challenging behaviour, when it occurs. These plans provide a fixed point of reference by which staff can monitor their own and their colleagues' adherence to agreed procedures.
- Encouraging staff tolerance and understanding of children's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing highly structured, predictable environments and routines for pupils

who benefit from them.

- Monitoring children's stress levels and offering escape mechanisms.
- Teaching pupil's self-management strategies.
- Conveying expectations clearly and providing consistent feedback.
- Incorporating aspects of positive behaviour across the curriculum, for example through collective worship, PSHE and emotional literacy work.

6. Observation, Analysis and Assessment

Staff are familiar with looking at ways of understanding children's behaviour, in particular trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing baselines of pupil behaviour.

7. Team Teach

Staff at Drumbeat School and ASD Service are trained in 'Team Teach'. Team Teach is one of the largest worldwide training providers in behaviour support and management including safer handling interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work. In essence Team Teach allows staff to be strong with their presence but gentle with their touch. Staff receive a 12 hour training course which is refreshed every 2 years in addition to regular follow up support. Further information can be found on their Website www.team-teach.co.uk

8. Rewards

The following system of rewards have been agreed by the school. Any system of rewards should recognise that the long-term aim must always be to encourage children to behave because of their sense of right or wrong and/or because of their self-esteem and self-satisfaction.

Approved rewards:

- Praise.
- Public praise - e.g. to the group, class, department or whole school (e.g., in assembly).
- Praise communicated to parents, - e.g., in the home-school notebook.
- Special marks of achievement, e.g. certificates, stickers or other award schemes.
- Being given a special responsibility.
- Time on a chosen activity.
- Time with a favoured person.

9. Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. Sanctions must not undermine a child's sense of worth, nor compromise a child's sense of dignity. Drumbeat School and Service firmly believes that it is the behaviour which can be criticised, not the person. We can insist that a penalty is paid, whilst at the same time re-assuring the pupil that he / she is liked and wanted. Sanctions should be explained fully and sensitively to the pupil - to include

reasons for the sanction. Sanctions should be relevant to the age, understanding and general aims for the person. They should also be realistic and sensitive and contemporaneous, i.e., applied as soon as possible after the behaviour. Where practicable, sanctions should not be disruptive to the other pupils.

Approved sanctions:

- 'Being told off' - a pupil can be told off and / or taken to another member of staff for further words. No child shall be shouted at. It might be appropriate for a message to be sent home about a pupil's behaviour.
- Restitution - a pupil might be asked to 'pay' (in terms of goodwill) something towards the 'cost' of making things good - a token or symbolic amount.
- Reparation - a pupil might be asked to do a task to compensate for the misbehaviour. The task should be relevant to the situation and appropriate to the pupil. Such tasks should not be demeaning or futile and should usually benefit the school community rather than an individual.
- Restriction - a pupil may be 'kept in' for a reasonable period or not allowed out unsupervised, or he or she may experience temporary removal of privileges.
- Separation - a pupil may be separated with discreet supervision within the room or within another area of the classroom (where the child can be seen at all times) for a short time in order to restore calm.

10. Forbidden sanctions

The following sanctions towards school pupils are prohibited, either on or off the school premises:

- Corporal (i.e. physical) punishment in any form, including rough handling.
- Deprivation of food or drink.
- Restriction or refusal of parental contact or contact with friends except where it is an agreed plan or for protection.
- Wearing of distinctive or inappropriate clothing as a punishment.
- Use or withholding medication or medical or dental treatment.
- Prolonged isolation without adult supervision.

11. Safer Handling

Incidents in recent years have heightened national and local concern about some more 'aversive' methods of behaviour management in schools and residential homes. This has resulted in new legislation, new guidelines and a much sharper focus upon accepted forms of behaviour support.

Safer handling should **ONLY BE USED**:

- rarely and as a last resort,
- as part of a total response to the pupil,
- when all possible alternatives have been considered,
- as a part of a structured, systematic individual behaviour support programme,
- when the purpose of safer handling is to restore safety,
- when it can be justified as being in the paramount interests of the child,
- when the child is considered to be in immediate danger of harming self or others,

- when it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour.
- when its implementation is fully recorded, by staff who have been fully trained in positive handling techniques and who are conforming to the guidance set in the school behaviour policy

Safer handling report forms must always be completed and submitted to the Executive Headteacher – please see Appendix 1: Report for recording incidents when a child has been restrained.

The use of force is in line with DoE guidance

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force---advice-for-school-leaders-staff-and-governing-bodies>

12. Individual Behaviour Support plans

Some pupils will need a structured, systematic and intensive approach. Individual behaviour support plans focus on a pupil's specific difficulties and help staff respond to challenging behaviour with understanding and consistency. They should be written succinctly and in clear language. They should be drawn up ideally in consultation with parents / carers, the clinical psychologist and other support agencies, e.g. an educational psychologist. An example of a behaviour support plan proforma is given in **Appendix 2**.

Individual programmes are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming in to contact with a child on a behaviour support plan can demonstrate understanding and familiarity with its content. It is also important that staff are regularly and properly supervised when involved in support plans. Where appropriate, it is desirable for the young person him/herself to be involved in agreeing behaviour support plans.

13. Reflection and Repair

The school values the importance of reflecting on events (staff and pupils) and also the need to 'repair' relationships after incidents. Reflective practice should be used to constantly update Behaviour Support Plans as well as refining best practice. 'Repair' is very student specific and may range from an in depth sensitive discussion with a more able student to a hand massage for a student working at early developmental levels.

14. Appropriate Touch & Complaints

Please refer to the school Safeguarding and Complaints Policies when considering these associated areas. They can all be found on the school website www.drumbeatasd.org.uk

15. Monitoring and Evaluating of Policy

This policy will be reviewed at least annually.

APPENDIX 1

Report for Reporting Incidents when a Child has had Safer Handling

Child's name:		Date of Birth:
Date of Incident:	Time of Incident:	Place of Incident:
Names of Adults Involved:	Other Children Involved:	Witness to Incident:

If appropriate, please attached witness statements.

Events leading to Incident	
What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present?	

Behaviour of child	
What behaviour alerted you to the fact that the child was struggling to cope or becoming anxious?	

Response from Adults	
<p>What strategies did you use to de-escalate the situation?</p> <p>Before safer handling the child what was the response from the child or from others?</p>	<p>Verbal advice/support <input type="checkbox"/> Reassurance <input type="checkbox"/> Persuasion <input type="checkbox"/> CALM scrip/talking <input type="checkbox"/> Distraction <input type="checkbox"/> Appropriate humour <input type="checkbox"/> Option offered <input type="checkbox"/> Step away <input type="checkbox"/> Negotiation <input type="checkbox"/> Time-out offered <input type="checkbox"/> Time-out directed <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Staff changeover <input type="checkbox"/> Reassuring touch <input type="checkbox"/> Reminder of choices/consequences <input type="checkbox"/></p> <p>Other:</p> <p>Response:</p>

Reason for the Safer Handling	
<p>What was the specific risk to welfare of the child or others, i.e. did you restrain;</p> <ol style="list-style-type: none"> 1. To prevent physical harm to themselves or another person. 2. Prevent child from running away and putting themselves or others at serious risk of harm. 	

Description of Safer Handling	
What method or type of safer handling was used and were there any complications that arose during the handling?	Established Team Teach method: Single elbow 1 person <input type="checkbox"/> 2 person <input type="checkbox"/> Double elbow 1 person <input type="checkbox"/> 2 person <input type="checkbox"/> Figure of 4 <input type="checkbox"/> Wrap (standing) <input type="checkbox"/> Wrap (sitting) <input type="checkbox"/> Standing <input type="checkbox"/> Walking <input type="checkbox"/> Sitting <input type="checkbox"/> Ground <input type="checkbox"/> Emergency physical intervention (please be specific):
How long did the restraint last?	

Conclusion of Safer Handling	
How did the safer handling come to an end, and what help and support did you offer to the child?	
Date and time parents were informed?	

Links to Behaviour Management Plan	
Was the intervention and safer handling linked to the child's behaviour management plan (BMP) and in what way?	

Changes in Interventions to reduce the need for future Safer Handling	
What changes and further considerations need to be thought about for the child's BMP to reduce the need for safer handling in future?	

Please note that any accidents or injuries resulting from this incident must be recorded on a CS2 form

Staff Members Signature:

Date:

Head of Department Signature:

Date:

Executive Headteacher Signature:

Date:

APPENDIX 2

Drumbeat School **Behaviour Support Plan**

Name:

Date of BSP:

Date for review:

Brief description of why the student needs extra support:

Main Triggers

Main Reactions and Results

What we think the purpose / communication of behaviour is:

GREEN LEVEL BEHAVIOUR: Positive behaviour that shows the student is calm and happy and is able to manage and participate with the use of everyday strategies:

What are the FOUNDATIONS for this behaviour? In the environment, in how we communicate, in proactive staff strategies & behaviour? What coping strategies does this student use?

How do we reward and encourage positive behaviour? (e.g. reward system, special reinforcing activities?)

Are there any skills we need to teach the student to stay at GREEN? How?

AMBER LEVEL BEHAVIOUR (describe) - "bubbling behaviour" - precursors to more difficult behaviour:

Is there a different behaviour that will serve the same purpose that we can use at this point? How else can we change the situation to support the student?

How can we divert and distract the student?

If they need a break, or to calm down, how will this happen? How can the student request this?

RED LEVEL BEHAVIOUR (describe) - Unacceptable, risky behaviour with significant impact on day to day life:

What do we need to do as soon as this behaviour starts? Do we know of strategies that are effective in preventing this behaviour from escalating?

Are there any planned restrictive safer handling that we might need to use?

Do the student need a "bridging" activity when the episode is over before returning to normal activities?

Will there be any specific consequences set as a result of the behaviour?

It is given therefore, that any restrictive physical intervention that is not planned shall be deemed as an "emergency intervention" and as such, must be recorded.

Signed: _____ (Class teacher) Date: _____

Signed: _____ (SLT)

Signed: _____ Parent

