MOWBRAY SCHOOL

Positive Behaviour Policy for Learners

June 2017

This Policy has been developed in conjunction with Mowbray School Council.

Mowbray School supports the view that appropriate behaviour is necessary for the social and academic development of the pupils. Successful teaching and learning is based upon appropriate behaviour and discipline. Good standards of discipline are necessary to:
- **protect pupils from inflicting injury on themselves and/or others,**
- **create an atmosphere of respect for all, regardless of race, gender or disability,**
- **provide a positive learning environment,**
- **divert obsessive, inappropriate or bullying behaviour,**
- **encourage self control,**
- **encourage pupils to understand that their actions have consequences,**
- **encourage standards of courtesy and concern for others.**

Teaching is effective where good standards of behaviour are based on shared values, supported by a system of rewards and where necessary, sanctions, within the context of a positive community atmosphere. All staff are responsible for all children.

Success   Understanding   Respect   Endeavour

1. ALWAYS TRY YOUR BEST
- **Believe in yourself.**
- **Work hard.**

2. UNDERSTAND YOUR ACTIONS
- **Understand how my actions affect others.**
- **Understand how my actions can affect the place around me. (my environment)**

3. ALWAYS RESPECT YOURSELF AND OTHERS
- **Be responsible for your own actions,**
- **Always consider others and speak to people in a polite way.**

4. ALWAYS GIVE THINGS A GO

Rationale

Understanding a child's behaviour can be key to modifying the behaviours.

- inability to communicate wants and needs (such as pain, hunger, thirst, discomfort and frustration) to others can lead to the development of behaviours as an alternative means to communication or as a way of achieving a desired outcome

- difficulties in understanding the verbal information provided by others can lead to frustration, anxiety and confusion (which can be further

exacerbated by people's reactions to the perceived lack of compliance to a request or instruction)

- A lack of understanding of 'social rules' can cause confusion and misunderstanding in social situations, and may lead to behaviours that appear inappropriate to others and possibly antisocial

- Sequencing problems can make it very difficult to predict what is coming next, which can cause a great deal of stress and anxiety.

- Inability to imagine events occurring in the future and difficulties understanding abstract concepts, such as the passage of time, can cause difficulties with waiting and may lead to behavioural issues due to this lack of understanding

- Difficulties understanding the perspective of others can lead to behaviours that may appear inappropriate, or sometimes even selfish or harmful.

- Permission is required from parents and school in order to go down town at lunch times. If you go down to Bedale you need a way of telling the time. You must be back by 1.00pm. If you are not back in time, then a member of the Senior Leadership Team will decide whether you get a detention, or you will not be allowed into town for a week.

- Students being out of class will not receive all their points on their award card. The member of staff will decide whether the pupil goes on report, loses break time and that the pupil understands the situation, ie a de-brief of what happened.

- There must be no smoking in school. It could bother other people, it could give you Cancer and it is bad for the environment.

- No drugs in school. All medicines must be handed into the office.

- Pupils can bring mobile phones into school in order to listen to music during breaks. Pupils must not use their phone in lesson times, or use the camera on the school premises. If the phone use is abused, senior staff will deal with the matter on an individual basis.

How do we enable our learners to manage their behaviour in a positive manner?

At a whole school level:

- Staff have a sound understanding of the pupils and the behavioural issues which may arise.   They also have a sound knowledge of strategies which can be used to deescalate and support behaviour causing concern.

- Senior management is responsible for:
  - ensuring that the health and safety of learners, staff and visitors is not at risk due to challenging behaviour.
  - ensuring that adequate appropriate and ongoing training is provided for staff in order to promote positive behaviour and relationships.
  - ensuring that those staff likely to encounter challenging behaviour, ascertained through risk assessment, have appropriate training in 'Securicare' and are supported on a daily basis to practice de-escalation techniques.
  - putting guidance in place with procedures for predicting, assessing, recording and monitoring of behaviours that cause concern.
  - putting procedures in place for involving and collaborating with parents/carers and other professionals as appropriate with referral to behaviours that may cause concern.
  - ensuring that Individual Behaviour Plans   are in place and that these are monitored, particularly where physical restraints are used.

- Teamwork is valued and supported through a range on informal and formal opportunities for communication and planning. We work closely with parents/carers on a daily basis where appropriate. We also work collaboratively with other professionals as required by individual needs.

- We write risk assessment -behaviour plans (RABS) to develop appropriate behaviour by building on the learners strengths and developing their confidence in their own abilities.

- Learners are encouraged to develop interpersonal skills by an ethos of positive social relationships between learners, staff and each other.

How do we enable our learners to manage their behaviour in a positive manner?

At an individual level:

- Staff are trained to observe and understand what a child's behaviour is trying to tell us. Solution focus circles are used to support this process.
- Staff aware of individual plans
- front cover pen portraits
- Staff understand the importance of targeting one specific behaviour at a time.
- We work collaboratively with most parents/carer's in order to promote a consistent response.

- We use a range of strategies to respond to the factors which may be triggering and maintaining particular behaviours.

- We promote social skills at every opportunity on a planned and informal level e.g. snack time; conversation opportunities; circle time activities etc; activities to help empathy and the understanding of feelings.

- We encourage peer interaction through a range of activities e.g. buddies; peer mentoring; circle of friends etc.

- We aim to support our children in managing their own behaviour by creating situations where they learn about their own feelings and the feelings of others. We help them to recognise when they are becoming stressed or frustrated and teach them simple strategies for managing the resulting stress.

- We employ a range of strategies appropriate to the child and situation for increasing desirable behaviour e.g. positive reinforcements; tokens/stickers etc.

- We aim to establish consistency of management across all settings. Close links with home are valued in order to achieve a consistent approach. We encourage our learners to generalise their skills to new situations and provide a range of experiences in and out of school.

How will we know that this policy is effective?

- Pupils are relaxed and there are few incidents of stressed behaviour

- Staff are knowledgeable and confident in addressing behaviour which could be challenging

- Parents are confident that school staff have a shared understanding of how best to manage their children's behaviour.

- A consistency of approach is visible across all settings.

Monitoring

The impact of this policy will be monitored through:

- monitoring of IET's

- observation

- home school planners

- annual review

- multi-agency activity

Restorative Approaches

At Mowbray School we believe in restorative approaches. When someone or something is harmed we believe in getting the two parties together to resolve the conflict and move on.

Restraint

All staff at Mowbray School are Securicare trained-(some staff are not able to carry out holds due to physical restrictions). This training focuses on de-escalation skills. Staff will always work very hard to calm down situations before they reach a need for restraint which is an absolute last resort.

Behaviour as communication: understanding the functions of behaviour

We all learn from experiences, and we use this information to determine how to behave in the future. If we find that behaving in a particular way brings about a good outcome, (by either reducing or stopping an undesirable experience or increasing a desirable one) then we are more likely to behave that way again in the future. In this way, it can help if we think of all behaviour as a form of communication and ask ourselves, 'What is this person trying to tell me through their behaviour?'

Sometimes we find that a behaviour can have more than one function, or that what initially was an attempt to communicate a specific want or need has now also become an attempt to gain attention, or to bring about a particular outcome as a result of our reactions and what the individual has learnt from these. It is very important to have a clear understanding of the different factors which may be involved in triggering and maintaining a behaviour.

Gathering together behavioural 'clues' and developing a hypothesis for why a particular behaviour is occurring is called a 'functional analysis'. To complete a functional analysis we need to gather information about what happens before, during and after a behavioural incident. From this 'behavioural record', we are then able to establish whether there are any patterns and to reach a hypothesis (or theory) about why the behaviour is occurring.

Recording behaviour

Behavioural records are often referred to as ABC charts: change incident reports to include ABC not all staff were aware of this

- **A** stands for **antecedents** - that is, what occurs immediately before the behavioural incident and can include any triggers, signs of distress or environmental information

- **B** refers to the **behaviour** itself and is a description of what actually happened or what the behaviour looked like

- **C** refers to the **consequences** of the behaviour, or what happened immediately afterwards, and can include information regarding other people's responses to the behaviour and the eventual outcome for the individual.

All incidents are recorded on SIMMS and are circulated to all concerned.

Preventative or positive strategies

The main focus of any behavioural intervention should always be on the development of new skills to assist the individual in coping with their environment and communicating their needs. To achieve long-lasting behavioural change, we want to provide the individual with other ways of achieving the outcome that the behaviour has previously provided.

Improving communication

- provide as wide a range of communicative and social opportunities appropriate to the individual as possible

- select language that is appropriate for the individual's level of understanding

- use concrete terms, particularly with reference to abstract concepts such as time, and be specific

- be positive when providing instructions: don't tell the individual what they shouldn't be doing but instead tell them what they **should** be doing

- provide extra thinking time for information to be processed and use repetition if necessary. Some people may process auditory information differently or more slowly than other people. It may be necessary to allow extra time for a person with autism to respond to a request or question.

- gestures and pointing
- sign language (such as Makaton)
- Communicate in print
- board maker
- communication aids
- ipads
- ipods
- pecs

Signed: J C Tearle, Headteacher

Revised June 2017