



**Becton School**  
Together We Can

**POSITIVE BEHAVIOUR  
POLICY**

**Policy Objectives:**

- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

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## KEY BELIEFS

### **At Becton School we believe that:**

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- Some of our children and young people have additional needs which may impact on their behaviour
- All adults can learn strategies to support young people to improve their behaviour

### **We adults can support the children and young people in our school by:**

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with professionals, parents and carers

### **The scaffolding consists of:**

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

## KEY BELIEFS EXPLAINED

### **We believe that:**

#### **Children and young people want to behave well**

- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

#### **Behaviour and Communication**

How children behave gives us important information about how they are feeling.  
We believe that:

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with additional needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at Becton School may find learning difficult and this needs scaffolding and overlearning as we do with academic learning

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Some of our children and young people learn in small, incremental steps over a very long period of time.

**Mistakes are part of the learning process.** We support our children and young people to understand the impact of their actions and get it right the next time.

**All adults can learn strategies to support children and young people to improve their behaviour.** All staff have had a unique combination of personal and professional experiences, training and experiential learning; relating to supporting children and young people, in managing and modifying their behaviour. This extends to managing violence and aggression (MAYBO) training in Kenwood and Becton Centres.

At Becton School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Line Managers, Educational Psychologists, CAMHS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice, training and peer support improves performance and professional competence.

### **Adults can support children and young people by:**

#### **The quality of our relationships with each other and them**

- a) Our relationships with each other are supported and developed by our Dignity and Respect at Work Policy. They provide a framework to help us to provide good models of behaviour at all times for our children and young people.

b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:

- Actively build trust and rapport
- Have high expectations for all children and young people. When we demonstrate our belief in them, it supports them to succeed and exceed what they thought possible
- Treat children and young people with dignity and respect at all times
- Listen respectfully to the child or young person,
- Make informed judgements about how/when to respond
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on them. When a child cannot do this for themselves, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- Quietly and calmly and firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve exceptionally challenging behaviour
- Be non-judgemental about children's life experiences
- Use evidence and existing information to inform our planning for them

### **The quality of our provision:**

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group eg equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self- esteem, so that they believe that they can succeed

- Positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours.
- Notice and share information about what motivates each child or young person
- Personalised learning to ensure that we meet each child or young person at his/her point of development
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

**The scaffolding we put in place** – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

### **The scaffolding**

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to and reviewed by all staff with children and young people
- Appropriate to the activity and developmental range

**Routines** must be explicitly taught. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning. They should be:

- Explicit
- Communicated in a way the child can understand
- Promote progress toward independence

### **The language of choice**

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people’s sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

## Rewards and Consequences

### Rewards

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

They can include:

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, bike, IPAD, choosing time)

### Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Adult intervention process	Possible actions/Consequences
Child disrupts an activity	<p>Assess trigger for behaviour</p> <p>Think about possible meanings and what the behaviour might be saying for the child i.e. “I don’t understand what I’m supposed to do”, “I don’t feel I have the skills to complete this task”</p> <p>Make informed decision about best course of action</p> <p>Seek support if necessary</p>	<p>Support child to re-engage by reminding them of the task</p> <p>Support the child to explore the meaning of their behaviour “I’ve noticed that when you were asked to [do activity] you started to [bang the table]. What was that about?”</p>
Child shouts aggressively	<p>Assess trigger for behaviour</p> <p>Think about possible meanings and what the behaviour might be saying</p>	<p>Remind child of expectations “[James] remember the expectation is that we talk calmly in school”</p>

	<p>for the child i.e. "I feel unsafe", "I need space at the moment", "you've upset me"</p> <p>Make informed decisions about the best course of action</p> <p>Seek support if necessary</p>	<p>Notice the behaviour, use conversation as an opportunity to explore behaviour and use self-awareness "[James] I noticed when [Kieron] walked away you shouted at him. What was that about?"</p> <p>Ensure the child is safe and wait until they are calmer to approach them</p>
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2. It is important for our children and young people to clearly link a specific behaviour with its consequence. This can be supported through appropriately levelled conversation and support
3. The consequence needs to be a natural consequence, which makes sense to the child.
4. It is also important for adults to review what has happened and ask the question "Was there anything that could have been done differently to support this child or young person to manage?"

**Reparation** means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair. We achieve this by reflecting on the possible meanings of the behaviour, putting support strategies in place and using events as opportunities to teach young people about themselves and the effects of their behaviour on others

Where developmentally appropriate, we support children and young people to take responsibility for their actions and to repair it with the other person(s) involved/affected.

### **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

- 'I liked the way you came the first time I asked.'
- 'I noticed how kindly you supported \_S\_. Thank you.'
- 'Thank you for returning to the activity so promptly.'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

### **Children and young people with exceptional behavioural needs**

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff

- Drawing on additional resources from beyond the school, eg CAMHS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning.

When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies.

### **Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

### **Discriminatory language/incidents**

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this policy, with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

### **Restraint**

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. Restraint techniques should:

- Rarely be used
- Only be used after all other interventions have been exhausted
- Only used by staff who have had the recognised MAYBO training and whose training is in date

- **Only** be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system

In addition:

- An **Individual Risk Assessment and Positive Behaviour Plan** will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using MAYBO strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular MAYBO method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including the MAYBO physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home
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### **Restricting Liberties**

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

**Corporal punishment is illegal and is never used at the school.**

**Contingent touch** may be used **appropriately** e.g. pat on shoulder in a public place, in the appropriate context

**Holding** may be also be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature eg the child or young person is led away by hand/arm/around shoulder (using MAYBO practices).

## Monitoring

Consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person is achieved via observation, monitoring and reflection. Data streams include:

- CPOMS
- SIMS
- IR1 forms
- Positive Behaviour Plans

## Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

## Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Becton School.

In the event that Becton School is not able to meet the needs of an individual pupil, we will **always aim** to work with the child and young person's family and the Local Education Authority, to identify a suitable alternative placement and take an active, supportive role in any managed moves.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker and multi-agency teams.

## Appendix 1: Physical Intervention Policy

Staff receive up-to-date behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

### Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

**Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.**

These techniques are advocated:

**Remaining calm** – staff's ability to remain calm and confident is important to de-escalate a situation and lower a child or young person's arousal state. A relaxed posture and a non-threatening (CALM) stance are recommended.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space.

**Stand still, speak calmly, clearly and confidently** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down (the pace and chase scenario)

This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently.

**Intonation and use of voice** - when people are anxious or angry they tend to talk faster, higher and more loudly.

In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

### **Use a help Script**

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

### **Diffusing body language responses**

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

### **Calm Stance**

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control.

**In the event of a serious incident** eg a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance