

Active Inclusion Support & learning Ltd.

BEHAVIOUR MANAGEMENT POLICY

The **overall objectives** for this Policy are:

- Protect children from hurting or endangering themselves, others or property.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or unlawful.
- Assist staff in managing challenging behaviour in pupils and maintaining a positive school environment and
- Minimise the risk of any accusation of improper conduct towards a pupil by any member of staff.

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SPECIFIC AIMS OF THIS POLICY

At Active Inclusion we aim to

- Provide a happy, secure and purposeful environment where warm, friendly and caring relationships can be fostered and where the quality of teaching and learning reflects the needs of the individual pupil;
- Create the conditions for an orderly community so that effective learning and social development can take place;
- Enable each pupil to develop an appreciation of basic moral values, a sense of self-discipline, self control and an acceptance of responsibility for their own actions;
- Enhance self esteem;
- Encourage pupils to recognise and respect each individual's rights;
- Encourage appropriate behaviour and co-operation;
- Ensure that the management of pupils is consistent, fair and reasonable;
- Treat everyone as equal and positively discourage inequality, prejudice, intolerance and injustice.

RIGHTS AND ENTITLEMENTS OF PUPILS

All pupils have a right to

- Feel valued by staff;
- Experience a teaching and learning environment which is supportive and where pupils' efforts are recognised and encouraged;
- Feel safe in an environment which caters for their intellectual, physical, emotional, social and spiritual needs;
- A school which recognises the individual's rights and responsibilities and where respect for others is important and encouraged; and
- Express their feelings in an open, honest and polite way.

DISCIPLINE WITHIN ACTIVE INCLUSION

Active Inclusion's philosophy and practice is underpinned by the teaching of Team Teach, positive handling strategies.

At present some staff are Team Teach trained and we have a commitment that by Sept. 2010 there will be two instructors based with the organisation and every staff member will be trained in Team Teach. This training will be reviewed and regularly revisited as an integral part of our staff training and development procedures.

Active Inclusion staff will aim to

- Know the pupils as individuals;
- Be fair and consistent;
- Create a positive atmosphere;
- Encourage courteous behaviour;
- Criticise the behaviour, not the person;
- Praise appropriate behaviour and work;
- Plan lessons and activities to maintain the pupils' interest;
- Minimise the opportunities for disruption by arranging the classroom and planning activities carefully, giving thought to pupil grouping;
- Match the pupil's ability to the work given or task set;
- Be aware of body language, tone of voice etc;

- Give clear explanations of the behaviour expected;
- Continually observe group, class and individual behaviour;
- Analyse their own behaviour management performance, and learn from it.

ACCEPTABLE STANDARDS OF BEHAVIOUR

Active Inclusion will promote and reinforce all positive acceptable behaviours.

Pupils will be encouraged to

- Show concern, care and respect for others;
- Recognise the right of others; and
- Accept responsibility for their actions (within the individual pupil's ability) eg. Learns strategies of self control, develop a stronger sense of empathy etc.

Staff will

- Follow the guidelines of Team Teach
- Provide acceptable role models;
- Establish positive relationships;
- Be consistent, firm and fair;
- Maintain an environment which is supportive and conducive to learning and which keeps pupils interested and on task;
- Celebrate individual strengths and achievement;
- Ensure all pupils experience success
- Accept pupils as individuals; and
- Demonstrate a duty of care in line with Active Inclusions policies and guidelines.

Parents/Carers

- Are expected to support Active Inclusion's ethos towards supporting their child's educational, social and emotional development;
- Have a duty to ensure their daughter/son/ward attends their identified provision regularly so work and behaviour patterns can be established and maintained;
- Will be informed when their child's/wards behaviour is causing serious concern;
- Will be encouraged to speak in the first instance to their child's/ward's Keyworker about their concerns, and, if appropriate to make an appointment to speak to the **Head of Support** or **Head of Learning**.

REWARDS

At Active Inclusion we aim to create a positive environment.

We recognise that pupils achieve more and are more highly motivated when staff commend and reward success rather than focus on failures and shortcomings. The positive benefits of praise and reward are recognised by all staff and will be included in behaviour management programmes.

Praise will be given formally and informally, in public or in private, to groups or individuals, and for work and/or behaviour, as well as particular achievements.

Staff have the flexibility to reward pupils in the most appropriate way. This will vary considerably according to individual criteria and need.

Appropriate rewards recognised as good practice at Active Inclusion include:

- Praise and encouragement;
- Certificates, which can be included in a pupil's Record of Achievement;

- Being given the opportunity to show their achievement to other significant adults and pupils;
- Small, age appropriate material rewards;
- Privileges e.g. choice of activities;
- Points and tokens;
- Special responsibilities within groups;

Please note:

- A reward once given should not be taken away, but may be withheld for a short period of time.

APPROPRIATE MANAGEMENT OF UNACCEPTABLE BEHAVIOUR

Remember – It is the behaviour which is unacceptable not the child.

Reprimands and Sanctions:

It may be necessary to apply a reprimand or sanction in order to modify unacceptable behaviour. At Active Inclusion we aim to use sanctions, which are appropriate to the developmental age of the pupils and appropriate to their behaviour.

Reprimands and sanctions should be used sparingly and appropriately in order to deter disruptive behaviour and provide clear boundaries regarding what is and is not acceptable behaviour.

The adult responsible for the pupil(s) will deal with the majority of unacceptable behaviour. There are a range of intervention strategies used at Active Inclusion – the method of intervention selected should always depend on, and be in keeping with the circumstances, the age and level of understanding of the pupil, and the potential risks involved. Clear verbal/signed instructions and warnings of the consequences of ignoring them should precede any intervention. Remind the pupil of what behaviour is expected (focus on the desirable behaviour, make it clear what is wanted).

Reprimands are frequently sufficient but sometimes it will be necessary to apply sanctions and occasional physical intervention. In all cases it is fundamental that the intervention is accomplished in such a manner that respect for the individual is maintained.

Behaviour Management Programmes:

For pupils where there is a pattern in their challenging behaviour*, which may, or may not require restraint, a specific 'Behaviour Strategy' is developed in consultation with staff and parents. Involving the parents in discussion from the onset ensures they are fully aware of the actions that may be taken if their child is involved in an incident.

At Active Inclusion our Behaviour Strategies will focus upon encouraging and reinforcing desirable behaviour.

The plan will be reviewed, with the parents, at least every academic term. When levels of behaviour make it necessary for positive handling techniques (Team Teach) to be used frequently it must be carefully recorded as part of the ongoing planning and assessment process.

In certain situations, where a pupil is giving particular cause for concern, specialist help may be sought and/or a multi-disciplinary meeting, including Active Inclusion managers, referring bodies and the parents, may be convened.

It is the Head of Learning or Head of Support's responsibility to ensure all staff who are directly involved with a pupil are made aware of any Behaviour Strategy which is in place to ensure a unified approach and consistent handling.

Information relating to a Behaviour Strategy must be treated as confidential.

Staff who are not directly involved with the pupil will be made aware of Behaviour strategies for children within any groups they are working. In some instances it will be necessary to share some information with escorts and drivers. Parents should not see a programme for a child other than their own.

Staff should consult with their direct line manager if a programme is difficult to follow in some situations.

The Legal Position

In an extreme situation, or where the Health & Safety of staff or other pupils is at significant risk and that all feasible measures have been taken Active Inclusion will consider whether or not exclusion is necessary. Any decision to exclude must ensure that:

- All possible reasonable steps to prevent exclusion have been taken.
- The decision to exclude follows current Government guidance

(Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units (PRUs) 2008)

Exclusion

As a caring organisation we will always explore every approach with regard to handling and deescalating difficult situations. As a last resort 'Team Teach' techniques may be used in order to protect the child, other children, adults or property. This confirms to The Education Act 1997 (Section 550A).

Controls

A calm and considered approach is needed to any potential or real behaviour problem.

To prevent assault or other aggressive behaviours staff can only:

- Physically interpose between pupils
- Block a pupil's path
- Hold or guide a pupil by the arm
- Shepherd a pupil away using open hands ("caring C's")
- Encourage an action by physical prompting e.g. guiding by the elbow ("friendly hold")
- In extreme circumstances – use more restrictive holds consistent with the concept of 'reasonable force' and in line with the 'Team Teach' approach to managing challenging behaviour.

In order to maintain a caring environment within the organisation no other methods of physical control should be used.

PHYSICAL RESTRAINT

Physical Restraint is a procedure for establishing control over an unsafe crisis situation and used *as a last resort* when other preventative methods have failed.

Physical Restraint is the intentional use of reasonable force to restrict the movement of a pupil, usually against his/her will. The use of restraint to control an assault, prevent destruction of property or to minimise injury is not intended to reduce a behavioural difficulty and should not be confused with a behaviour management strategy.

Active Inclusion uses Team Teach positive handling techniques to deal with this issue.

Guidelines for Physical Restraint

Physical Restraint must only be used

- Rarely;
- As a last resort;
- Where any other course of action would be likely to fail;
- When staff have good grounds for believing that immediate action is necessary;
- When all other courses of action with regard to control have been tried or the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response.

Physical Restraint is never used to

- Punish;
- Cause or threaten hurt;
- Oppress, threaten, intimidate or bully.

Procedures for Physical Restraint

The procedures to be followed for physical restraint are general for all pupils and specify that;

- Physical restraint should be a considered act which is never entered into lightly and should only be used as a last resort after de-escalation techniques have been tried;
- Physical restraint must not be used when a less severe response could effectively resolve the situation;
- Where possible the pupil should be given a clear warning – the offer of an alternative ‘escape’ route from the situation by calming down must be the option throughout the incident;
- The pupil must be reassured that he/she will not be hurt and that they will be helped once they have calmed down to resume their activities in an acceptable manner;
- The decisions about the level of restraint and the degree of force to be used will depend on the behaviour and the context but once a member of staff, having assessed the situation, judges that they need to intervene he/she should do so quickly, smoothly, confidently and successfully;
- The minimum force needed to control the situation must always be used and for the shortest possible time. Particular care must be taken to follow approved ‘Team Teach’ methods of restraint to avoid inflicting pain or injury;
- It is recommended that two members of staff are present during physical restraint – if a situation escalates additional support should be sought from the senior management team or other staff members;
- Temporary and other staff who have not completed the ‘Team Teach’ training should avoid being involved in physical restraint of pupils if trained staff are available.

This does not remove their ‘Duty of Care’ and they may be asked to assist a trained staff member.

The methods of restraint approved for use at Active Inclusion will always be pupil specific and follow the handling techniques of the ‘Team Teach Approach to Managing Challenging Behaviour’.

All permanent staff and teaching assistants will be trained as soon as possible after being appointed to the organisation in the use of the ‘Team Teach’ Approach to managing challenging behaviour and on-going refresher courses will be regularly held. All staff have a duty of care to the pupils and to themselves.

Recording/Monitoring of Physical Restraint

It is important that a detailed, written report is provided as soon as possible, of any occasion (except minor or trivial incidents) where reasonable force is used. It may help prevent misunderstanding or misrepresentation of the incident, and will be helpful should there be a complaint.

Please note: when using 'Team Teach' techniques, all graded holds except one person and two person single elbow, must be recorded.

After each incident of physical restraint a Significant Incident Form must be completed by the member of staff involved. Where any injury has occurred the appropriate Accident Form should also be completed. Accurate recording is essential to provide a permanent record of the event surrounding the use of physical restraint.

This will:-

- Assist in monitoring agreed behaviour management strategies;
- Provide protection for staff who may be required to give a detailed account of their actions (see section below);
- Help to prevent inappropriate use of physical restraint with pupils;
- Assist in monitoring the use of agreed 'Team Teach' procedures;
- Indicate the need for management action in response to repetitive behaviour;
- Form part of the risk assessment procedure.

COMPLAINTS

Complaints from parents will be minimised if parents are:-

- Involved with the development of 'Behaviour Management Strategies';
- Informed when there has been an incident involving restraint, which has occurred outside the behaviour strategy schedule.

This will not prevent all complaints, however, and a dispute about the use of reasonable force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Social Services under Child Protection procedures. In those circumstances it will be for the disciplinary panel or court to decide whether to use the degree of force was reasonable in all the circumstances. In that event, however, the panel, or court would have regard for and take account of Active Inclusion's policy on positive handling (incorporated in this document) and the staff training provided, whether they had been followed; and the needs to prevent injury, damage or disruption in considering all the circumstances of the case.

BULLYING, RACIAL DISCRIMINATION AND HARRASSMENT

This policy will assist in preventing any form of bullying, racial discrimination or harassment at Active Inclusion.

Staff are committed to regular training and updating on issues relating to behaviour management, bullying, racial discrimination and harassment will be part of that training.

Active Inclusion actively promotes learning through good practice and role models. This includes the best behaviour and conduct of everyone in the organisation, pupils and adults alike.

This is reflected in our aims and put into practice through our daily work with Children & Young People.

Any incidents of bullying, racial discrimination or harassment are brought directly to the attention of the Managing Director.

Please also refer to Active Inclusion's Anti-Bullying Policy

MONITORING & REVIEW

To be monitored by the Managing Director and reviewed annually by the whole staff team.
This Policy is to be reviewed September 2010

APPENDIX I

HEALTH AND SAFETY

Responsibility & Duty of Care – Active Inclusion Staff Members

STATEMENT

- To ensure safe conditions for all pupils, employees and visitors at Active Inclusion.
- To act with due care for the health, safety and welfare of themselves and others.
- To heed any instructions and/or training received relating to health and safety issues.
- To co-operate with other persons to enable them to carry out their health and safety responsibilities.
- To report any issues or concerns relating to health and safety to their Line Manager either privately or through normal lines of communication.
- To be responsible for the health and safety of pupils under their supervision both in the classroom, other areas of the centre and during off-site activities.
- To exercise effective supervision of the pupils.
- To know how to carry out emergency procedures in respect of fire, first aid and other emergencies.
- To follow and apply the particular health and safety measures in their own areas as laid down in the relevant Code of Practice.
- To give clear oral and other appropriate instructions and warning to pupils in regard to health and safety issues.
- To follow safe working procedures personally.
- To ensure the use of protective clothing and guards where necessary.
- To make recommendations to their Line Manager on health and safety equipment and on additions or necessary improvements to equipment, tools or site.
- To integrate all relevant aspects of safety into the learning processes and, if necessary, give special lessons on health and safety.
- To desist from introducing items of equipment (electrical or mechanical) into the school without prior authorisation.
- To report any concerns regarding safety of electrical and gas equipment to their Line Manager.
- To ensure fire escapes routes are kept free from obstruction.
- To ensure any portable heaters are used safely and do not present a fire risk.
- To report all accidents, defects and dangerous occurrences to their Line Manager.

See Active Inclusion's Health & Safety Policy for Further Details

APPENDIX II

Reprimands are only effective if used sparingly.

Frequent use becomes nagging and repeated use of reprimands for recurring behaviour without moving to sanctions is ineffective.

For reprimands to be effective, staff should ensure that:-

- It is correctly targeted;
- The behaviour is criticised and not the pupil; it is more appropriate to state the desired behaviour
- It is clear, firm and assertive;
- The pupil is treated with respect by the adult;
- The reprimand is applied consistently;
- The reprimand is accompanied by non-verbal cues to increase impact and ensure understanding;
- Idle threats are not used. If a reprimand embodies an implied threat it must be carried out. If it cannot be carried out it should not be made;
- Quiet and private reprimands are often more effective than loud, public interventions.

Sanctions may be necessary when a reprimand is ineffective or the unacceptable behaviour is of a more serious nature. The appropriate use of sanctions can deter disruptive behaviour; provide pupils with clear boundaries regarding what is and is not acceptable behaviour; and enable pupils to acquire their own value boundaries.

The inappropriate use of sanctions will either have no effect or actually encourage the pupil to behave in an unacceptable manner.

Sanctions used at Active Inclusion include loss of privileges; making reparation; re-doing an unacceptable piece of work or completing work during free time; working away from the rest of the group or away from the centre (whilst still under the supervision of the teacher). For persistent disruptive behaviour the pupil may be removed from the activity and centre area, under the supervision of an adult, for a designated period of time and with clear explanation of what has to be done in order to return.

For serious or persistent disruptive behaviour the pupil may be taken to a member of the senior management team, after which a meeting will be held to consider the implementation of a Behaviour Strategy.

Sanctions should:-

- Be planned and their possible consequences thought through;
- Be delivered in a calm manner and not in retaliation;
- Always be used in a consistent and predictable manner;
- If appropriate i.e. fit the misdemeanour, it should be designed to allow the pupil to make reparation for the harm he/she may have done;
- Be aimed at the unacceptable behaviour, not the pupil;
- Always be delivered as soon as possible after the behaviour it is intended to discourage.

Corporal Punishment

The trust placed in us by parents is strengthened by their knowledge that we actively support and demonstrate positive behaviour management. Active Inclusion will never condone the use of corporal punishment (actual or threatened).

This constitutes gross misconduct.

APPENDIX III

Summary of Section 550A – The Education Act 1996

This section clarifies the position about the use of reasonable restraint by teachers, and others authorised by the Headteacher of a school, to control or restrain pupils. This new section came into force in September 1998 and applies to all schools. It restates principles derived from common law and the statute, which have, in the past, been misunderstood. For example, the common misconception that, since the Children Act 1989, any physical contact with a child is in some way unlawful. That is not true.

Where necessary, reasonable force can be used to control or restrain pupils. The law requires that restraint should only be used when every other approach has been tried and that all practical methods to de-escalate the situation, including retreat, have been employed.

Provided staff have acted in a professional, considered and informed manner; that school guidelines and behaviour management procedures/programmes for the pupil have been followed; and that these actions can be seen to be in the best interest of the pupil, the Headteacher or Manager will support such actions. If the use of force is unreasonable or excessive, staff may leave themselves open to disciplinary, civil or criminal proceedings.

In all cases where physical restraint is used a report must be made of the incident to show that:

- A real danger, to the pupil or others, was perceived by the staff involved;
- Means other than force were attempted and found to be inadequate; and
- When force was used it was the minimum necessary to remove any danger.