

Rachel Madocks School

Positive Behaviour Management Policy

Managing Pupil Behaviour

All our pupils are valued and respected. A main factor in managing pupil behaviour is the relationship we develop with them. We aim to develop a sense of self value, personal worth and self discipline in all our pupils.

We aim to achieve this by:

- Developing appropriate functional communication skills for each pupil
- Keeping pupils informed on what is happening and what will be happening
- Enabling pupils to make choices
- Differentiating opportunities and experiences for each pupil according to their level of need
- Communicating positively with pupils
- Celebrating every day achievements with warmth and praise
- Celebrating particular achievements in a celebration assembly
- Maintaining a calm and peaceful environment when working with pupils
- Respecting their contributions
- Encouraging the helping of others and working co-operatively

General Principles

- A consistent approach by all adult members of the school community is essential in achieving and maintaining effective behaviour management
- Incidents arising outside lessons should initially be dealt with by the staff observing the behaviour and if necessary passed onto the Headteacher or Deputy Headteacher
- All adult members of the school community should regard themselves as on duty at all times and should use appropriate strategies whenever necessary
- Positive behaviour should be congratulated and praised whenever possible
- Empty threats are an incentive to further poor behaviour and should never be used
- Some behavioural problems in the classroom may arise from a lack of understanding, inappropriate work, environmental reasons etc. Staff should consider the whole range of possibilities for poor behaviour.

- Whilst behaviour in class is initially the responsibility of the teacher, a system of both internal and external support is in place to help develop and review appropriate strategies
- A positive approach to behaviour management is more effective than a negative, confrontational one. Good behaviour should be the expectation and generously rewarded with praise.

Team Teach Positive Behaviour Management

All staff are given regular training in positive behavioural support through a whole setting holistic approach. Team Teach aims to safeguard people and services whilst helping to reduce risk, restraint and restriction. The school has two dedicated members of staff who are trained tutors and are responsible for in-school training and who deliver regular up-dates using the Team Teach philosophy. In addition, staff have the opportunity to attend the Hampshire run courses as part of their initial induction.

The methodologies and techniques contained within Team Teach ensures that everyone is protected and that all staff know the correct protocols for supporting their colleagues.

Positive Behaviour Management Programmes

Positive Behaviour Management Programmes are devised and implemented for pupils to address individual behavioural difficulties. These are developed in consultation with staff and parents, and where applicable the pupils themselves. There is a very strong emphasis on positive reinforcement to shape and reduce undesired behaviour through pro-active programmes.

These programmes may include:-

- Environmental change
- Teaching new skills
- Reinforcement schedules
- Reactive strategies

There are 2 levels of programmes:

- a) Behaviour Support Plans
- b) Behaviour Information Plans

Behaviour Support Plans

To be used for pupils who require a consistent approach to the management of their behaviour. The target behaviour is clearly identified as well as the strategies to be used by all staff. The plans are shared with parents and reviewed each term. It is the responsibility of the class teacher to inform all identified members of staff with the contents of the plan. Copies of all the behaviour support plans are kept by the Behaviour Manager and in the class file.

For pupils on Support Plans recording sheets are annotated on a weekly basis to help record and monitor behaviour. Severe behaviours, such as Pupil to Pupil incidents or Physical Aggression towards staff are recorded on the relevant sheets which are then transferred directly onto SIMs.

Behaviour Information Plans

These are for pupils who have been on Support Plans but whose behaviour has improved over a period of time. After a year of showing no significant poor behaviours they can then be removed.

Restrictive Physical Intervention

All members of staff aim to help children take responsibility for their own behaviour. We do this through a combination of approaches, which include:

- positive role modelling
- teaching an interesting and challenging curriculum
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback.

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well established and well implemented positive behaviour management framework with the exception of emergency situations.

The use of any restrictive physical intervention is governed by the school's Restrictive Physical Intervention Policy, which must be followed at all times.

Completing Official Forms

All Pupil to Pupil, Physical Intervention or Restraint and Accident/Incident Forms to be completed as soon as possible after the event and put into the tray in the Deputy's office. Staff involved then have an opportunity to talk about the incident, obtain any necessary medical assistance and have a chance for a break.

The forms will then be passed onto the headteacher before putting onto the system.

Rewards

These follow the school ethos of a positive working environment and praising pupils throughout the day. There are whole school and individual opportunities to celebrate achievement and reward success:

- Celebration assembly
- Showing work to the Headteacher/Deputy Headteacher
- Individual certificates
- Headteacher's Award
- Class/individual rewards

We also wish to celebrate pupils' successes with parents and we aim to send each parent notification of their child's achievements once a term.

Reviewed by LMT September 2017
To be reviewed annually

Approved by Governing Body September 2017

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