

Fair Ways School

Behavioural Management Policy

Document Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC08	1	Launch	Gareth Webb	December 2015	
SC08	2	Review 2016 / 2017	Gareth Webb	November 2016	QSGC
SC08	3	Review 2017/2018	Gareth Webb	November 2017	QSGC
SC08	4	Review 2018/2019	Victoria Horner	October 2018	QSGC



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Fair Ways Values

As a charity we measure our wealth by making a difference, not by making a profit.

By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things.

1. Make a difference
2. Never give up
3. Value every individual
4. Listen to each other, develop each other, and reach our potential
5. Quality and passion in what we do

1 Approach to behaviour

- 1.1 The behaviour of our students is a large part of the reason they are with us at Fair Ways School. Therefore, staff have regular consultation around behaviour management strategies relevant to the young people placed in our school which guides policy and procedures used within the school.
- 1.2 The management of behaviour within our school has to reflect the behaviours on display and indeed, those which are likely to be displayed in the future. The key is not to be caught up in personal conflict with individuals, but rather see the behaviours as exactly that. The student displaying the behaviour is not entirely at fault, neither are they entirely blameless. Our task through this policy is to educate them in the ways of controlling those behaviours and in fact displaying clearly where the 'boundaries' are, and how they should contain themselves within them.

'It is the behaviour and not the child which is at fault'

- 1.3 All staff working within the school must be aware of what our students have been through on their relatively short but eventful journeys through life to date. We will compound those problems, and indeed 'set them up to fail' in their future lives, if we were not to tackle the behaviours which are in fact the manifestation of those experiences.
- 1.4 This policy has been designed to be as simplistic as possible for both ease of enforcement, and more importantly, to make it as easy to understand for our students as possible. Therefore a clearly defined three tier system has been built, which is detailed in this policy.

2 The Policy

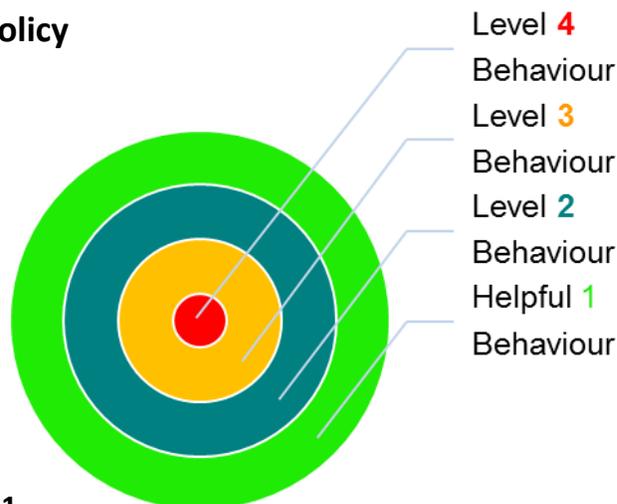


Figure 1

- 2.1 Figure 1
This diagram shows the overriding view of the policy. The behaviours are grouped into three main levels which have consistent responses attached to them. There are clear transitions through each level of behaviour which are mirrored in the responses to each.

3 Behaviour grouping

- 3.1 The behaviour groupings have been selected, not only for their hierarchical nature, but also as a response to known and experienced behaviour traits exhibited by our students. The groupings are also designed to be robust enough for staff to be able to react appropriately to novel behaviours. This will breed confidence in sometimes difficult situations and lead to correct decisions about responses with the haste that incidents require. This will reduce escalation by the student in question, or indeed the addition of other students to the situation. The behaviour groupings are as follows:

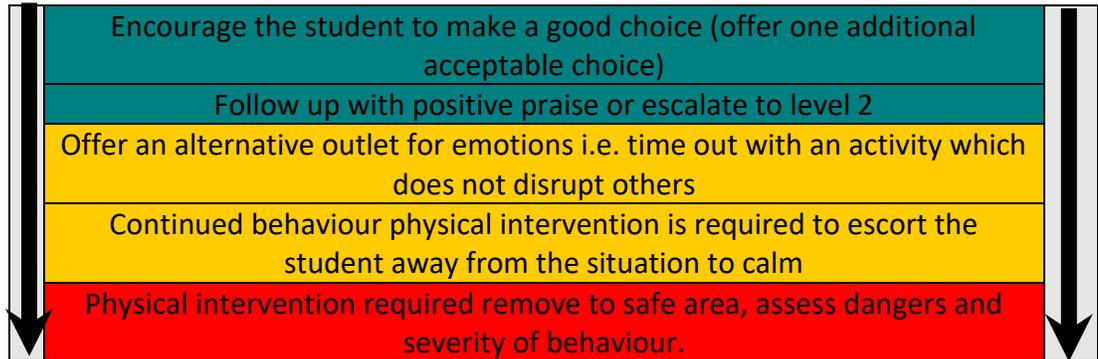
Table 1.

Group 1 Helpful	Group 2 Unacceptable	Group 3 Disruptive	Group 4 Violent/Abusive
Using correct verbal manners	Rough play fighting	Arriving at school with a negative attitude	Challenging behaviour towards strangers
Offering help when someone is struggling with something	Inappropriate language	Refusing to go into lessons	Intentionally damaging themselves, others or property
Helping someone to calm down when it can be seen they are angry	Dropping litter	Encouraging others to leave lessons	Using sexualised language
Picking up litter and generally looking after the site	Spitting	Pacing corridor/ Disturbing lessons	Using sexualised actions
Not swearing and helping others to stop	Lack of manners	Climbing out of windows	*Making slanderous comments
Taking responsibility for own actions	Playful physical contact	Unwanted physical contact	Violent physical contact
Following requests	Defiance	Defiance	Defiance

*This in no way affects disclosures.

4 Responses

- 4.1 The responses to these actions are clear and hierarchical. The starting point for all situations (if at all possible), is with the initial reminders and the giving of choices. However, the responses increase with the level of offence. The responses are as follows:



- 4.2 The behaviours at any point may negate the opportunity to start with step one. For example, a violent assault would *probably* require immediate intervention. Therefore, this set of responses is an aid to common sense not a replacement for it. The regulations set out by 'team teach' must be adhered to at all times.
- 4.3 Due to the high number of 'team teach' qualified staff within the school, physical intervention is not to be considered by anyone unqualified. This in turn does not detract from your right to self defence or your responsibility in the absence of a qualified person to prevent harm to the student.

5 Team Teach Policy

- 5.1 The Team-Teach approach is **not** restraint training. The approach emphasises that the use of a range of gradual and graded verbal and non-verbal responses which are planned will result in only **5%** of aggressive incidents leading to the use of physical intervention.
- 5.2 All children and young people that attend Fair Ways School must have Behavioural Management Plans (BMP). The plans should be made including input from the young person's carers, their social worker and any other significant people, this will be discussed at the half termly student reviews. Historical information and recent Serious Incident Report forms should also be utilised. The plan should be monitored and reviewed regularly. All staff should be aware of the individual plans and be *proactive* in their relationships with children and young people through the use of the plans. They should reflect the emphasis on *gradual and graded responses to behaviour*.

- 5.3 Fair Ways School believes that being *proactive* and spending time with the students and building positive relationships along with Team-Teach training will reduce the number of incidents involving the use of physical intervention. However, staff should be aware of what a physical intervention or restraint is, namely *“the positive application of force with the intention of overpowering the client. The proper use of physical control requires judgement, skills and a knowledge of non-harmful forms of control”*.

D.O.H. 4/93: Permissible Forms of Control.

- 5.4 They should also be aware of the criteria for using restraint, namely “when staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others, or causing serious damage to property”.

D.O.H. 4/93: Permissible Forms of Control.

- 5.5 Decisions about what is significant or serious should be made as a team, and based on previous incidents if possible, and reflect the policy of the unit concerned. The child or young person must be warned that a positive hold will be used if their behaviour continues.

- 5.6 All incidents where children need to be held using team teach to help them to calm down are recorded in school and parents / carers and social workers are informed as a matter of course. There may be times when children may need to be physically withdrawn from the classroom or other areas of the school due to the risk they are presenting under section 93 of the Education and Inspections Act 2006, these include:

- committing a criminal offence
- causing personal injury
- causing damage to property
- prejudicing the maintenance of good order and discipline at the school or among the pupils, whether during a teaching session or otherwise

- 5.7 As part of this withdrawal strategy pupils may be taken to a safe place or to the chat room to allow them time to calm until they are safe to continue with their school day. All pupils are supervised 2:1 and observed in the chat room by staff and never left alone. Fair Ways School **do not use seclusion** as a strategy, whereby a child is forced to spend time in a room on their own. The chat room is a safe space for the child to calm providing a valuable therapeutic tool and a necessary health and safety measure in order to help safeguard both staff and pupils.

- 5.8 Once pupils are calm, a plan is immediately implemented by staff to integrate them back in to lessons or education. As a behaviour management strategy all pupils are encouraged to take responsibility of their own behaviour and take themselves to a safe space or the chat room when they are upset / angry or anxious to allow them to calm before integrating back in to lessons.
- 5.8 Team teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.
- 5.9 A Serious Incident Report (SIR) form should be completed within 24 hours following every incident involving the use of positive holding, or any incident involving the use of physical or verbal threats. The form should be countersigned by the manager within 48 hours. The forms should be used when updating behaviour management plans, and to monitor the effectiveness of the Team-Teach approach.
- 5.10 Team-Teach stresses the need for staff to be aware of their body language (sideways on and hands down or seated is non-confrontational), personal space (stand at least two metres away if possible), and para-verbal skills (the tone and manner of what is said).
- 5.11 Behaviour management plans should contain a list of verbal and non-verbal responses to an individual child or young person's behaviour as level one or level two strategies. Staff should also develop their own responses.
- 5.12 Behaviour is categorised into three levels with levels one and two using strategies other than positive holds.
- 5.13 Team-Teach uses the acronym C.A.L.M. for dealing with aggression. This stands for:
- | | | |
|----------|---------------|---|
| C | Communication | <i>Complete a Violent Incident Report Form</i> |
| A | Awareness | <i>Avoid an audience</i> |
| L | Listening | <i>Let someone else take over, leave the child a choice</i> |
| M | Making Safe | <i>Use Management strategies</i> |

Staff should remain calm at all times when dealing with aggression.

- **The Use of 'Breakaway' Techniques**

Where possible 'breakaway' techniques (the use of physical strategies utilising minimal force to minimise the risk to the child or young person and staff) should be used as part of an array of strategies aimed at avoiding the use of positive holds. The techniques show how to use safe releases from wrist holds, strangles, hugs and grabs.

- **The Use of Physical Interventions that provide a range of De-escalation Options**

All staff will be trained in the use of a range of positive holds that will provide a gradual and graded response, based on the use of minimal force and involving a range of de-escalation techniques. Refresher courses will be held no less than every 12 months.

As previously stated, staff should have a thorough knowledge of the legislation relating to the use of restraint.

Only staff who have attended a two day Team-Teach course will be permitted to use or assist in the use of positive holds.

All core staff are trained in Intermediate and Advanced Team Teach physical intervention and use gradual and graded holds. In order to safeguard both staff and students if absolutely necessary after all other team teach techniques have been exhausted, there may be times that staff need to apply Front Ground Recovery (FGR) during serious incidents to reduce risk. All safeguarding procedures are adhered to and by qualified Advanced Team Teach staff only. All incidents involving front ground recovery will be recorded and monitored. All incidents that involve FGR are also reported externally for moderation by Team Teach and all professionals supporting the child are informed. Front Ground Recovery is never used as a matter of course. Front Ground Recovery can be used once in an emergency and hereafter this advanced techniques requires the consent of the Fair Ways Directors and all other professional involved in supporting the child needs to be aware.

- **A Process of Repair and Reflection for both the Child or Young Person and Staff**

Following every incident involving the use of positive holding there must be a *Positive Listening and Learning interview* as soon as is practicable. The goals of the *P.L.L* are to:

1. Continue the calming process with the child or young person so that they can return to the level at which they can function appropriately.
2. Explore with them their responsibility for what has happened.
3. Identify alternative behaviours for them to use.
4. Develop a plan to re-enter them back into the home.

The *P.L.L* is paramount in re-establishing relationships with the child or young person.

5.14 Staff should also have an opportunity to discuss the incident as soon as is practicable. They should use this for support but also to look at underlying causes, how the techniques were used (and their effectiveness) and to develop a strategy for future incidents.

5.15 Basically, there is no set format for a P.L.L. All staff are encouraged to be flexible in his or her approach, however there are 5 different recommended approaches to P.L.L with a young person who has been involved in a crisis (i.e. needing team teach techniques.) One, a few, or all of these might be used during the discussion.

6 The five approaches to aid Positive Listening and Learning

6.1 **Reality Rub** - The teacher helps the student to realize that s/he has misinterpreted or refused to recognize certain information pertinent to an incident. The student is made aware that his or her perceptions are not correct, and s/he is informed as to the truth of the situation under discussion.

6.2 **Value Repair and Restoration** - The teacher attempts to awaken dormant values such as respect, empathy, trust, etc. Many students are unable, at present, to display emotions which represent vulnerability. They tend to act out aggression, nonchalance, and anger most often. The teacher attempts to "massage" the numb value areas and help develop appropriate emotional responses to certain situations.

- 6.3 **Symptom Estrangement** - Some students do not realise that their behaviour is inappropriate or bizarre in the eyes of others. The teacher brings the student's attention to the specific behaviour and how it is viewed by others. It is hoped that the student will come to realize the problem and talk about other ways to meet his or her needs.
- 6.4 **New Tool Salesmanship** - In this interview, the student is helped to improve his/her ability to react in a problem solving situation. "Tools" or ways of solving problems are taken from past experience and applied in new situations.
- 6.5 **Manipulation of the Boundaries of the Self** - This interview is used with two types of students: those who allow themselves to be "used" by others, and those who victimise or take advantage of others. The student is made aware of his / her behaviour pattern in an attempt to make him / her more receptive to interventions.
- 6.6 Individual members of staff should have the opportunity to talk directly to the manager within 48 hours of an incident. This de-briefing should give the staff member an opportunity to discuss their feelings about the incident, the techniques used, and plans for future intervention.
- 6.7 Fair Ways School's aim is for all its tutors and support staff to complete the two day Team-Teach course and undertake regular refresher training.

7 Restorative Practice

- 7.1 Fair Ways School adopts a therapeutic restorative approach response to conflicts amongst its students. The restorative justice approach has gained momentum as an innovative policing approach to give victims of bullying a greater role in the justice process, as well as to cut reoffending. Such a whole school approach incorporates a wide array of conflict management techniques that incorporate restorative practices. Restorative conferencing plays a key role, but so does mediation, students meetings and tutor times, all to be applied between youngsters and staff to build positive relationships, and a therapeutic environment aiding social development.

8 Specialised incidents

8.1 Absconding

8.1.1 Absconding, it was felt, required particular attention. The reason for the student leaving the school site (which will be defined by a fence) has to be assessed, along with the risk being off site poses to the individual. Due to the special circumstances of the school and it's vicinity to private residential dwellings, leaving the school site without permission must always be considered serious.

8.1.2 As previously mentioned, the response must be determined by the circumstances involved, therefore this policy can only give a guideline of responses rather than a straight forward answer.

8.1.3 The three obvious categories to this problem are:

- leaving site creating a disturbance
- leaving site not creating a disturbance
- individual risk assessment

8.1.4 These definitions inform immediate response; and take into consideration the safety and security of the child. This can be greatly varied due to factors such as age and maturity and in fact emotional state.

8.1.5 A student leaving the site creating a disturbance must be dealt with in accordance with behaviour response level 3. This minimises the effect on surrounding dwellings, and reduces disruption to other students who will undoubtedly wish to observe, if not participate.

8.1.6 However, a student leaving the site without creating a disturbance must without question be observed by a member of staff. This will go some way to ensuring the individuals safety. This will fall more in line with a response to level 1 behaviour. However, be aware that this could possibly escalate.

8.1.7 Multiple absconders require a greater response. This will require a number of staff in order to be able to deal with the situation. This will require cooperation between the school and residential home. The anticipation is that this will be an extremely rare occurrence, and the only one to require additional manpower. This course of action is only required when all other approaches have failed.

8.2 School Sanctions

8.2.1 Fair Ways School is proactive in its approach towards sanctions and the staff team address incidents immediately. Each student is treated individually due to their social and emotional needs at the time. All of our students have their own individual educational needs and may have experienced early childhood trauma affecting their understanding and responses. Staff address each incident relevant to that child's social events at the time, whether that being moving to foster care or back to birth parents. Sanctions will be discussed in team meetings each day, informing parents or carers on the outcomes and behavioural managements and risk assessments updated. The School use various therapeutic responses including the traffic light system, 3 stage responses to the listed behaviour groups, restorative meetings, reparation, in house exclusions and Team Teach.

8.3 Confiscation

8.3.1 The Education and Inspectors Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show legality of the confiscation since he or she has made the decision to interfere with the property. If the authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.

8.3.2 In Fair Ways School, the Head of School has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of the confiscation should be accompanied by clear indication of when and where the item will be returned, and by whom. The school shall keep records of items they confiscate and grounds for action, so that they may justify them later if challenged. All confiscated items will be secured safely and locked away in the Head of School's office. There may be times when the school may choose not to return an item to the student:

- Items of value which the pupil should not bring to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a parent or carer can come and retrieve them.
- Other items which students should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of.

8.3.3 Reasons for confiscation may include:

- An item that poses threat to others: for example, a laser pen is being used to distract and possibly harm others students.
- An item that poses threat to good order for learning: for example, pupil using a personal music player in lessons.
- An item which is illegal for a child to have: racist or pornographic material.

8.4 Mobile phones

8.4.1 Mobile phones will be confiscated if used inappropriately: this includes use in examinations, phones being switched on and used in lessons and the use of the camera function on the phone. The word 'use' in this context includes receiving text messages, phone calls as well as functions on the phone like music software. It is unacceptable for students to use phones or other technology equipment to humiliate or bully other members of the school community, the police may be informed. Schools are finding that bullies are making full use of phones to intimidate and harass their victims 24/7. Where mobile phones are confiscated staff will give the phone to the Head of School and this will be locked away for 1 week (7 days). All confiscated phones will need to be collected by parents or carers and will not be given back to the student. The school strongly encourages parents and carers to not allow their child to bring mobile phones in to school. The school accepts no responsibility for any damage or lost mobile phones during the school day.

8.4.2 The policy of zero tolerance regarding the mistreatment of mobile phones also applies to school trips and offsite activities. Under no circumstances will the use of mobile phones be tolerated when the children are offsite.

9 Rewards

9.1 Given the fact that the students that attend Fair Ways School are from diverse backgrounds with a variety of social and emotional needs presenting challenging behaviour, the methods of reward and measures of control are diverse with the attempt to engage them at every opportunity. The school day has a 5 step behaviour management system that is based on earning learning points.

1. **School day learning points** – to support behaviour and for students to gauge how well they are doing with work and behaviour lesson by lesson, the school runs a points system that goes throughout the day. In each lesson students can earn up to 3 points, for punctuality, engagement in the lesson objective and attitude. These points can be doubled in core subjects. Students can earn up to 30 points each day which can be added up towards a weekly activity on a Friday afternoon. These weekly points will be added together to earn an end of term activity: for example trip to theme park.
2. **School shop** – weekly learning points are converted into credits. For every 40 points students earn 1 credit and this can be spent in the school shop on a Friday lunch time. Students can buy anything from pens to DVD films.
3. **Secret Student** – each day the teaching staff will nominate a student for academic achievement for a particular piece of work in lessons. This is announced the next morning or in the student meetings where the student get the opportunity to pick a prize from the school lucky dip.
4. **Student of the Week** – each week the student with the most learning points in lessons receives a certificate and £5 gift voucher.
5. **Star of the week** – each week the student who demonstrates skills in social and emotional achievement around the school receives a certificate.

Evaluation will take place on an annual basis.