



MEADOWCROFT SCHOOL POLICY

Promoting Good Behaviour

MC04

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1. Statement of Principles, Values, Aims and Objectives

At Meadowcroft School we aim to promote positive social, emotional and behavioural change in our children and young people through a supportive and consistent approach across education and care based on the needs of our individual children and young people. Our Positive Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth towards health, no matter what their ages or life experiences.

Meadowcroft School admits vulnerable children and young people who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our strategies is to overcome these barriers. We aim to provide a consistent environment where children and young people feel safe and secure and reach their potential through positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders
- To apply rules fairly and use sanctions effectively in relation to the needs and ability of the child or young person

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into everyday actions
- To provide guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To make positive change for our children and young people and set them with clear and achievable goals
- Children and young people should be assisted to show tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between school and home and comply with the standards

This statement should be read alongside key policies, curriculum, teaching and learning, safeguarding, anti-bullying, allegations against professional staff and Health and Safety.

3.1 Review

This policy is subject to annual review.

4. Legislation Framework

In developing our Behaviour Management Policy we have had regard to integrating care and education standards and the following legislation and guidance:-

- Education and Inspection Act 2006
- Education (Independent School Standards) 2003
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)

5. Creating a Positive and Structured Environment

The principle function of Meadowcroft School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline.

We aim to promote politeness, courtesy and respect between all members of the Meadowcroft School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all children, each child at Meadowcroft School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each child. This reflects the whole ethos of the school in treating children as individuals and tailoring our work to meet individual needs through individual Education/Behaviour Plans.

The main emphasis at Meadowcroft School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and adults; or are related to consideration for themselves and others.

Staff will intervene and apply consequences only in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem.

6. Relationships

The principle reward and encouragement for any young person is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/young person relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the young person, develop their understanding and facilitate engagement. Adults need to assess and evaluate the developmental phase the young person is functioning at to communicate, rationalise and provide guidance through the relationship to move the young person on in developing social responsibility.

7. Challenging Behaviour and Children and Young People with Social, Emotional and Mental Health Difficulties

Children and young people's social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

Meadowcroft School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Consistent approaches to communication
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults
- Structure, predictability and consistency in daily routines

When challenging behaviour occurs, staff working with the young person must consider the following:

- Is the young person unwell or in pain, or are there physical needs i.e. hunger, thirst?
- Is there a sensory issue, i.e. sensitivity to sound?
- Is the behaviour functional, i.e. is it about communication?

Children and young people and staff are supported in managing and reducing challenging behaviour by the Health and Therapy Team which consists of consultant psychiatrist, consultant educational psychologist, school nurse, occupational therapist and speech and language therapist. The work of the staff team is co-ordinated through the Senior Leadership Team.

Where a challenging behaviour is:

- Pervasive and not responsive to techniques generally used
- Self injurious at any level

Then observation and functional analysis will be undertaken by the staff team led by the Consultant Psychologist in order to identify and manage settings/triggers and where possible identify functionally useful alternative behaviours which can be taught, i.e. communication skills.

Meadowcroft School recognises that staff working on a regular basis with children and young people who are experiencing severe and challenging behaviour will need a high level of support. This is available through the debrief procedure and through the staff supervision procedure.

8. Pastoral Support

The School endeavours to provide support for children and young people that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Teaching Assistants and the Therapy team.

9. The Use of Restrictive Physical Intervention (RPI) at Meadowcroft School

Many of the children and young people at Meadowcroft School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses Team Teach as a preferred method of RPI as approved by The ICM Quality Award.

RPI involves a proportionate degree of force where a young person is showing an increased level of risk to themselves or others. At Meadowcroft School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

Unlocking Potential

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, culture, background, gender, stature and medical history of the young person
- The application of increasing or decreasing force in response to the children and young people's behaviour.

All of the above would be considered through Risk Assessment and Positive Handling Plans. Further information is available in the school's Care and Control Policy.

10. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement within the classroom. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

Giving rewards is one way of giving feedback on how people are doing. We all like rewards! Letting people know they are doing well should happen a lot and rewards are part of this.

Where rewards are material things it is a good idea not to over-use them as this can reduce their effectiveness.

Full details of rewards used in the school are detailed in the Behaviour Management Toolkit.

11. Sanctions

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen these will be the sanctions.

The needs and abilities of the young person should be considered when applying sanctions.

Full details of sanctions used in the school are detailed in the Behaviour Management Toolkit.