



Greys Education Centre
An Alternative Provision Academy

BILTT Greys Education Centre

BEHAVIOUR MANAGEMENT POLICY

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JT/JH/Policies

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Greys Education Centre

Behaviour Management Policy

Preface

It must be recognised that the pupils at Greys Education Centre have emotional and behavioural and, in some cases, physical health and learning difficulties. These difficulties may make their behaviour unpredictable; it can sometimes be dangerous and aggressive. For such pupils it is impossible to prescribe a course of action for every eventuality.

Occasionally, the use of positive handling will be needed to manage physically challenging behaviour. The guidance for this can be found in our policy "the use of Positive Handling to Manage Physically Challenging Behaviour."

This policy should be read in conjunction with;

Working Together to Safeguard Children 2018
Keeping Children Safe in Education September 2020

Legal Requirements

The Executive Principal, Heads of School and Assistant Head Teachers have to maintain a safe environment within Greys Education Centre. This is dependent upon maintaining high standards of care and control. Methods of control will be within the permitted requirement of the 2006 guidance

1. Philosophy

The systems of behavioural management will be in keeping with the general philosophy of Greys Education Centre, which is valuing all pupils as people and having regard for their safety and dignity, and their right to courtesy.

1.1 Rationale

We believe that behaviour management is an integral part of the curriculum, which teaches appropriate and relevant social skills to all pupils thus allowing them to participate as fully as possible under Greys Education Centre, home and local community.

The behavioural management policy is reflected in our practice. Issues of discipline and control cannot be divorced from systems of good management strategies and the provision of quality care and education. A major determinant of good behaviour and a positive ethos at Greys Education Centre is the quality of relationship between staff and pupils.

1.2 Objectives

We aim to:

- teach strategies that enable pupils to manage their own behaviour and achieve a level of self-control.
- maintain realistic and consistent expectations of behaviour
- employ sensitive methods of control.
- establish a framework of general routines and individual boundaries of behaviour will achieve 'good order', which are well defined and understood by both staff and pupils.
- meet the individual needs of pupils in order that the incidents of challenging behaviour can be kept to the minimum.
- put in place specific behavioural strategies for some pupils.

2. Methodologies

General behavioural strategies.

2.1 All behaviour management strategies will employ some of the following:

- A system of rewards and incentives to encourage appropriate behaviour rather than reliance on negative sanctions. These will be devised by the Head of each Year Group, as appropriate to the age of the pupil.
- Clear expectations and outcomes
- Positive reinforcement in the form of praise and encouragement or by the extension of privileges.
- The use of mild or more severe oral reprimands to curtail unacceptable behaviour.
- (See appendix 1 & 2 for Behaviour Management strategies)
- The use of a Life Space Interview following an upset or incident (See appendix 3)

2.2 Further Steps

It is accepted that further steps will sometimes be necessary to deal with unacceptable and/or dangerous behaviour. These may include

- Loss of privilege
- Restriction of access to activities outside Greys Education Centre e.g. visits, trips, etc if health and safety becomes a concern.
- Suspension of or withdrawal from leisure activities.
- If the welfare or education of others has been seriously compromised it may be necessary to issue a fixed term exclusion. In exceptional circumstances a permanent exclusion may be considered.

2.3 Specific Behaviour Management Strategies

It is recognised that these will sometimes be necessary for the following reasons:

- To teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow pupils to develop and demonstrate positive abilities and attitudes.
- To ensure the safety and wellbeing of that pupil.
- To ensure the safety and wellbeing of other pupils.
- To ensure the safety and wellbeing of members of staff and/or the general public.
- To protect the environment.

- To protect the pupil from self-inflicted abuse or injury.
- To direct a pupil from an inappropriate to an appropriate behaviour.
- To curb or divert obsessive behaviour in order to allow learning to take place.
- To curb behaviour which seriously disrupts a lesson.
- To deter and avert any behaviour that may manifest as a criminal act.
- To alleviate the aforementioned with the imposition of a potential restorative justice intervention with aid of Bedfordshire Youth Offending Service.
- All individual behavioural management strategies will be carefully planned and recorded, in agreement with parents at review meetings, and through I.E.P.s.
- All staff working with the pupil concerned will be informed of the behaviour management strategies. Parents will be informed and involved through the review process, and by means of home/Greys Education Centre contact books where appropriate.
- If an incident occurs and holding becomes necessary, parents will be informed appropriately through the home/Greys Education Centre contact book or by telephone.

Cyber-bullying

The impact that cyber-bullying may have on pupils and is taken very seriously. Where appropriate outside agencies will be involved in helping to deal with it.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Online abuse is any type of abuse that happens on the internet. It can happen across any device that is connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Peer-on-peer abuse

Staff must be aware that children can abuse other pupils, including through:

- Bullying (including cyber-bullying)
- Physical abuse
- Sexual violence and sexual harassment
- Gender based violence
- Upskirting
- Sexting
- Initiation/hazing type violence and rituals
- Coercive control exercised through pupils

Staff will be aware of Adverse Childhood Experiences (ACES) and the impact that these have on behaviour. Trauma Informed Schools training will provide further training/information on this

2.4 Time out for Personal Spaces and Safety

We recognise that this procedure can be a valuable technique for enabling a pupil to regain self-control.

IT WILL NOT BE USED AS A PUNISHMENT.

The pupil concerned will be isolated or learn to isolate themselves in a quiet and safe place away from the other members of the group for a limited (stated) length of time to enable that pupil to regain composure. He/she will be closely supervised.

Access will normally be planned through a pupil's I.E.P. and or risk assessment.

3. Inset

The Inset programme is organised as part of the whole school development plan. Effective behavioural management will be an ongoing maintenance issue within this plan.

3.1 Greys Education Centre based Inset

This is an area of priority for all staff. Both external and 'in-house' experts deliver Inset. Planning for Inset is generally on an annual basis, but when specific situations arise, shorter term planning will sometimes be necessary.

3.2 Courses

The programme of courses attended by staff is developed by the Senior Management team bringing to the notice of staff published courses and determining priorities with individual staff members.

3.3 Published Guidance

The Senior Management team will bring to the notice of staff any official publications on behaviour management. He/she will regularly update the staff on legal guidance and information received from the DCFS. Union members are advised to pay attention to guidance from their unions.

4.1 **Support for Staff**

It is recognised that staff working with pupils who frequently lose control are subjected to a considerable amount of both physical and emotional stress.

Support for staff will be provided in the following ways:

- Regular team/full staff meetings to share experiences and feelings and discuss problems.
- Feedback on performance i.e. endorsement/approval of appropriate response/actions.
- Debriefing after particularly difficult incidents with an appropriate member of the Senior Management team.
- Time alone to regain composure and for therapeutic cup of tea/coffee after particularly harrowing incidents.
- Careful planning by Senior Management (in consultation with staff) for movement around groups. This recognises that each person may reach a point when they need to work with a different group of pupils.
- Recommended strategies for defusing situations and avoiding personal injury are outlined in appendices 1 & 2.
- No person on a work experience placement, or similar, should ever be left in sole charge of pupils.

5.1 **Recording of Procedures**

- General behaviour comments need to be recorded on the VLE. These will include both positive and negative comments.
- More serious incidents and exceptional behaviour such as rewards needs to be recorded on SIMS
- All racist, bullying, sexist / sexually inappropriate and homophobic incidents must be recorded on SIMS by the designated Administration Assistant.
- Fixed Exclusions are also recorded on SIMS. This is done by the admin staff for each area.
- Any serious incident that has resulted in the need for positive handling must be recorded in the numbered, duplicate incident book. "Top copies" must not be removed from this book.
- Incidents that result in injuries, accidents or near miss are recorded by the designated Administration Assistant. (See appendix 4 for further details)

5.2 **Daily Record**

A separate behaviour log will be kept on the SIMS. This needs to be completed after each lesson (Secondary) or at the end of the day (Primary)

5.3 Availability

Files 5.1 (Incident File) and 5.2 (Daily Record) will be available during Ofsted inspections and access to specific entries will be given to representatives of the local authority, and other agencies as appropriate.

5.4 Passing on Information

- The Head of Year/Medical Needs will assess all factors relating to an incident and, if appropriate, will contact a member of the Senior Management team immediately.
- A member of the Senior Management team will interview all staff involved in or who witness serious incidents.
- The Head of Year/Medical Needs will inform the pupil's parents as soon, as is practicable.

- Appendix 1 -

Strategies for diffusing situations

Restructuring the classroom:

Classroom conditions might well be responsible for encouraging or reinforcing inappropriate behaviour:

- Does the physical arrangement of the classroom provide proper seating arrangements and free flowing movement patterns for pupils?
- Are pupils in a position to see and hear when the teacher speaks?
- Are the instructional materials and objectives appropriate for individual pupils? Is interest level high?
- If inappropriate behaviour is occurring, then it is necessary to determine what events or conditions in the classroom environment are reinforcing these behaviours?

Planned ignoring:

Some behaviours (e.g. blowing bubble gum) have limited power and will soon fade away if it is not nourished or replenished.

Simply ignoring these attention-getting behaviours will stop behaviours. The teacher, must however, know the pupil and know that the behaviour will not spread to other pupils.

Signal Interference:

Many teachers use non-verbal signs to show disapproval of certain behaviours. Some non-verbal techniques are:

1. Eye-contact
2. Hand gestures
3. Coughing or clearing the throat
4. Facial expressions – frowning

These non-verbal techniques seem to be most effective at the beginning stages of misbehaviour.

Proximity control:

By standing near a pupil who is having some difficulty, the pupil will gradually control his/her impulses. The teacher becomes a source of protection and strength. This makes identification easier.

Note:

A good thing about planned ignoring, signal interference and proximity control is that these techniques are not embarrassing to the pupil. All three can be used whilst carrying on the class lesson.

Interest boosting:

Showing interest in the pupil's work or saying something quietly about the pupil's personal interest could help change poor behaviour. This shows the pupil that the teacher is a real person.

Tension diffusion through humour:

A humorous comment can penetrate a tense situation. This clears the air and makes everyone feel more comfortable.

Hurdle help:

Disturbing behaviour is not always the result of an inner problem. Sometimes the pupil is frustrated by the immediate classroom task. Provide the pupil with help before he/she starts to act out and the situation gets out of control. A good technique is to ask the pupil that has a confused or puzzled look on their face if he/she understands the questions/work.

Restructuring the classroom programme:

Teachers must control the learning programme/curriculum – rather than the programme/curriculum controlling the teachers. It is important to have well planned activities.

Support through routine:

Pupils need structure in order to feel comfortable and secure. Without structure, they become anxious and overactive. Pupils need a daily schedule or routine. It helps to calm and relax them. A schedule also helps the transition from one activity to another.

Removing distractive objects:

A teacher cannot compete with a football or a basketball in a regular class setting. Either objects go or the teacher will accept the disorganised state of the group.

Antiseptic bouncing:

There are times when a pupil may not respond to verbal controls. When this happens, a good idea is to ask the pupil to leave the room for a few minutes, maybe to deliver a message or to get a drink of water.

This technique is called "Antiseptic Bouncing" because there is no intent to punish, but it protects and helps the pupil get over feelings of anger, disappointment or even uncontrollable laughter. Many schools have a designated place to which the teacher can non-punitively send a pupil.

Physical restraint:

Once in a while children will lose complete self-control and threaten to injure others, themselves or seriously damage property. In such cases it may be necessary to use positive handling.

Positive handling should never be used as a method of forcing compliance.

Strategies for Avoiding Personal Injury

The C.A.L.M. "TT" Approach

C

COMMUNICATION

- Remember your body language and personal space. (How you look and where you stand!)
Appear calm and confident.
- Paraverbal skills (What you say and how you say it!)

A

AWARENESS

- Avoid an audience if possible and get assistance.
- Don't corner or threaten the child.
- Remember their triggers and separate the child from their behaviour.

L

LISTENING

- Leave the child a choice; give time and space, restating expectations.
- Let someone else take over if you think it is personal or you start to lose control.
- Let the child express verbally, Do not become defensive.

M

MAKING SAFE

- Warn the child before physically intervening.
- Where possible, adults must exhaust all agreed behavioural management strategies before using an accepted and endorsed physical intervention.

- Appendix 3 -

Steps of the Life Space Interview

- I - Isolate the young person
- E - Explore the young person's point of view
- S - Share staff's view
- C - Connect behaviour to feelings
- A - Alternative behaviours discussed
- P - Plan developed
- E - Enter young person back into routine

Recording of Behaviour Incidents

- **General behaviour comments need to be recorded on the SIMS.**

These will include both positive and negative comments. Please be aware of what is written as these comments will be viewed by others. They should not be long winded or very narrative but concise and factual. These need to be recorded by whoever taught the lesson. They are the responsibility of the teacher not the STA.

- **SIMS is also used for recording more serious incidents and exceptional behaviour such as rewards.**

All racist, bullying, sexist and sexually inappropriate and homophobic incidents must be recorded on SIMS. This information is collected by the Local Authority to be passed on nationally. These incidents are only to be logged by the designated Administration Assistant. It is the responsibility of all staff to record these incidents and pass them on to the dedicated Administration Assistant as soon as possible. Forms to record these incidents will be in the offices at each site and also on the VLE.

- **Fixed Exclusions are also recorded on SIMS.**

This is done by the admin staff for each area.

- **Positive handling**

Any serious incident that has resulted in the need for positive handling must be recorded in the numbered, duplicate incident book. "Top copies" must not be removed from this book.

- **Incidents that result in injuries, accidents or near miss are recorded by the designated Administration Assistant.**

The incident, accident near miss report forms need to be filled in as soon as possible and passed to the designated Administration Assistant. The books with these forms are kept in the office. These forms should not be filled in by the injured person. There are guidelines in each book regarding the filling in of these forms.

- Appendix 5 -

Recording, reporting and monitoring physical intervention

The form should be completed by those staff involved in the incident as soon as possible and ideally within 24 hours.

Incidents of physical intervention will be reviewed on a half-termly basis. The Safeguarding Officer will be responsible for this review and it will be important that issues of student and staff confidentiality are considered in this process. Review questions might include:

What patterns can be noticed across:

- young people involved in physical intervention
- setting events (times of day, lessons, social settings, areas in school, etc)
- staff involved in physical interventions
- types of physical interventions used
- types of injuries.

What are the implications of these patterns for:

- risk assessment procedures
- individual management plans
- staff training (including initial and refresher training in behaviour management, risk assessment and physical intervention)
- supervision, timetabling and planning arrangements.

Government guidance is clear that records of restrictive physical intervention should be kept in a book with numbered pages though they can also be kept electronically.

Describing the incident

- Please write clearly in black pen – this aids the photocopying of the sheet
- Please **summarise** the incident answering the 1 – 5 questions in the box. This may only be five sentences in some cases
- If further information is needed about the incident please use a continuation sheet and attach
- Team Teach techniques used: tick as appropriate – please remember to do this, it saves a phone call, as well as recording if it was a single/double elbow, figure of four, etc, for example.
- Please complete all other areas appropriately, remembering to complete “How long was the child/young person held?” .

Completed: _____

Governor's Signature & Date: _____

To be Reviewed: _____

Physical Intervention Record Form



School Year Group.....

Name of child/young person

Is this young person a looked after child?

When did the incident occur?

Date	Day of week	Time	Where?
------	-------------	------	--------

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Why was a PI deemed necessary?
5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

.....

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently?*

Were they taken to ground by staff?*

*tick as appropriate

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?	Yes/No
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	
Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when?	
.....	
Was there any medical intervention needed?	Yes/No
Include names of any injured person and brief details of injuries	
.....	
.....	
Please specify any related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify)	

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

- Appendix 6 -

Support after an intervention

Contents:

Support after a physical intervention

- Debrief with pupil
- Life Space Interview
- Steps in the Life Space Interview
- Debrief with members of staff

Forms:

1. Supporting a pupil after a physical intervention
2. Staff Incident Debrief Form

Support after a physical intervention

Physical intervention is distressing for both adults and the pupil who is restrained. It can also be distressing to observe an incident where physical intervention has been necessary.

Debrief with pupil

It is helpful to have clearly developed procedures for 'debriefing' pupil's. The form included at the end of this section can be used by schools to record the debrief with the pupil. Again, this form is a suggested example framework which can be adapted to suit the school's needs, and the level of detail recorded will be determined by the school.

Staff will make a judgement about whether to record the discussion themselves or whether to allow the pupil to record their view independently. In both cases, it is important to allow the pupil an opportunity to sign the record form. **All pupils should be offered a debrief. It is important that this support is provided when the pupil has calmed sufficiently to be able to reflect on what has happened. This may be as much as 90 minutes or more after the event has finished.**

One framework that can be used to support a pupil debrief is The Life Space Interview (LSI).

Life Space Interview

This was developed by Fritz Redl, an Austrian psychoanalyst. With his colleague, David Wineman, he thought that all young people, including those with challenging behaviour, possess the ability to understand and change their behaviour. In particular, he saw crises (such as those involving physical intervention) as opportunities for the pupil to learn new ways of behaving, provided that appropriate support was provided.

The process can be remembered through the acronym I ESCAPE.

- Isolate the pupil
- Explore the pupil's point of view

Share the adult view
Connect with other events
Alternatives – consider other possibilities
Plan how the alternatives might be put into place
Enter the normal routine.

Steps in the Life Space Interview;

Isolate the pupil into a neutral setting where it is possible to think and talk about what has happened. This has nothing to do with punishing, but with reducing the amount of distraction and stimulation, in order to maximise the chances of a helpful conversation. It will be important to allow the pupil time to wash their face and fix their clothes, etc before the discussion begins.

Explore the pupil's point of view. This stage comes before sharing the adult view, as the pupil will feel most willing to receive this after they feel that they have been listened to with respect and without interruption or correction. As such, it is important at this stage for staff to simply listen, and resist the temptation to contradict or tell their stories.

This involves listening to their perception of what happened and trying to gain an understanding of why they chose the behaviour that they chose. It is helpful to encourage the young person to reflect on whether they feel their choices were good.

Share the adult view. The LSI process recognises that there will be more than one point of view. This is the stage for the adult to explain why certain courses of action were taken and to share their views about how they interpreted and reacted to the situation. If there was more than one adult involved (including those involved as observers) it may be helpful to include those adults in the LSI process.

Connect with other events that the pupil has managed well, or not to well, so that the pupil can look for patterns that help make sense of what happened and which offer hope of different solutions. It is helpful also to help the pupil look for a connection between what they thought how they felt and what action they took. (This stage is called 'Looking for patterns' on the record sheet.)

Alternatives – What other options are available to the pupil if they face a similar situation again? It is helpful to include discussion about the pupil's view of how adults can best support them in similar situations. This will offer an insight into the most appropriate 'reactive strategies' for responding to difficulties in future.

Plan by choosing the best option from the alternatives and discussing what role the pupil, and those around him or her, can have. How will new skills be taught and practised? How will the pupil be rewarded and supported in following the plan? (This stage, and the alternatives stage, are summarised under 'Planning for the future' on the record sheet. There should be a clear link between these plans and any approaches recording on Positive Support Plans.)

Enter the normal routine that the pupil follows, at a time when it is easier to re-join the group, such as at the end of a lesson or after break time. Support the pupil in managing the consequences of their behaviour.

Other debrief methods

For pupils who are not verbal or who rely on visual forms of communication, a debrief should be done using visual prompts. Examples of visual debriefs can be found in the example forms that follow, but any visual debriefs used should be tailored to the individual pupil involved as far as possible.

Debrief with members of staff

Schools will have their own procedures for providing support to colleagues under such circumstances, and the Employee Support (tel. 01234 276121) can provide confidential support and counselling.

It is the member of staff's choice whether to take up the offer of a debrief, but all staff involved with or observing an intervention should be offered this opportunity. That staff were indeed offered this opportunity should be recorded, and there is a box on the suggested Physical Intervention Record Form to indicate whether or not the offer was made and whether it was taken up.

Many of the steps in the Life Space Interview will be appropriate to consider during a staff debrief. An example form for recording staff debrief is included at the end of this section.

Supporting a pupil after a physical intervention

What happened? (The pupil's view)

What happened? (The adult's view)

Looking for patterns

Planning for the future

Pupil's printed name Signature

Adult printed name Signature

Incident date Incident time

Staff Incident Debrief Form

Date:

Staff involved:

Supported by:

Discussion points:
Points for further consideration/sharing:
To the staff involved. Is there anything further you require or person you would like to see?

Signature of staff involved:

Signature support colleague: