



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, a member of Leadership and Management Team (LMT) or Behaviour Team.
- 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, physical discomfort, 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, and class team, 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.

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 Guidelines
- b) Individual Behaviour Management Plans (Challenging Behaviour)

Behaviour Guidelines

To be used for pupils who require a consistent approach to the management of their behaviour. The target behaviour and function, 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 guidelines are kept by the Behaviour Manager and are available in class (Wall Folder and file).

Individual Behaviour Management Plans

To be written for pupils with ongoing severe challenging behaviour. It is intended that the plan will remain in place over a period of time as it is a long term perspective of the child's behaviour. In depth information regarding the function of the behaviour, positive and negative environments will provide the focus for the management strategies. Clearly identified strategies and approaches are stated to be used by all staff.

- **Monitoring**

On going monitoring will provide the data necessary to show how the situation is progressing. This Data is recorded daily on pupil behaviour SIMs record sheets and Timelines (where necessary). Information is collated and analysed termly, and more frequently if required due to a change of behaviour or situations for individual pupils.

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.

From time to time pupils within Limington House School may behave in ways which are dangerous, either to themselves or to others. In these instances teachers may feel it necessary to use some form of restrictive physical intervention in order to protect the pupils themselves, other pupils and staff from injury.

Where staff need specific training in the use of restrictive physical intervention, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

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.

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/ Sharing Times
- Showing work to the Headteacher/Deputy Headteacher
- Individual certificates
- Class/individual rewards

- Class rewards

Each pupil is first and foremost an individual and staff must consider the needs of each child within the class to determine their motivating rewards. Each class has their own system of class expectations and rewards, according to the needs of the pupils.

- Individual reward systems

Many individual pupils also have their own systems to encourage positive behaviour. These targets will always be a positive statement reflecting the pupil's individual circumstances.

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