

Behaviour Policy

[Linked to CRC– Article 12 \(respect for the views of the child\), Article 23 \(children with a disability\), Article 24 \(Health and Health Services\), Article 29 \(Goals of Education\)](#)

Ethos

In Beatlie, we celebrate every child as unique and strive to create a learning environment where our pupils feel secure, valued and nurtured. We recognise that every child's needs are individual and that the development of positive relationships with each of our pupils is crucial to establishing positive interactions and developing effective communication. Positive behaviour support affects each child and young person at some point during their school experience. In order to support them effectively we have developed this policy to support all our staff when managing behaviour within school.

Aims of this policy

- To ensure a safe and secure learning environment for our pupils
- To develop a whole school approach to positive behaviour support
- To provide support and training for staff in monitoring and assessing behaviour in order to provide positive behaviour support strategies
- To engage in collaborative work with parents and professionals to ensure a multi-disciplinary approach to behaviour management

GIRFEC in Beatlie

In Beatlie we believe that our pupils have 'the right to special education and care, as well as all the rights in the UN convention, so that they can live a full life' (article 23, UNCRC). In order to ensure our pupils are 'healthy, achieving, nurtured, active, respected, responsible, included and safe', the following are in place:

- Individualised Education Programmes
- Visual supports that are individualised to meet the needs of each pupil
- A multi-sensory curriculum that includes carefully planned activities that are challenging and achievable for each learner
- Regular contact with parents and carers
- Multi-disciplinary planning and evaluating of targets and programmes

In addition, some pupils have

- Communication Passports and/or 'All About Me' profiles
- 'How to Help Me' profiles
- Sensory profile

Working with parents

- The role of parents and families in managing the behaviour of any child or young person is a key factor when implementing an appropriate strategy. At Beatlie, we have an open door policy for all our parents and encourage regular contact to discuss and plan together for each child. This includes any concerns about behaviours that may be affecting a pupil whether at school or home. It is important to have an overall

understanding of the way a behaviour presents in all environments, not only at school, in order to fully understand its function.

Multi-disciplinary working

When discussing behaviour, it is crucial to include everyone involved with the individual to ensure that a clear understanding of the behaviour exists across all settings including home, school and respite. This is key to implementing the plan successfully as consistency is paramount to achieving any progress. Other professionals may include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Clinical and Educational Psychologists, Health visitors, Nursing staff, Medical Consultants, Family Support Workers and Community Learning Disability nurses.

The learning environment in Beatlie

In order to ensure that our pupils are stimulated and motivated to learn we must provide a multi-sensory curriculum that is carefully tailored to meet the needs of each individual. This includes regular group activities to encourage social interaction and communication as well as regular individual activities where staff can target certain areas of development that are crucially important to each child. By creating such a learning environment we encourage positive learning experiences for all our pupils. We recognise that the health and wellbeing of each pupil is crucial when delivering learning opportunities. By providing our pupils with an environment where they feel safe, valued and challenged, they will be ready to learn. In Beatlie, we use a range of approaches and strategies when working with our pupils in order to ensure we are meeting their individual needs. Some of these approaches are used throughout the school whilst others are effective in specific classes or with individual pupils who benefit from that particular approach. These include modified versions of:

- One Voice
- TEACCH
- Sensory profiles
- Food selectivity
- SCERTS
- MAPA
- Intensive Interaction

Staff training

All staff in Beatlie undertake a wide range of training throughout their career including manual handling, child protection and emergency first aid. In addition to this staff are encouraged to develop their knowledge and skills base by participating in further training relevant to the children and young people they are working with. This may include specific training in relation to sensory needs and managing behaviour. Team meetings, collegiate afternoons and in-service days are often used for this purpose.

Communication and Interaction

In Beatlie, we know that teaching our pupils to communicate their needs and interact with others is an important life skill which we strive to encourage and develop in every aspect of the school day. We focus intently on this when planning learning experiences and forming pupil targets. Staff engage with each learner using an approach that best meets their individual needs and promotes positive, shared interactions. By interacting with our pupils and developing a strong relationship of trust we are able to support them through the various challenges they

may experience throughout their school career. The use of positive language enhances these experiences for our children and helps promote positive relationships. By teaching them new ways to communicate their needs and emotions, we can often reduce the frustrations that can lead to behaviours that challenge (See Beatlie AAC policy).

Behaviour as communication

In Beatlie, we recognise that all behaviours are communication and exist to fulfil a particular purpose. Reasons may include: gaining or avoiding specific sensory feedback, avoiding tasks, gaining or avoiding attention /interaction. Children communicate their needs and emotions through their behaviour and this must always be recognised and acknowledged. When any behaviour becomes persistent this is because it has become effective in either gaining an objective or avoiding something. A behaviour that becomes challenging usually has a direct negative effect on the health and wellbeing of the young person or on others around them. When such behaviours occur staff monitor the behaviour and use these observations objectively to develop a positive behaviour support plan for the pupil. By using positive behaviour support approach, we 'aim to identify those behaviours and understand the purpose or function of the behaviour(s) to the child or young person in order to facilitate more positive ways of communicating' (BILD Positive Behaviour Support in Schools: A Brief Guide). Whilst it is recognised that many behaviours will not cease to exist, they can be significantly reduced in frequency and intensity when the right strategies and interventions are put in place.

Monitoring behaviour is key to understanding why the behaviour exists, the purpose it serves and whether it is affected by internal or external setting conditions (MAPA Unit 5: Precipitating Factors). Through the use of behaviour tracking systems, it is possible to look objectively at the behaviour and the setting conditions surrounding them in order to try and find specific triggers. Discussion of these observations will lead a team of staff to develop a positive behaviour support plan that provides a pro-active strategy to change the behaviour.

Positive behaviour Support

Tracking and monitoring behaviour is the first step towards understanding its purpose and planning an intervention. This policy provides staff with a range of documents that enable careful monitoring of any behaviour over time:

- ABC analysis chart
- Behaviour tracker
- Behaviour checklist

This should be discussed with the team around the child before developing and implementing a clear and consistent support plan. When developing a positive behaviour support plan the following should happen:

- Discussion with all staff working with the young person, parents /carers and other professionals where relevant
- Observation and tracking of the behaviour over an agreed timescale
- Discussing of possible strategies / interventions
- Implementation of the positive behaviour support plan
- Ongoing evaluation and alteration of the plan at key points to ensure its effectiveness
- Regular communication with relevant parties to ensure a consistent approach

All staff working with an individual should be aware of individual needs and strategies being used to manage their behaviour. All staff should be familiar with any documentation detailing such information. Examples of such documents may include:

- Communication passport
- 'All About Me' profiles
- 'How to Help Me' profiles
- Sensory profiles and accompanying programme
- Positive Behaviour Support Plan

Reward systems

In Beatlie we use a range of reward systems to promote and encourage positive behaviour in all our pupils. It is important to note that many children and young people within Beatlie are not motivated by traditional rewards due to their level of understanding. Therefore, careful consideration is given to identifying appropriate motivational rewards for each individual. Some systems include:

- Certificates
- Stickers
- Reward charts
- Motivating items/activities accessed through 'First and Then' strategy
- Verbal praise

De-escalation

When a behaviour that causes concern for the wellbeing of an individual develops and becomes more frequent, staff at Beatlie are familiar with a range of de-escalation strategies that are used to try and reduce or stop the behaviour in the early stages (MAPA Unit 2 - Non-Verbal Communication). Such strategies include:

- Distracting the individual from the behaviour
- Re-directing them to another activity
- Changing tone of voice
- Changing stance and eye contact
- Using minimal language
- Recognising where on the escalation curve the individual is and whether it is best to wait, intervene or attempt to teach a new skill

Physical Support and Intervention

To ensure that all children in Beatlie reach their potential, appropriate strategies, including physical support and low level physical intervention, will sometimes be used. This will be part of a proactive strategy to maximise learning and ensure wellbeing and safety.

If low level physical intervention is being used regularly, the following will be considered:

- Discussion with parents / carers regarding potential strategies
- Implementation of positive behaviour strategies with a specific plan where required
- Ongoing implementation, evaluation and updating of the positive behaviour support plan
- Update/create an individual risk assessment

In the event of high level physical intervention being required to ensure safety of the individual or others, the following may be used:

- Implementation of a Behaviour Support Plan, written in consultation with parents/carers
- An incident form may be completed by the staff team if necessary
- If required, a WLC Physical Intervention in Schools form will be completed. This will be discussed with a member of the senior management team and the child's parents
- A staff team de-brief session will be held to discuss the incident and current strategies being used
- Wellbeing Concern Form may be completed

When a behaviour that requires high level physical intervention becomes more frequent the following may take place:

- Child Planning Meeting
- In specific cases, WLC Managing Challenging Behaviour form completed with senior management team alongside the staff team and the child's parents

Documents observed

- West Lothian Council Managing Behaviour Policy
- West Lothian Council Physical Intervention in Schools Policy and Procedures
- A Guide to Getting it Right for Every Child
- BILD Physical Interventions: A Policy Framework 2nd ed.
- BILD Positive Behaviour Support: A Brief Guide for Schools
- The Management of Actual or Potential Aggression (MAPA) programme for schools

Appendices included

- ABC Analysis chart
- Behaviours and consistent response checklist
- Behaviour tracking record
- Behaviour checklist
- Positive behaviour support plan
- West Lothian Council Risk assessment form
- West Lothian Council incident report
- West Lothian Council Managing Challenging Behaviour: Exceptional cases form
- West Lothian Council Physical Intervention in Schools form
- Staff incident de-brief form