

Our Aims

At Baytree School we actively seek to promote and maintain a positive ethos for all learners with high expectations of behaviour for all learners. Due to the complex nature of the learners at Baytree, many need significant support in the development of appropriate personal and social boundaries and behaviours. This learning forms an integral part of the school's curriculum and we aim to support all pupils and students in learning to manage their own behaviour with the necessary skills and strategies. We will work together to teach, foster and ensure acceptable behaviours that will enable pupils to function as well as possible in the school environment, home and in the wider community. We aim to deliver a consistent proactive approach towards behaviour support which we share with families, professionals and the wider community.

At Baytree School we provide learning opportunities and a school environment that minimises possible occurrences of challenging behaviour. We actively promote and support the development of appropriate behaviours. We look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of these behaviours. Each class team develops with the learner an awareness and understanding of behaviour that is acceptable or appropriate and inappropriate in the class setting.

At Baytree School we aim for all staff to understand that ***all behaviour has a communicative function*** and to increase their confidence and competence through the training and participation of a Behaviour Support training program – PROACTSCIPr-UK (Positive Range of Options to Avoid Crisis and use Therapy). All staff who work with pupils participate in the BILD (British Institute of Learning Difficulties) accredited Behaviour Support training programme delivered in-house by PROACTSCIPr-UK instructors and this complies with The Restraint Reduction Network Training Standards 2019 and all relevant National Guidance. All staff regularly receive introductory/foundation course training when they begin working at Baytree and annual updated refresher training to ensure consistency of approach and safe working practices for all our learners and staff.

All staff and adults who work with learners will promote positive behaviour through a total communication approach. Staff and adults will communicate expected behaviour in a manner which will support the pupil's understanding of what is expected e.g., Makaton signing, visual symbols, social stories, schedules, VOCAs (voice output communication aid) etc.

Non-verbal communication is the most crucial aspect of communication

By doing this we aim to:

- Promote a school culture and environment that reflects our positive attitudes, values and beliefs with respect for the learner at its centre.
- Focus on the well-being of each learner as of paramount importance.
- Provide a consistent whole school approach and clear guidance on management of behaviour.
- Present positive strategies for developing and maintaining appropriate behaviour.
- To work in partnership with pupils, parents and other relevant professionals in developing appropriate behaviours.
- To ensure that each learner is respected for who they are, without prejudice.

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- To ensure the health and safety of staff when they are supporting and managing behaviour.

Challenging Behaviour

A behaviour that challenges is defined here as one that:

- Prevents/ reduces participation in educational and social activities.
- Isolates the learner from his/ her peers.
- Affects the learning of themselves or others.
- Places the learner or others in physical danger
- Causes serious damage to property

Where a pupil is displaying such behaviour(s), a Positive Behaviour Support Plan is created and, where necessary, positive handling interventions may be identified. Behaviour(s) patterns displayed are monitored either on Behaviour ABC forms personalised to the learner, and/or a Behaviour Monitoring form which may then inform the creation of a Positive Behaviour support plan.

The Behaviour Lead/PROACTSCIPr-UK instructors will help support class teams on the creation of a "Positive Behaviour Support Plan" as part of a multi-professional approach which will form part of the pupil's risk assessments.

Positive Behaviour Management

All staff should continuously and consistently adopt a positive/proactive approach in supporting our learners to manage their own behaviour. Development of communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour for our learners.

In order to promote consistent positive approaches to behaviour management the school seeks to:

- Get to know each learner well, develop and maintain strong positive relationships based on trust, respect and dignity.
- Ensure the learning environment is safe and reflects the needs and teaching and learning style of the learners within it.
- Value each learner, having high but realistic expectations of them.
- Find out why a learner behaves as he or she does by e.g. looking at the context in which the behaviour occurs and looking particularly at functionality of behaviours displayed
- Understand the factors that influence a learner's behaviour.
- Discuss and share behaviour management issues with parent(s)/carer(s), to work with them in reducing occurrences of inappropriate behaviour.
- Provide a consistent teaching approach, set clear boundaries and manage change within a secure, stable and predictable environment.
- Teach using motivating personalised curriculum activities appropriate to the learners' age and ability
- Ensure routines and structures are in place and appropriate to the learners within the classroom
- Provide learners with learning opportunities where they can make choices.

- Teach by example, providing positive role models for learners.
- Consistently support learners in learning to develop positive self-images.
- Support learners in learning to develop strategies to manage their feelings and emotions and communicate their needs and feelings to others.
- Support learners in learning to take responsibility for their actions in as far as they are able.
- Support learners in developing a sense of social responsibility in as far as they are able.
- Communicate clearly and appropriately in a mode that is understood by the learner.
- Give each learner the time they need to process information.
- Give time to listen to learner.
- Provide positive feedback — rewards and praise as appropriate and personalised to the learner.
- Recognise and celebrate appropriate behaviour in class/ school assemblies, share this with parents/carers.
- Identify early warning signs that indicate foreseeable behaviours are developing.
- Consistently use non-confrontational approaches in body language, gesture, action, words.
- Teach positive alternatives, redirecting to more appropriate activities/ behaviours rather than focusing and giving attention to inappropriate behaviours.
- Negotiate and compromise.
- Always offer the opportunity to 'start again'.
- Offer simple choices, where appropriate.
- Think about using humour to diffuse situations (only if considered appropriate).
- Ensure that staff always keep own self-control, moving away from situations where they may feel they are losing self-control (ensuring that the learner is continuously and appropriately supported by another member of staff).
- Ensure that staff are able to support each other in a co-operative manner, asking for/ offering assistance and being able to move away when assistance is not required.
- Ensure that staff skills are regularly updated through PROACTSCIPr-UK training.

Positive Behaviour Support Plan

A Positive Behaviour Support Plan is written if a pupil is displaying behaviour/s that require additional support and general management. A Positive Behaviour Support Plan targets specific behaviour that a class team want to decrease and stop to support the learner.

A Positive Behaviour Support Plan should be written and reviewed termly or as needed when a pupil's behaviour changes. All staff members working with the pupil should be involved in the writing and reviewing of the support plan and should know where it is kept. Where necessary other agencies should also be involved in the writing of a Positive Behaviour Support Plan so that it is a collaborative and holistic profile.

The Positive Behaviour Support Plan should also be shared and agreed with parents so that they are aware of what is in place to support their child.

If it is identified that a learner requires a 'person specific' physical intervention (as a last resort) when a significant risk has been identified, then this will be decided between the PROACTSCIPr-UK instructors, class team in conjunction with relevant professionals and families. Please refer to the Positive Handling (physical intervention) policy. Training is

provided by Baytree PROACTSCIPr-UK instructors to support class teams.

Risk Assessments

Informal and dynamic risk assessments should be a routine part of life for staff working with learners who display very challenging behaviour. Staff should always think ahead to anticipate possible incidents; should a proposed activity or situation involve an unacceptable risk, then the correct decision is to do something else.

All learners at Baytree School have an individual risk assessment completed and reviewed regularly which will reflect their needs, strategies to be used with them and any other important information.

Each child will be risk assessed to ensure that the use of restrictive physical interventions/restraints is suitable and appropriate for use with each individual child.

Recording and reporting

Incidents of challenging behaviours are all recorded in the relevant places. Incidents are monitored by the Behaviour Lead/PROACTSCIPr-UK instructors who works closely with the class teams to develop strategies to minimise the reoccurrence of the identified behaviour/s through termly behaviour meetings.

Incidents of inappropriate behaviour that occur **MUST** be recorded. Initially this is on the learner's own 'Incident/ABC Sheet' but, if inappropriate behaviour persists, (requires physical intervention) or if there is damage or risk of damage to people or things, the inappropriate behaviour **MUST ALSO** be recorded in the School Incident Book and reported to a member of the Leadership Team. Incidents of a very serious nature will be reported to the Authority by the H&S Coordinator using the "Report of Violence / Aggressive or Threatening Behaviour Form" completed by a member of SLT/health and safety.

A member of the Leadership Team will facilitate necessary debrief/support for learners and staff after any incident.

Physical Intervention/restriction at Baytree School

At Baytree we will manage incidents of unsocial / challenging behaviour, and work towards lessening their frequency, in a way that avoids needless conflict (i.e., non-confrontational). This approach emphasizes the importance of non-physical interventions in achieving a successful outcome to an incident for the learner and staff. It utilises the School's adopted scheme for behaviour management and may include some minimal level of restraint if identified as necessary for individual learners.

Self-Injurious Behaviour - Self injurious behaviours cover a wide range of actions and will be managed and planned in line with general guidelines of this policy through close working with staff, parents and others who know the individual well to provide a highly personalised support programme.

Use of calming areas - Baytree School aims to provide a safe and enabling learning environment for all learners and staff. The use of calming areas provides a consistent approach in the prevention and de-escalation of challenging behaviours. Calming areas

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support learners' ability to manage their own behaviour. They provide a strategy for learners to reduce challenging behaviours. Alongside other strategies for reducing challenging behaviours, the use of calming areas will be outlined in an individual learner's personalised behaviour plan.

When a calming room is accessed by a learner they will be supervised and never left unattended.

In Baytree School calming areas are not used as places of sanction, seclusion and/or containment. They are actively chosen by learners who communicate a need to have a calm environment to limit anxieties. A learner may be directed towards a calm area if anxiety levels are raised, lowering their ability to communicate their need for a calm area. A member of staff supporting a learner using a calm area will not restrict the learner's ability to exit the calm area unless to protect the safety of learners and/or staff from risk of injury. The ethos of the school is highly positive with the emphasis firmly on successes and rewarding positive behaviours.

This is in order to implement relevant and individual approaches to behaviours presented, keep learners safe, support personal and/or health needs and support learning needs.

Staff

School staff have a responsibility to ensure the safety of the pupils in their care. In keeping with the Children and Families Act 2014 'the welfare of the child is paramount'. This applies very much to behavioural matters, both in terms of the behaviour the learners may exhibit and the behaviour they may experience from others.

The Governors, Headteacher and Senior Leadership Team have a responsibility to safeguard the health and safety of the staff while at work, and this includes when dealing with behaviour. **No staff member should be required to deal with a situation that they do not feel adequately trained or prepared to meet.** If a situation arises when this does occur the staff member should have no hesitation in calling for help from another school staff member. It is school practice that, when an incident is occurring, other staff should ignore the learner's behaviour whilst being open to a possible need for assistance. Members of staff supporting the incident need to be sensitive to the unwanted distraction they might cause by their presence. If in doubt, check with a member of the class team involved with that learner.

Governors review behaviour incidents and physical interventions at Baytree each half term in line with the Accident/Incident overview document. This outlines incidents over the term and proactive practices staff have implemented to support learners and staff and identifies further actions which may be needed.

It is recognised that some situations encountered at Baytree can cause great pressures on staff and that they have the right (without prejudice) to say when they need a break from this pressure.

Implementing a 'time out from positive reinforcement' strategy can be a positive and successful teaching tool. It refers to a range of procedures, all of which are aimed at enabling a pupil to learn which of their behaviours achieves the result / reward they want. The effectiveness of this approach is increased by the degree of lack of stimulus e.g., Low arousal environment including interaction/attention from others. It has its roots in behaviourist learning theory.

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Liaison with parents

Parents / carers will be involved as much as possible in discussion, the setting of behavioural objectives, implementation of these and the recording and monitoring of progress for their child / young person.

This discussion can be on a range of levels including telephone calls, home / school books, e-mail, parent meetings, as well as specially convened meetings.

Learning appropriate behaviour is easier for the learner if a consistent approach is taken in all settings where the behaviour occurs.

Outside agencies

There will be circumstances when the help / advice of agencies external to the school will be sought. These can include the following:

- Community Nurses
- Disabled Children's Team – social care
- School Educational Psychologist
- Consultant Psychologist / Psychiatrist
- CAMHS
- Speech and Language

This policy is fundamental to meeting the needs of our learners and should be read in conjunction with other key school documents:

Positive Handling (physical intervention) Policy

Anti-bullying policy

Curriculum Policy

Equal Opportunities statement

Race Equality statement

Child Protection/safeguarding Policies.

This policy will be reviewed in line with the schedule available from the Clerk of Governors.

Reviewed by FGB 18 th November 2020.			
Next review due September 2021.			

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