



## Behaviour Policy

<b>Role</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
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**Next Review Date:**

The development of personal behaviour is a fundamental part of the curriculum. At First Base we attempt to nurture positive attitudes and self-esteem of our pupils to ensure they can achieve success and be reintegrated into their mainstream school successfully. We aim to work in partnership with the parents, the mainstream school, and other involved agencies, to help the child understand acceptable behaviour within the school environment. Maintaining good order and discipline is essential to the life of a community for pupils from all racial groups and ethnic backgrounds, and learning takes place best where pupils understand the need for appropriate behaviour and are guided to make their own decisions accordingly.

## **AIMS**

1. To provide the children with a positive, caring environment where they have clearly defined limits which parents, teachers, pupils and adults easily understand.
2. For all staff to have a positive, consistent approach to whole school discipline.
3. To encourage the children experiencing social difficulties, to develop their social skills, learning to behave in an acceptable manner towards others, and to develop a positive attitude in respect of behaviour.
4. To clarify the expected standards of behaviour at different times and places throughout the school day for the benefit of both First Base and the mainstream 'host' school/nursery.
5. To assist all primary and nursery schools within the Integrated Services Localities we serve in the management of behaviour.
6. To provide a fair and consistent approach across the school.
7. To work in partnership with parents and the children's mainstream school.

## **PRINCIPLES**

The policy should be: -

- Clear, fair and enforceable, irrespective of race or culture
- Reflected within the school curriculum
- Forming a working document for staff
- Providing a code of conduct which embodies these key factors:-
  1. respect for other people
  2. respect for other people's property
  3. fair behaviour
  4. self-respect and self-discipline

## **MANAGING BEHAVIOUR**

At First Base we manage behaviour through clearly outlined systems and strategies of rewards and sanctions, using a variety of approaches appropriate to the individual's needs.

### **Positive Reinforcement**

This means rewarding the children whenever they do anything positive. We do this by smiling, praising, telling them what they have done right and giving rewards. Rewards are in the form of tokens, stickers, certificates and "Golden Time". Tokens can be counters, which are recorded at the end of the day and exchanged for stickers or other rewards. Children are encouraged to recognise and praise others' achievements.

### **Planned Ignoring**

This involves withdrawing our attention from the child when they are trying to get attention through negative behaviour. Instead, we focus on the children who are behaving appropriately and reward the original child as soon as they begin to conform again.

### **Time Out**

Occasionally we have to withdraw a child from a group activity to a "thinking chair". This is to help them calm down and think about what they should be doing. Time Out is always brief (no more than 3 minutes) and we always find a reason to praise the child shortly afterwards.

### **Language**

We always talk to the children in a highly positive manner making sure that they always know what is expected of them and praise them for positive behaviour.

### **Promoting Good Behaviour.**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within our school of rewarding and celebrating achievements and good behaviour.

These include:

### **In the Classroom**

- In the classroom, a set of Golden Rules for behaviour is established by the class teacher and pupils in agreement with our general behaviour principles. These are common to all the groups that attend First Base, but should reflect progression from rigidity in the early stages to more independent self-discipline. Golden Rules are discussed and visual prompts are on display to help children with different styles of learning.
- Every child has a "token pot" for the collection of tokens awarded for good behaviour.

- Every child has their own award card for the collection of tokens awarded for good behaviour.
- Additional individual and group rewards decided by the class teacher in conjunction with the children.
- Each child has personal targets linked to promoting good behaviour. They are rewarded using token cards, which monitor their progress and provide a clear understanding of our expectations. These are always displayed on an achievement wall.
- Time is allocated on the timetable every day to celebrate the achievement of their behaviour targets.
- Good behaviour is shared with others via telephone calls home and to their mainstream schools.

### **On Display**

- The maintenance of wall displays demonstrating work of which children are proud.
- Records of acts of friendships or kindness are displayed in the classroom or kitchen.

### **Home/School/First Base Books/**

- Positive behaviour is celebrated with both parents and the mainstream school through the children's Home/School Books. Behaviour both positive and negative is shared with schools through the use of One Drive. Schools are encouraged to complete a 'daily debrief' on One drive so that both the school and first Base have a full picture of the Childs' behaviour patterns during the week.

### **Other Opportunities to celebrate include:**

- Presentation/sharing afternoons, where children can demonstrate their talents and achievements.
- Some children with low self-esteem have "Positive Books," which are used to celebrate achievements.
- The issuing of swimming certificates and other certificates.
- Termly review meetings with both the parents and the mainstream school.

### **Rules and Sanctions**

At the beginning of the term teachers discuss and invite contributions from the children on the school rules. The sanctions are then agreed

When speaking to the children, we should remember the importance of content of speech and tone of voice, to be assertive and not aggressive. Having established class rules, we will ensure that the children are reminded of them. Low-level attention seeking behaviour will be ignored where possible, providing positive attention when that behaviour stops. If that behaviour persists, remind direct and restate the appropriate behaviour. Avoid long discussions, don't wait for compliance, assume they are going to comply, and turn away. Staff will thank the child at the end of the request rather than say 'please' at the beginning, making sure the child understands that it is the behaviour you do not like, not the child.

Make options and consequences clear to the child. Remain calm and use appropriate assertiveness. If poor behaviour continues a warning will be given, the child's name is moved between the sun and cloud system [see Appendix 1].

In the event that a child becomes completely out of control or a danger to the other children, the rest of the children will be withdrawn and the child will be given time to calm down, whilst being monitored by a member of staff. When the child has had time to calm down he/she will rejoin the group. Staff will talk through the incident at a later stage and encourage the child to develop alternative strategies in dealing with anger. If a child cannot be calmed down it may be necessary to contact the parent.

All staff must be aware of the need for consistency, fairness, safety, respect and tolerance at all times.

Children who do not complete set tasks may be kept in during break times to finish it. However, this must only be done if the teacher is certain that the child has understood the task and has had ample encouragement and opportunity to complete the task in the lesson time.

Children who cause continual problems in the playground may be sent into school with a member of staff. Children must always be supervised at morning and lunch breaks. Occasionally during wet break times, children will be supervised in the classroom/activity room or provided with suitable attire to enable them to play outside.

It is the responsibility of all members of staff to monitor behaviour.

### **The needs of some of our children with SEBD**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This may be because of other circumstances at home or because of medical conditions. In some cases children have a very low self esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanctions. The needs of our children with SEBD, require programmes of support which include:

- **Adapting the curriculum** – in some cases children will not be able to cope all day with the set curriculum. It may be that alternative arrangements are made and more practical, “fun” type activities are arranged to keep them on track. However, the intention is always to try to return back to mainstream school so we must provide activities that will not hinder that progression.
- **Nurture Provision** – First Base provides children with support and help with social skills and emotional development. The emphasis is upon the caring and non-judgemental environment and making the child feel part of a caring family.
- **Parent accompanying a child in school** – in some cases children may benefit from parents being involved with them at First Base e.g. Positive Play Sessions.
- **Individually adapted reward cards and stickers** – some children will respond to individual rewards tailored to their interests and level of concentration.
- **Providing responsibilities** – some children will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Younger children helping and

adult or being given set routines at “trigger” times can increase their self-esteem and bring out the best in them.

- Helping children to identify their own needs and take responsibility – some children respond to verbal explanations, others visual (See Appendix 2), some require concrete strategies e.g. break cards (See Appendix 3), identified places etc. These strategies will be detailed in an Individual Behaviour Plan, which will be informed by the child’s individual Risk Assessment and shared with all who work with the child.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial.
- **A chaotic home life is experienced.** Especially CiC children and those defined as “at risk.” Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate.
- **Find it difficult to accept praise** – For some children praise is not part of their normal expectation and as such they find it almost a threat. This might be seen where a child is close to obtaining an award only to “fail” at the last moment. Quickly administering incentives very closely to the desired behaviour should be considered. It is better to “freeze” rather than remove rewards. This can help to remove the “self-fulfilling prophecy” of constant failure.
- **Actions are not easily linked with consequences** – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **Feeling “cornered” will result in extreme reactions.**

**There are no quick fixes and time and patience are needed.**

Where a child is “acting out” a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour itself. They may not be able to explain themselves, why they have behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

Following any incident, children should be given the opportunity to fit back into the group. When circumstances are more settled the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or “backing into a corner.”

Children should be encouraged to consider and discuss their own feelings and the feelings of others, then to come up with their own solutions where possible. Involving the child in a particular activity, which invites discussion, can be one way of calming down a situation and providing the opportunity for reflection and discussion.

### **A positive environment**

The most important part of promoting good behaviour is the climate and ethos of the school. At First Base our ethos of care, forgiveness and recognition of the individual need and worth should be maintained. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- A sense of community within First Base.
- Interesting and well prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the building.
- The use of the Nurture Group ethos.
- Varied opportunities for children with different gifts and talents to see these celebrated.
- A recognition that we are all different and that there is no “best fit” model that fits everyone.

### **Physical Restraint**

Staff use a de-escalation approach to managing behaviour and children will only be restrained if the pupil is in danger of harming him/herself or others, or is in danger of seriously damaging property. Restraint is an act of care and control, not punishment. If physical restraint is necessary, the following guidelines are applied.

- ❑ The child is warned orally
- ❑ Only the minimum of force is used
- ❑ Two members of staff are always present. This restraint is recorded in the restraint log, which is kept in the office. **All sections must be completed and then signed.**

Circumstances and justification for using restraint will be recorded in the Restraint Log immediately after any incident and brought to the attention of the Head of Unit, and parents will be informed. The child’s individual Risk Assessment will be updated, and an Individual Behaviour Plan put in place or updated. All staff have undertaken Suffolk County Council’s Schoolsafe programme to advanced level.

### **Bullying**

Bullying is when a child is afraid or unhappy because of the actions of another child or group of children. This does not have to involve physical harm.

At First Base we spend a considerable amount of time encouraging the pupils to explore the nature of friendships, to empathise with the feelings of others and to instil a sense of respect for others. Pupils are encouraged to report incidents of unacceptable behaviour. Any report of bullying will be followed up, and dealt with. Parents may be contacted as a result.

See Bullying and Harassment Policy.

### **Exclusions and Part-time Timetables**

Children are very seldom excluded from First Base. The children we work with need coaching through difficult situations in order to learn strategies that will help them make better behaviour choices. This is not possible if they are excluded from First Base. However, there may be some exceptional circumstances, where, for example, a child does not understand the consequences of his/her actions and the risk of harm to themselves,

their peers or staff may be too great. In this instance, an exclusion may be considered. The Headteacher is the only person who can authorise an exclusion from First Base and the County council procedures for exclusions will be followed, with a reintegration meeting arranged at the conclusion of the period of exclusion. A part-time timetable may be used in order to support the reintegration of the child. A part-time timetable may also be put in place to facilitate the gradual integration of a child into the class. This will be within the context of a Pastoral Support Plan (PSP).

### **Evaluation**

The Behaviour Policy will be reviewed annually.

### **Monitoring**

Serious incidents of inappropriate behaviour must be reported to the Head of Unit and recorded. In order to manage the Behaviour Policy any particular behaviour causing concern by its frequency should be raised at staff meetings for discussion.

### **Liaison**

The children's behaviour will be discussed with the host mainstream school, parents and other involved agencies on a regular basis.

It is essential that First Base be seen as a partnership of co-operation between the child, the parents, the mainstream school and us.

**GOLDEN TIME SUN / CLOUD SYSTEM**

**Rationale:**

The purpose behind this behaviour management system is to encourage the pupil to think about and begin to control his/her behaviour, making good choices. The white cloud is used for thinking time in order to give the child the opportunity to think about the consequences of good v bad choices. They are then in a position to make a considered choice and receive the appropriate consequence.

**Routine:**

At the start of the day establish the Golden Time choices for the children. Reiterate that if their name is on the sun at Golden Time they will get ALL their Golden Time. Refer to the Jenny Mosley Golden Rules.

Golden Time runs for 15 minutes, twice a day; once before lunch and once before the end of the day.

[For ease of reading, the instructions refer to 'he/him' throughout. Please read this as 'he/him and she/her'.]

1. Give the child a clear, positively phrased instruction.
2. If he responds positively praise him. ("Well done for following my instruction!")
3. If he does not do as he is asked say, "I am going to count to 3. You need to ...by the time I count to 3 otherwise I will move your name to the white cloud."
4. If he responds positively praise him.
5. If he has not complied by the count of 3 tell him you are moving his name to the white cloud and move it.
6. Say "You have 1 minute to think about making a good choice. If you have...by the time the sand has run through I will move your name back to the sun. If not I will move your name to the grey cloud and you will lose 3 minutes of Golden Time" (Playtime for lunchtimes)
7. Start the sand timer. If he responds positively within the minute, praise him and move his name back to the sun.
8. If he does not do as he is asked by the time the sand has run through, tell him you are going to move his name to the grey cloud and move it. Tell him he is now missing 3 minutes of Golden Time.

9. If the child still does not comply, repeat steps 1-8, moving the child's name round the grey cloud – losing further minutes of Golden Time, until he complies or loses all his Golden Time.
10. If a child gets to the point he has lost all his Golden Time, work out an 'earn it back' contract with the child, listing what he can do to earn back his Golden Time – he may not earn back all his Golden Time. He must miss at least 3 minutes.

NB When the consequence has been given the pupil's name goes back onto the sun.

Make time to discuss with the child the reason why they were refusing to follow your instruction. They may have a difficulty that you are unaware of.

### **'WAIT' SYSTEM**

#### **Rationale:**

Pupils with an Autistic Spectrum Disorder, ADHD or anxiety related difficulty often struggle to wait in a variety of situations. Use of the 'wait' card gives the pupil a visual reminder that they have been noticed and you know that they need attention, but helps them to wait, for increasing amounts of time before they gain your attention.

#### **Interrupting**

When teaching a child to use the 'wait' card it is helpful to ask the pupil to wait only a very short time to begin with, using the following routine

1. Pupil begins to talk to you
2. Adult hands the 'wait' card to the pupil and says, 'wait'
3. After a short period of time, take the 'wait' card from the child and say, 'good waiting,' and listen to what he has to say.
4. Gradually increase the amount of time you ask the pupil to wait until you respond.

#### **Turn-taking**

Use the same approach as for interrupting, but give the pupil the 'wait' card when they have had their turn and take it from them when it is their turn. Begin with the pupil and only one other person so the pupil only has to wait for one person to have their turn. Gradually increase the amount of pupils taking turns.

#### **Anxiety**

The 'wait' card can also be used to reduce anxiety in pupils who find it difficult to cope when an adult leaves the room to go elsewhere. If you are supporting a child and need to leave them briefly for any reason, hand them the 'wait' card, tell them where you are going and that you will be coming back. When you return, take the 'wait' card from them and praise them for waiting.

In addition to this the use of the traffic light system of 'Stop, Think, Do' is used. This is a visual system, which all staff have on a lanyard around their neck as well as larger displays around the base. This gives children the opportunity to Stop what they are doing then think or reflect about the instruction and then the opportunity to follow through.

**BREAK SYSTEM**

**Rationale:**

The purpose behind the 'break' system is to give the pupil an opportunity to withdraw appropriately from a situation that is causing him distress. It gives the pupil the message that you are aware of his feelings and you know that he needs help. Some pupils will need time on their own to calm down and should not be approached until they are calm.

Some pupils will need help identifying the feelings associated with anxiety or anger and the changes that take place in their body when they feel this way. It would also be useful to discuss with the pupil what it is that makes them feel the need to withdraw/ run away, etc.

When beginning to use this system you may need to tell the pupil, 'You look like you need a break,' and describe what makes you think that, e.g. 'you're face has gone red,' 'you look very angry.' Give the pupil the 'break' card and direct them to their break area.

When the pupil is able to recognise their feelings and is beginning to communicate this to you he can have his own break card with which he can ask for a break.

1. Establish the 'break' rules with the pupil.
2. Set up the break area with the pupil.
3. Make sure the pupil has access to 'break' cards at all times.
4. To begin with give the pupil unlimited access to the break system until he is familiar with the routine and is following the rules.
5. After this gradually reduce the number of 'breaks' the pupil is allowed in order to encourage him to think about whether or not he really needs a break. Perhaps he could use a different strategy to overcome his difficulty.

It is important to discuss with the pupil why they feel the need to withdraw from certain situations so that, if necessary, other strategies can be put in place to help reduce the pupils need to use the 'break' system.