



## **Behaviour Management Policy & Exclusions Policy**

Date Agreed: August 2013

Next Review: August 2019

Read in conjunction with our **Child Protection** policy, **physical handling statement (MAPA)**, **anti bullying policy** and **exclusions** policy please. Please also read the **home-setting agreement and ICT agreement** within the Parent Handbook.

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### The purpose of this policy

- To ensure that a happy and respectful ethos is maintained
- To ensure that adults treat children with respect and understanding
- To ensure that children learn key skills such as how to share, socialise and be respectful to people and property

### Ethos

At Big Bear Bespoke Education, including at Arun Court School, we promote positive behaviour at all times, and in all circumstances: after school tuition groups, clubs, therapy sessions, tuition in your own home and at the newly proposed Arun Court School.

We encourage, praise and motivate children. We prefer to spotlight positive behaviour for others to follow rather than highlighting negative actions, for example if a child is refusing to sit down at the table we would point out how beautifully another child has sat down and invite the disengaged child to come and join in the fun with us. We fully recognise that the vast majority of unacceptable behaviour is due to frustration, a communication misunderstanding, discovering boundaries or an underlying anxiety- as such they are positive learning opportunities. We deliver a calm environment in which children are fully involved in making choices about their learning.

We recognise the need to set reasonable and appropriate boundaries to help manage the behaviour of children in our care and ensure everyone's safety. When negative behaviour occurs it will be dealt with in the following way –

- Taking time to get to know the child, and the 'tags' they display when anxiety rises – in this way the stress of the situation can be reduced before negative behaviours are displayed
- Distraction and refocus onto another positive situation
- Highlighting the choices to be made and the potential reward of making the right choice
- Ignoring the negative behaviour and highlighting a positive
- Talking through behaviour situations after they have occurred using pictorial social stories and puppets
- Using weight therapy techniques, if appropriate / relevant (mainly ASD related)
- Using meditation, time in the calming pod, exercise snug, or simply allowing a child to have some time alone before reengaging. We also use further specialist anger management techniques such as 'drawing for calm', 'social skills groups' and motor skills work.
- We will never use any form of physical punishment or humiliate a child in our care. We do not use sarcasm, put downs, a naughty step
- We talk about poor choices and things that make us feel sad. We never describe a young person or their behaviour as naughty. We always take students back to the rule of 'mutual respect'
- When dealing with a physical tantrum or fit we use minimal language and ensure the child is in a safe area. This may involve moving the child if necessary or removing objects from their path. We stay with the child, or observe from a distance if preferable, until they are calm and ready to re-enter the situation.
- The minimum amount of physical restraint will be used only if a child is at risk of harming themselves or others.

- We discuss methods to manage children's behaviour with parents before the placement starts and ensure we are aware of any triggers that promote or distract from positive behaviour

*To promote Positive Behaviour we will:*

1. Never place an educational objective ahead of a mental health need
2. Demonstrate respect, love and care in all our actions towards children & adults
3. Praise children and show them appreciation and encouragement throughout the day. Praising a child helps to show that we value them and builds their self esteem.
4. Reward positive behaviour, as this encourages further effort.
5. Set realistic boundaries and limits appropriate to the child's age and stage of development. Understand that all children are individual and have different abilities.
6. Listen to children's opinions and include them in any planning.
7. Act consistently
8. Use a coaching, facilitating, negotiated and therapy-based response whenever possible and appropriate

*Unacceptable behaviour is:*

- if a child is attempting to harm another child or him/herself;
- if a child is verbally abusing another child
- if a child is being destructive with equipment
- if a child is verbally or physically abusive to an adult
- if a child is ignoring a safety instruction
- if a child swears or uses racist or homophobic language

Any concerning behaviour will be recorded within a child's assessment notes, or if the event is more severe in the 'incidents book'. Parents will be advised of strategies we are using to support children in making positive behaviour choices.

## SANCTIONS

We do not have a sanctions-focussed approach. Through an assessment of risk we may remove certain activities until we are sure that a student is safe to take part.

Where negative behaviour has affected others, we will ask the student to take responsibility such as writing a letter of apology or replacing a broken item.

We encourage a sense of personal responsibility and students will talk through incidences and agree actions together with the staff members concerned. We encourage a sense of empathy with those affected negatively by behaviours being very honest with perpetrators about the effect it has had upon them.

**We do not agree with restraint and do not use it, aiming instead to notice the early signs of anxiety rising. However, we will manoeuvre students away from danger by holding their shoulders and turning them. We will also block using our body if we feel that another child or staff member is going to be hurt. In extreme circumstances we may hold a child to stop them being in life threatening danger e.g running into a road. Please see our physical restraint statement.**

## Monitoring

Behaviour of students is monitored by all staff, including the therapy team. The SLT and EMAT monitor the effective and accurate use of this policy by staff at Arun Court School.

## **Exclusions Policy – Arun Court School**

We never seek to exclude a student (fixed term or permanent) due to behaviour, as all of our students have identified needs, however we may:

Ask that a student does not attend after a serious incident in order for us to ensure the safety of others through creating a behaviour risk assessment and plan. This breathing space is also often beneficial to the young person also.

If a student is asked to stay away from the setting until we have a plan in place, they will be greeted back and a meeting will be held to make sure that they understand how things will change to help improve their behaviour and what their role is within that process

In **extreme circumstances**, where we no longer feel we can meet the needs of the student as our methods are either:

Not helping the student to progress with behaviour, and therefore the student is not accessing positive learning and socialisation

Not enabling us to keep other students and staff safe in line with our required duty of care

We will work with the LEA (in the case of students placed by EHCP) to manage the risk and find an alternative placement, or we will suggest that we assist parents (in the case of privately funded places) in finding an alternative provider. If the LEA or parents are unable to work collaboratively with us then we may be forced to permanently exclude a child in line with the legislation in place.

Details around the legal use of exclusion can be found at:

<https://www.gov.uk/school-discipline-exclusions/exclusions>