Bernards Heath Infant and Nursery School

A Therapeutic Approach to Behaviour Management

June 2019

"Children follow people before they follow rules."

The aim of this policy is to improve educational outcomes for all pupils by promoting and supporting their engagement with education and to communicate to stakeholders the way staff at Bernards Heath promote pro social behaviour, manage difficult or dangerous behaviour and work together with each other and with families to understand what behaviour might be communicating. This policy connects to, and is consistent with, policies on Health and Safety, Child Protection and Equal Opportunities. Restrictive Physical Intervention fits in as part of a graded response. This policy has been agreed in consultation with staff, governor's parents/carers, and children.

This policy will meet the needs of the vast majority of children at Bernards Heath Infant and Nursery School. For children whose needs are not met by this policy anxiety maps, a Roots and Fruits exercise, conscious/subconscious checklists and a Risk Reduction Plan (see appendices) will be completed as appropriate. Further support and advice may be sought from external agencies.

Pro Social Behaviour

In seeking to define expectations for Pro-Social behaviour, we acknowledge that young children's ability to regulate their behaviour varies from child to child. Children and staff bring to school a wide variety of behaviours based on differences in home values, attitudes and parenting. We know that children may be lucky or unlucky, by this we mean they may have been in an environment rich in pro social experiences, allowing them to feel good, raise self-esteem and therefore behave in a pro social way. We also know the opposite of this can be true. We have agreed rules that are well known across school. These are goals to be worked towards rather than standards which are either fulfilled or not. The school has a central role in supporting the development of every child's social and moral development just as it does their academic development. At school we work with shared, consistent expectations of behaviour based on the principles of kindness, respect and responsibility.

Our School

Our school draws on the following principles of good practice:

- Setting good habits early: to help children establish regular, punctual attendance and good behaviour from the start we share this policy and our expectations for attendance at transition meetings in the summer term.
- Clear consistent adults: agreed scripts and strong routines result in children who are clear about the expectations of them and how they behave.
- Positive behaviours: regular positive recognition of individual children, classes and year groups through specific praise and a culture where children are listened to and valued encourage children to choose pro social behaviours.
- Early intervention: staff will be clear about the expectations for behaviour and know that all behaviour is communication. At the earliest opportunity we will work together, with families, to understand what a child is communicating to us.
- Logical consequences: any consequence given for breaking a school rule will be linked to the rule that was broken and will work towards changing the child's behaviour and teaching them how to behave differently.
- Working in collaboration with external agencies: on occasions we may seek the support of agencies including LINKs, CAMHS and specialist teachers.
- Physical Intervention: the agreed ways we use physical intervention at Bernards Heath.

Each of these areas of good practice is explored in the sections below. If you have any questions or queries about this policy or any of the processes you read about require further exemplification please discuss this with a member of school staff.

<u>Setting Good Habits Early</u>

The way staff view behaviour management and discipline is very important. Whatever our own personal views might be it is imperative that we all agree and follow this policy. At Bernards Heath we look at the word discipline as a verb referring to working with children so they understand and value pro social behaviours rather than as a noun which links to punishment. We know that punishment on its own is unhelpful as it only has the potential to supress rather than change conscious behaviour and has no effect on subconscious behaviour.

<u>Clear Consistent Adults</u>

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. At Bernards Heath, Hannah Rimmer (Head Teacher)and Jon Fisher (Behaviour Lead) have been trained to deliver the Hertfordshire Steps 'Step On' training and have trained the staff in the academic year 2018/2019. There is yearly refresher training planned and all new staff are provided with this policy as part of induction training. 'Step On' de-escalation training is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

<u>Positive Behaviours</u>

A therapeutic approach acknowledges that pro-social behaviours are learnt similarly to the way children learn to read and write. Under a therapeutic approach we teach positive behaviours in the following ways:

Relationships
We have clear expectations that the beginning of each school year the main focus is building positive relationships. This is done through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday and that provides multiple opportunities for children and staff to get to know each other. This time is used to ensure a shared understanding of expectations for using equipment in the classroom, tidying up, lining up, moving around the classroom and sharing their ideas for learning. Teachers get to know children both academically and socially through talking to previous settings, staff and their families. Time is prioritised to ensure this is done effectively.

Role Models
We know that 'children can't be what they can't see.' Therefore all adults at school speak respectfully to each other, to children and about children. We walk in the school building, listen to children when they talk to us and take time to teach children pro-social ways to behave. For example, saying thank you when someone opens a door or using please and thank you.

Consistency
By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same. We achieve consistency by ensuring all staff are Steps trained every two years and in the interim a refresher is given. Staff may have reminders of this policy through email or staff meetings. New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually. We know that by having some agreed scripts

that are positively phrased and used by all staff across school children are more likely to feel secure that the expectations for their behaviour are the same.

Scripts for promoting pro-social behaviours include:
"Thank you for…"
"I'm looking for children who are…"
"Well done … for…"   (inserting the behaviour you want to see)

Pro-social behaviours include saying please and thank you, listening while others are speaking, walking in the school building, showing kindness to others, exhibiting the characteristics of our learning heroes (see expectations for excellence for more information).

Anti-social/difficult/dangerous behaviours include calling out in class, distracting others, not trying your best, not following direction from adults, being unkind, damaging property, hurting others.

The agreed script used when a child is in crisis is:
"Child's name…"
"I can see something is wrong…"
"I am here to help…"
"Talk and I will listen…"
"Come with me and…"
                              (these may be repeated, in order or in isolation)

Routines
Having clear routines that all children are aware of will create a sense of feeling safe and prepared. We use visual timetables for whole classes to share what the day is going to include. Social stories, clear explanations, and now and next boards may be used with children with identified needs.

Planning
This policy covers the needs of most of the children at Bernards Heath. On occasions it is necessary to make a plan for an individual child to support them, this is referred to as a risk reduction plan. These are used following the completion of a conscious and subconscious behaviours checklist, roots and fruits analysis and anxiety mapping and are shared with parents and all staff who work with the child referred to in the plan. By adequately planning to 'catch children getting it right' and respond effectively to difficult behaviour the likelihood of encountering dangerous behaviour is reduced.

Reward and Positive Reinforcement
'Catching children getting it right' is well embedded in the culture of the school. Thanking children for doing something kind and sharing this with others makes them a good role model and exemplifies the behaviour you do want to see. For example, a child who stops their game to help a friend who has fallen over or another child in the hall who has helped to give out cups of water to other children are showing pro-social behaviours. By talking about this publically it promotes these behaviours and they are more likely to be repeated. An adult praising a child 1:1 will also have a positive impact. If an adult at school needs to talk to a child about behaviours that are not pro-social this will be done privately to avoid humiliation or giving to much 'air time' to unwanted behaviours. A child is less likely to repeat unwanted behaviour if an adult explains why this is unwanted and how this has impacted on the learning environment. It is important to distinguish between the behaviour and the child.

Comfort and Forgiveness

If children feel safe, happy and respected they are more likely to show us pro-social behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Children need to learn to forgive themselves and others and we are role models for this. When a child is showing us unwanted or difficult dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. A child who has spent time in 'crisis' may need time to calm down before any consequence or conversation takes place. During difficult and dangerous behaviours they need to encounter adults who are calm and who are following school agreed scripts. Change of face, where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are two strategies used at Bernards Heath.

<u>Early Intervention</u>

Roots and Fruits analysis is useful when trying to work out what a child is communicating through their behaviour. The basis of a Roots and Fruits analysis is looking at anti-social behaviours and thinking about the negative feelings behind them and then trying to understand what negative experiences have led to those feelings and ultimately behaviours. Staff can then work together to plan positive experiences which will create positive feelings thus enabling the child to more readily show positive behaviours.

We understand that a lot of children's behaviour between the ages 3-7 years is subconscious. By talking about behaviour and the impact of their behaviour on others we are gradually making behaviour more conscious. The child who repeatedly makes the same mistakes with their behaviour, repeatedly calling out for example, may not be consciously choosing to do this. A conscious/subconscious behaviours checklist will be used to analyse this further.

<u>Logical Consequences</u>

Behaviour analysis using the roots and fruits creates space to think about why a child might be behaving in the way they are. It is vital that we analyse behaviour, attempting to understand and offer a reasonable defence for actions, looking beyond the behaviour to the experiences the child might have had that have led them to the behaviour exhibited. The alternative is that we moralise, applying discipline in the noun form through unrelated or ineffective consequences and apportioning blame. The 'unlucky' child who has not had pro-social experiences or a child with an identified need will not just be able to behave pro-socially because we have told them to. Teaching them through giving logical consequences that link to the negative behaviour shown will help them to learn about how their actions impact others and bring this into their conscious thought. Protective consequences ensure all children remain safe. Educational consequences help children learn from their actions.

Behaviour	Potential consequence
Persistent calling out in class	Paul you can choose to listen with your friends on the carpet or move next to the teaching assistant to share your ideas/move to the table and choose mindful colouring/use your busy box.
Being unkind	Children will be asked to reflect on how they are feeling and their actions have made others feel. A verbal/written apology may be appropriate.

Hurting others	Children will be asked to reflect on how they are feeling and their actions have made others feel. If this behaviour recurs a protective consequence may be required. The child may stay in the next day and then have to gradually earn back their unsupervised time outside.
Damaging property	Children may be asked to work with an adult to fix the damage if possible. E.g. clean whiteboard pen off desk.

There is a continuum of consequences these range from unhealthy and lazy to healthy and brave. The unhealthy and lazy consequences seek to make a child feel bad for what they have done and withdraw things they like doing with the aim of controlling behaviour by using our power over them. These consequences rarely change behaviour and can harden children against the process and adults managing it. For example the child who continuously calls out and interrupts learning who misses playtime without an explanation of why will continue to call out. If these consequences worked then children would only ever receive detention once at secondary school; it is however more likely that the same children appear again and again in detention signalling this consequence isn't changing anything going forward.

The healthy and brave end of the continuum or the 'greenhouse' end of the continuum seeks to give children consequences that teach them something and change behaviour going forward. If a child damages property and has to spend a playtime helping to fix it and talking about how the person who owns the property feels about it being broken they may learn to empathise and remember these feelings for the future.

Reflect/Repair/Restore

It is important that after an incident there is time to reflect/repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safe guard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the child's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a child who is calm, relaxed and reflective.

The following will take place:

Explore what happened? (tell the story)
Explore what people were thinking and feeling at the time?
Explore who has been affected and how?
Explore how we can repair relationships?
Summarise what we have learnt so we are able to respond differently next time?

<u>Working in Collaboration with External Agencies</u>

From time to time we may call on external agencies to support us to effectively manage and support a child's behaviour. This could involve a referral to Links or the School Family Worker, we would always seek parental consent before doing this. In addition we may ask families to go to the GP and seek a referral to CAMHS or a paediatrician. The school would write a letter in support of this or complete any checklists as appropriate.

Physical Intervention

The majority of pupils behave well and conform to the expectations of our school. We have a responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils. Children need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. All school staff need to feel that they are able to manage behaviour, and to have an understanding of what difficult or dangerous behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Only for a very small minority of pupils will the use of restrictive physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

Acceptable Forms of Physical Intervention

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted (See Below)

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.
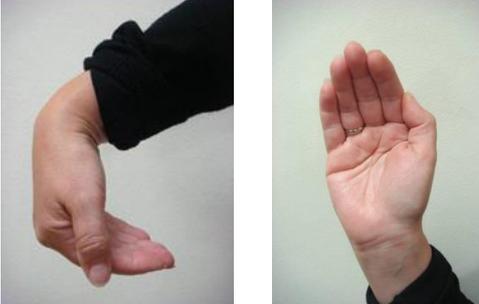
It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Physical Intervention

See below for photos of the basics of Step On physical intervention.

	The 'open mitten' and 'open mitten guide.' This is used to guide children away from a situation where there is risk of harm to themselves or someone else. The thumb remains extended and never folds around the child's arm. The child's arm fits between the flat side of the fingers and the thumb.
	The 'closed mitten guide' will be used to escort a child away from a situation where there is risk of harm to themselves or another child/children if the child's arms are flailing this can help them feel secure - see below supportive hug.
	The supportive hug can be used to help move a child or to reassure. This is a safe form of appropriate physical contact for when a child is upset, distressed or hurt.

Safer Working Practice
To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the school code of conduct and follow the guidance given in their Level 1 Safeguarding Training.

Restrictive Physical Intervention
Restrictive Physical Intervention (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact.

Staff have a right and responsibility to act in an emergency situation. The priority should be the welfare of the student and in a situation where prior planning could not have predicted the risk of harm, members of staff are expected to act. The legal consideration for staff is that they must be able to prove that their actions were reasonable, proportionate and necessary.

Where a risk of harm is foreseeable the law would expect staff and services to plan to reduce this risk. If this plan considers the use of Restrictive Physical Intervention (RPI) or restraint further Step Up training should be sought.
The aim is the reduction and elimination of the use of restraint/restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Where RPI has been used in an emergency a risk reduction plan for that child must then be completed to avoid its use in future.

Developing a Risk Reduction Plan
If a pupil is identified who is at risk of exclusion and needs specific strategies to address behaviour then a Risk Reduction Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record to be kept in school of risk reduction options that have been examined and discounted, as well as those used (Roots and fruits)
- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs

Guidance and Training for Staff
Guidance and training are essential in this area. We need to adopt the best possible practice at school and recognise that it is essential that it is arranged for all staff at a number of levels including:

- Awareness of issues for governors, staff and parents,
- Behaviour management techniques for all staff
- Managing conflict in challenging situations - all staff

Anxiety Mapping

Anxiety

	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

Time / location / staff / activity etc
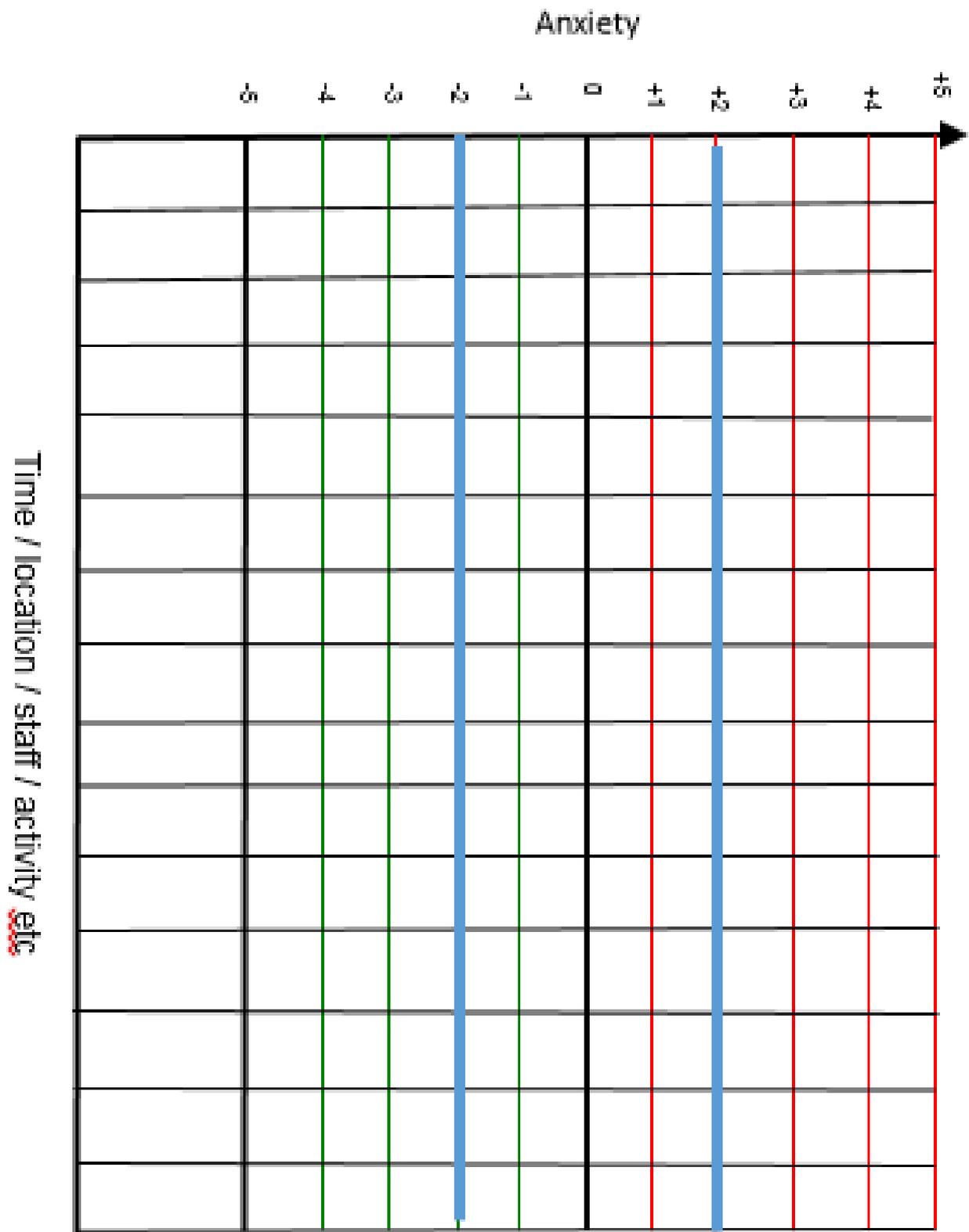
Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
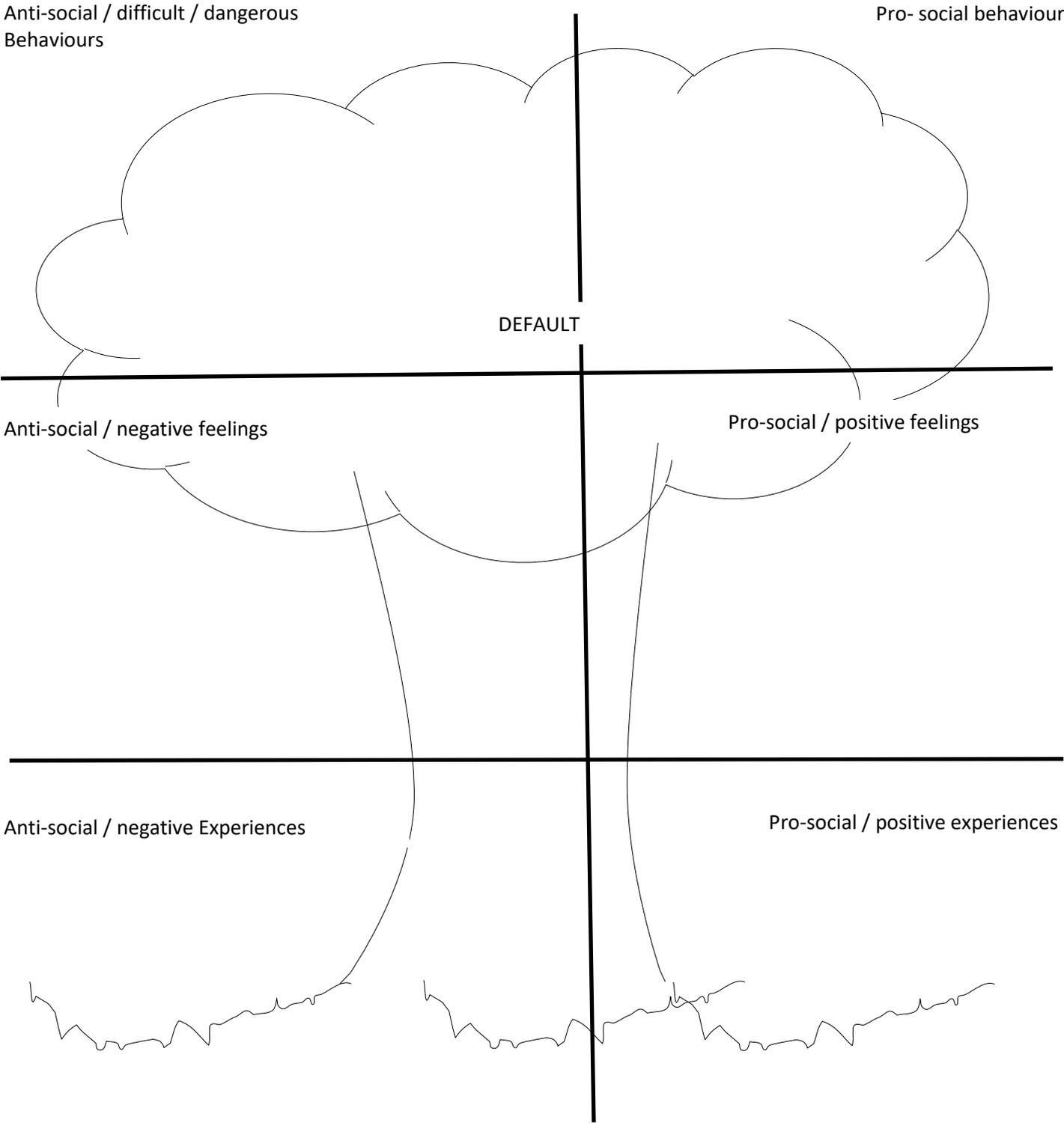Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Appendix C

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their expected outcome of their behaviour?		Is there any other way they could get their desired oucome using pro-social behaviours?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there enough incentive and benefit to behaving pro-socially?
What are the expected consequences?		Are they aware of the certainty of any protective consequences? Re these without time limitation? Do they prefer the consequence to the experience of complying?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their beliefs and values resulting in pro-social conscious behaviour?

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we **provide** support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support them** to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

Individual Risk Management Plan

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator…………………………………… Date ……………….

Signature of Parent / Carer…………………………………… Date ………………

Signature of Young Person……………………………………Date………………