Outcomes First Group.

Positive Behaviour Reinforcement Policy

Policy Folder: Safeguarding

Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Sam Rennells	September 2018
2.0	Version 1 reviewed, amendments to pg 10 in line with MHS procedures	Lyndsey Jeffries	June 19
3.0	Version reviewed, no amendments, changes to be made for September	Lyndsey Jeffries	June 2020
4.0	Version reviewed, amendments made to reflect the new Behaviour Management System, Wellbeing Support Plans and Reflection Packs	Jacqui Rochester Natalie Stevens	October 2020
5.0	Version reviewed and amendments made to reflect the transition from Team Teach to CPI Safety Intervention Training.	Natalie Stevens	May 2021
6.0	Version reviewed and amendments made to reflect the introduction of the Child Therapy Services Bounce Programme for managing emotions. Additional praise and reward strategies identified.	Natalie Stevens	September 2021

Positive Behaviour Management Policy

This Policy is to be read in conjunction with all school policies; specifically including, but not limited to, our Restrictive Physical Intervention (RPI), Anti -Bullying, Safeguarding Policy and the Department for Education (2016) Behaviour and Discipline in Schools guidance.

Objectives of this Policy:

- To present to parents and professionals, the schools person centred response(s) to behaviour(s) and the theories / approaches that are adopted;
- To enable pupils to become self-governing, understand strategies to self-regulate and enable them to engage in learning;
- To equip staff with specific knowledge and understanding of how the schools practices and procedures are to be implemented;
- To safeguard pupils and staff in maintaining a good order of behaviour in the context of a complex Social, Emotional and Mental Health (SEMH), Autism and associated difficulties.
- To ensure that the schools approach is both consistently and effectively implemented;
- To sustain an ethical and professional approach throughout the implementation of the schools Positive Behaviour Management that staff are required to adhere to, unless otherwise justified.

The school responds to behaviour through underpinning principles from a range of behavioural / development theorist's values and beliefs. These include principles and theories relating to 'The Zones of Regulation'(emotional regulation), the 'Child Therapy Service Bounce Programme' and 'Apology of Actions' alongside Crisis Prevention Institution Safety Intervention Foundation 'Crisis Development' model. All educational staff are provided with an induction programme and ongoing training relevant to our school's methods of working; aiding them in responding to the complex behaviour(s) that pupils may display within the provision whilst educating Pupils in life-long strategies and life skills.

One of the specific aims of this policy is to assist staff across the school in consistently and positively supporting behaviour with the aim of reducing incidents of restrictive practices. The schools achieve this behavioural theory and approach through the use of the schools own bespoke Positive Behaviour Management system which has been devised to promote and maintain positive behaviour, emotional awareness and self-governance to pupil's daily conduct.

Where the need for a positive change is identified, the pupils explore a range of personalised strategies, their 'Toolbox of Strategies'. The toolbox empowers each pupil to recognise their emotions and provide an opportunity to modify their behaviour to make a 'good choice' and 'turn behaviour around'. Pupils develop an understanding and improved resilience through the reflection and reparation process following incidents of undesired behaviours. By adopting this approach, both staff and pupils can respond effectively to emotional responses that present as a barrier to learning and social interaction, and support the pupil to acquire the basic skills of self-governance.

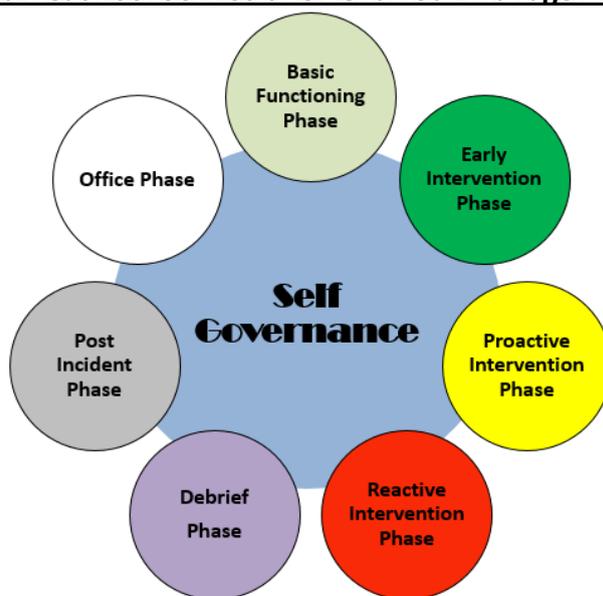Our practice is based on the following principles:

- Pupils come to school to learn and achieve through positive personalised learning experiences;
- When pupils are provided with opportunities to self-regulate their self-esteem, confidence and self-worth grow;

- The school encourages pupils to want to take responsibility for their own actions and give them the skills to modify their own behaviour;
- Pupils' will develop an understanding of their own and others emotions to be able to effectively use their toolbox of strategies and reach their 'just right' state of arousal.

Empowerment, reflection and individualised approach is a key feature of the Positive Behaviour Management System. Behaviour is a form of communication. Identifying functions of behaviour is vital in understanding and responding to the pupils communicative and emotional needs sensitively and effectively. Through staff modelling, an ethos of cultivating positive behaviour is in place to acknowledge that much more is gained through positive behaviour than behaviours of concern. The achievements they receive are continually celebrated through the following, but not limited to:

- Day to day social praise interaction;
- Daily rewards - Positive Reinforcers and Point Schemes (Smilies, dojos, Pom Poms);
- Certificates: Star of the day
- Weekly Rewards- onsite enrichment and offsite rewards;
- Headteacher Certificates;
- End of year celebration assemblies.

Mountfield Heath School Positive Behaviour Management System

Basic functioning Phase	The correct condition for pupils to learn, achieve and develop through a positive environment, small class sizes and insightful and skilled staff to meet and understand the pupil's complex range of needs. The school has developed a high expectation in learning outcomes throughout the provision with planned, balanced and well equipped lessons and therapeutic support.
Early intervention Phase	To ensure that our school responds to behaviour in an individualised and personalised manner, a child-friendly Wellbeing Support Plan (WbSP) is completed collaboratively with each pupil. This gains the thoughts and views from the pupils' perspective on how they feel their behaviour is best regulated, supported and in the times of escalation, managed. This is through the pupils 'Toolbox of Strategies' a range of sensory, physical and

	calming comforts. Staff are trained in a plethora of de-escalation, diversion and diffusion strategies to sensitively support pupils in being able to make 'good choices' and 'turn behaviour around'.
Proactive intervention Phase	The Positive Behaviour Management system offers pupils a range of opportunities to foster self-regulation, make 'good choices' to prevent an escalation leading to a state of crisis and restrictive physical intervention. When an individual is unable to maintain internal control, staff implement their training of calm body language and communication to provide a safe and secure environment whilst acting in the best interests of a child. Each child has an individualised toolkit of strategies and resources which relate to their emotional and sensory needs. Staff support pupils in accessing their toolkit to aid de-escalation.
Reactive intervention Phase	As a last resort Staff will execute a dynamic risk assessments to ensure the use of a Restrictive Physical Intervention is reasonable, proportionate and necessary and in the best interests of the child. Additional information can be found in the Restrictive Physical Intervention Policy.
Debrief Phase	For pupils to acquire the skills to become self-governing, they will require appropriate intervention from secure, skilled and effective adults offering a reparative process. This includes the use of appropriate strategies being implemented to reduce behaviours of concern. Each child has a personalised reflection pack to work through after an incident to identify emotions, behavioural responses, their toolkit strategies they could have accessed and finally the repair acts that need to follow. Once the pupil is regulated and at an appropriate time, staff are to support the pupil to select the 2 most meaningful restorative repair actions for the negative behaviour/s they carried out.
Post incident Phase	There is always a period of reflection for staff in which they need to review their practice and the supportive strategies and documentation in place (WbSP, Pupil Risk Assessment). Recording and reporting through Sleuth should take place the same day as the incident. Contacting Parents, Guardians and Carers also needs to take place on the day of the incident if a Restrictive Physical Intervention has taken place.
Office Phase	Incidents involving a Restrictive Physical Intervention are reviewed by the Senior Leadership Team.

Through the implementation of this policy, the school ensure that a calm, safe and inclusive educational environment is prioritised for all its pupils.

Recording and Monitoring Pupil Behaviour

Behaviour is recorded, monitored, tracked and analysed through our central online system called '*Sleuth*'. Incidents are entered and recorded as:

- Positive Incidents;
- Daily Positive Rewards;
- Daily evaluation of a pupil's day, including both positive and negative events, known as Daily Overviews.
- Positive outcomes that requires celebration;
- Safeguarding Concern;
- Pastoral Concern;
- Communication log;
- Negatives- acts of behaviours that challenge; acts of bullying; record of sanctions
- Restrictive Physical Intervention (RPI) please see   RPI policy for further information;
- RPI Injuries;

Staff follow best practice of ensuring incident are recorded onto Sleuth on the day of the incident. Post Incident Actions i.e. Follow Ups must be actioned within 24 hours.

Monitoring

Morning briefing, end of School debriefs and weekly education meetings offer opportunities to evaluate significant behavioural incidents, changes in pupils' behaviours, presentations and circumstances. The team around the pupil will formulate supportive strategies to continue to develop the ethos of cultivating positive behaviour.

Sleuth is frequently monitored to ensure the Quality Assurance process is adhered to by SLT.

Data that is generated by the entries completed on Sleuth is used in professional meetings, LAC's, CHIN's and EHCP reviews, on request it can also be used to support medical reviews. One of the key important factors of the Sleuth system is the use / implementation of Incident Reviews (please see the RPI Policy for further information).

Training and support

All staff receive training in Positive Behaviour Management through participating and completing an in-depth induction process. Further training is offered throughout the school year on specific areas of highlighted concern that may require improvement.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including, but not limited to:

- Restrictive Physical Intervention policy
- Safeguarding Policy
- Online policy
- Anti-Bullying Policy
- Individual Pupil Risk Assessment policy
- Department for Education (2016) Behaviour and Discipline in Schools guidance

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