

BEHAVIOUR MANAGEMENT POLICY

Policy version control sheet

Date of Policy	April 2022
Next review date	April 2023
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Approved by	Caroline Rolfe
Date of approval	April 2022
Target Audience	Teachers TAs Parents/Carers Placing Authorities Regulatory Bodies
Links to other policies	See all education policies

Changes to previous version
April 2022

Distribution		
Intranet	Website	Email to managers
✓	✓	✓
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1. Statement of Principles, Values, Aims and Objectives

At 3 Dimensions School we aim to promote positive social, emotional, and behavioural change in our children and young people through a supportive and consistent approach across education and care, based on the needs of our individual children and young people. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth towards health, no matter what their ages or life experiences. 3 Dimensions School admits vulnerable children and young people who experience social, emotional and communication difficulties as well as those on the autism spectrum, resulting in associated challenging behaviours. Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion.

An integral part of our strategies is to overcome these barriers. We aim to provide a consistent environment where children and young people feel safe and secure and reach their potential through positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health, and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration.

Our ambitious curriculum has four main goals and is designed to help our children to:

Be happy

It is important that our pupils are happy, feel that they are valued and have a sense of belonging. We strive to give our pupils opportunities to have their own voice and feel that they have the power to make a positive difference in their own lives, and to the lives of others.

Be resilient

many of our pupils have poor self-esteem and self-worth and have had disrupted and often negative experiences in previous school settings, therefore, we aim to support each pupil to become confident in their abilities, and to ask for help assuredly when they need it. We want our pupils to be emotionally resilient and to be able to regulate their emotions with increasing independence. We aim for our pupils to leave 3 Dimensions school with a good understanding of their emotions, how to get support when they need it, and to manage their emotions positively. 3 Dimensions school want our pupils to engage positively with learning and be motivated to achieve the best personal outcomes for themselves.

Be friendly

We strive to give our pupils a wide range of opportunities, underpinned by the fundamental British values, including democracy, the rule of law and individual liberty. The pupils are encouraged and supported to build positive relationships in all areas of their school life at 3Dimensions. They are encouraged to show an understanding of, and have respect for other people's viewpoints, recognising that people can have differing views, but still be respectful, and empathetic. These skills ensure that our pupils can develop and maintain strong positive relationships throughout their lives. We aim to support our pupils in developing their social skills and ability that allows them to access their community and be a part of society.

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Be successful

We see each pupil as an individual at 3 Dimensions school, and as such, understand and celebrate that each learning journey will look different. When pupils start at 3 Dimensions School, we take the time to learn about them through a 'positive pairing' Programme. This Programme enables us to understand what motivates each pupil, and how we can support them to thrive and succeed. We want to ensure that all pupils develop holistically in all areas of their lives. We aim for pupils to gain and develop detailed skills and knowledge, both academically and holistically, building on their personal development skills.

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust, and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative, and consistent approaches which promote positive behaviour, develop children and young people's understanding, and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security, and well-being
- To work in partnership with all stakeholders
- To apply rules fairly and apply consequences effectively in relation to the needs and ability of the child or young person

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into everyday actions
- To provide guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To make positive change for our children and young people and set them with clear and achievable goals
- Children and young people should be assisted to show tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between school and home and comply with the standards.
- This statement should be read alongside key policies including curriculum, safeguarding, anti-bullying, allegations against professional staff and Health and Safety.

3.1. Review

This policy is subject to annual review.

4. Legislation Framework

In developing our Behaviour Management Policy, we have had regard to education standards and the following legislation and guidance:-

- Education and Inspection Act 2011
- Education (Independent School Standards) 2015
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- DfE Guidance on Behaviour & Discipline (updated Sept 2020)
- DfE Guidance on Preventing and Tackling Bullying (updated Jul 2017)
- DfE Guidance on Use of Reasonable Force (July 2013)

5. Creating a Positive and Structured Environment

The principal function of 3 Dimensions School is to provide a safe, secure, and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence.

In order to create an environment in which children feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline. We aim to promote politeness, courtesy, and respect between all members of the 3 Dimensions School community, adults, and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all children, each child at 3 Dimensions School is an individual and will be at different stages of intellectual, physical, social, emotional, and moral development. We will therefore use rewards, consequences, and behaviour programmes as appropriate to the unique individual needs of each child. This reflects the whole ethos of the school in treating children as individuals and tailoring our work to meet individual needs.

The main emphasis at 3 Dimensions School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and adults; or are related to consideration for themselves and others. Staff will intervene and apply consequences only in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and adults; or show lack of consideration for others and impact on their learning.

Consequences should be a natural outcome of choices made, and not a disciplinarian agenda. The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community. Children and young people need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develop a

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greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about. Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem.

6. Relationships

The principal reward and encouragement for any young person is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to manage the adult/young person relationship sensitively, firmly, and confidently. Empathy, trust, and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development. Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

All of our staff use the initial weeks of working with a young person to "Positive Pair". This allows the likes and dislikes to be introduced and a positive relationship to be formed from the outset. Young people are more able to accept small introductions of demands when they have built a good foundation with the staff they will be working with.

Adults need to assess and evaluate the developmental phase the young person is functioning at, to communicate, rationalise and provide guidance through the relationship to move the young person on in developing social responsibility.

7. Challenging Behaviour and Children and Young People with Social, Emotional and Mental Health Issues as well as autism spectrum conditions.

Children and young people with social, emotional and Mental Health issues and autism spectrum conditions are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices. 3 Dimensions School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Consistent approaches to communication
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults
- Structure, predictability, and consistency in daily routines

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When challenging behaviour occurs, staff working with the young person must consider the following:

- Is the young person unwell or in pain, or are there physical needs i.e., hunger, thirst?
- Is there a sensory issue, e.g., sensitivity to sound?
- Is the behaviour functional, i.e., is it about communication?

Children and young people and staff are supported in managing and reducing challenging behaviour by a team of health professionals and therapists which could include Behavioural analyst, occupational therapist and/or speech and language therapist. The work of these professionals is co-ordinated through the Senior Leadership Team.

All incidences of challenging behaviour will be recorded using 'Schoolpod' Software. Staff will receive instruction on how to use this software in their induction programme. The software will allow all staff to record and analyse student behaviour and plan accordingly. Staff must log an incident at the earliest opportunity and must ensure that the record is factual, dated, and timed.

All records of PI will also be kept on Schoolpod and MUST be entered within 24 hours of the incident. Parents/Carers will be informed as soon as possible of any PI incident, and Senior Staff will always be consulted. Senior Staff will also be responsible for whole school analyses of behaviour ensuring any 'patterns' are identified, and strategies can be created or amended, as appropriate. Regular team meetings allow staff and the SLT to come together and discuss all current strategies to look for ways to reduce the challenging behaviour.

3 Dimensions School recognises that staff working on a regular basis with children and young people who are experiencing severe and challenging behaviour will need a high level of support.

This is available through the debrief procedure and through the staff supervision procedure.

8. Pastoral Support

The School endeavours to provide support for children and young people that enables them to achieve academically, socially, and personally. Systems of support include the Head of Education, Senior leaders, Teachers, Teaching Assistants, and visiting Therapists. Where the need is identified, individual support is provided consistently by experienced staff.

Regular meetings monitor children and young people's development and allow the review and revision of targets. All students will have their own individualised strategies and risk assessment. These documents will highlight the types of behaviours or risks that cause concern for the individual.

All staff will work in conjunction with the students to help them develop strategies for improving their behaviour. Together they will identify the support needed to maximise success.

Students and /Parents/Carers will complete questionnaires on a termly basis providing feedback on how we are supporting our students and also allowing the opportunity for suggestions to be made, regarding improvements.

9. The Use of Physical Intervention (PI) at 3 Dimensions School

Many of the children and young people at 3 Dimensions School display a variety of challenging behaviours which result in a range of strategies, including PI being used in order to reduce risk. Staff are encouraged to adopt

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different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses Team Teach as a preferred method of deescalation and crisis prevention, including the use of physical touch/restraint. All staff at 3 Dimensions school will be trained in Team Teach, new staff will be trained at the earliest opportunity.

PI involves a proportionate degree of force where a young person is showing an increased level of risk to themselves or others. At 3 Dimensions School the use of PI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been dynamically assessed. The use of PI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, culture, background, gender, stature, and medical history of the young person
- The application of increasing or decreasing force in response to the children and young people's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning. Staff should always consider the following:

- PI rarely used, and only after all other interventions have been exhausted and only by staff who have had the recognised up-to-date training.
- Any PI incident **MUST** be recorded (within 24hrs) using the School's online Incident form (Schoolpod).
- The SLT has a responsibility to sign off each PI, again using the school's online tool (Schoolpod)
- Risk Assessments and behaviour strategies will be updated as appropriate after any significant event (significant would refer to any incident that is not covered in any current plans or assessments)
- The school will endeavour to contact parent or carers before the child arrives home.
- Staff should ensure students always receive a debrief after any PI incident, this may be immediately after, or at an appropriate time after the event.
- SLT should ensure that staff receive a debrief after any PI incident. Staff can also ask for a confidential briefing.

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10. Rewards and Natural Consequences Statement

Rewards should reinforce positive behaviour or recognise any good achievement. 3 Dimensions do not work on a punishment system. If students have earned something, this is not 'taken away' and each day is a fresh start.

We do, however, believe in natural consequences. Natural consequences should be consistently applied and explained to deter unacceptable behaviour.

11. Rewards

Giving rewards is one way of giving feedback on how people are doing. Letting people know they are doing well should happen extensively and regularly, and rewards are part of this. Rewards will include:

- Targeted praise
- Ticks and stickers (to save for rewards)
- Time to listen to music
- Time in the garden on the swing or trampoline
- Trips out
- Positive time
- Time on the iPad
- Having a story read to you
- Emails home
- Positive feedback on young person's work

Where rewards are material things it is a good idea not to over-use them as this can reduce their effectiveness.

12. Natural Consequences

Sometimes things don't go well, and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen these will be the consequences. At 3 Dimensions School we recognise that it is the consistency of the consequence, not the size of it that is important. Consequences should always be a natural outcome of the choices being made. The needs and abilities of the young person should be considered when applying these.

- Reprimand/correction/Discussion
- Apology/reparation
- Paying towards damage in some small way
- Not able to go off site at that time e.g., if unsafe in transport
- Exclusion (see School Exclusion Policy)