



# Education Buddies

## **Positive Behaviour Management Policy**

### **Management of Behaviour**

In the Education Buddies provision, we value positive behaviour management and seek to ensure a calm supportive environment for pupils some of whom have complex behaviour.

#### **Aims**

- Recognise that for many of our pupils who have no expressive language, behaviour is a significant form of communication.
- Establish an environment where successful learning can take place.
- Establish respect between pupils, staff parents and all others who have an involvement in our provision.
- Work toward pupils developing a sense of self management and an acceptance of responsibility for their own actions.
- Offer positive role models by having staff who exhibit positive working relationships through their own practice.
- Recognise the roles of parents and share strategies and information through home provision communications.

#### **How we seek to achieve our aims**

- Positive behaviour is an expectation of all pupils although clearly expectations will take account of age and level of pupil understanding.
- As staff we must recognise that our own views, strategies and prejudices have an impact on our own behaviour and our interaction with others.
- Staff should recognise and reward improvements and good behaviour.
- Staff should communicate with pupils using strategies that best meet the individual needs.
- Good use should be made of individualised curricula that meet the needs of the child.

- Maintain a culture of praise and rewarding pupil achievements within the classroom and wider provision setting. This will extend to all off site activities and provision transport.

Respite settings should be made aware of issues when they play a role in the child's life

- Pupils being encouraged to show consideration for each other
- An expectation that each of us shows respect for each and every member of the provision (pupils and staff) via the way we speak to and behave towards each other.
- Involvement in activities/projects that teach each of us to care for each other and our environment.
- Develop an understanding of the cultural differences that affect the behaviour of people in our local and international communities.
- Staff should recognise that the environment can be adapted to support positive behaviour.

#### Parental engagement

Parent support and joint use of strategies to support positive behaviours is essential. Most pupils have very positive behaviour that is managed successfully through regular contact with parents.

When behaviours become more complex pupils may need a positive handling plan to support their needs when this is the case:

- Parents will have sight of Positive handling plans
- Any parent that wishes to discuss the plan will be invited to make contact with provision
- Pupils identified as complex behaviour will be reviewed fortnightly by the provision panel and contact made with parents for comet after each meeting

Where pupil behaviour is extremely complex, a referral may be made to Children and Young People Service or support sought from Educational Psychologist.

When unacceptable behaviour occurs staff employ a variety of strategies to show pupils that they have behaved inappropriately.

- Staff remain as calm and in control as possible.
- Facial expression/body language. Body language is a key communicator.
- Use of signing to emphasise and clarify.
- Time out situations if this strategy is appropriate to the child - but always supervised.
- Talking with pupils, in simple terms, about what they have done and any impact upon others. Repeat instructions and allow processing time, praise and reward positive behaviour and be consistent.
- Identify motivators that can support changes in behaviour.
- Make it clear it is the behaviour and not the child that is being rejected.

### Physical Intervention

Physical intervention should be a last resort only. This should only be to intervene when behaviour is likely to result in serious injury for staff or pupils. Additional staffing should be called, where possible the in provision. Senior managers are to be informed as soon as possible. All staff have participated in a course on PMVA strategies and their support should be employed in any complex situations.

### Complex Behaviour

For pupils that show repeated complex behaviour staff should discuss this with the Director or DSL and establish a Positive Behaviour Plan. The Positive Behaviour Plan should be based on the ABC process. Staff should monitor and record the Antecedent Behaviour and consequence of actions of pupils. This should include the responses of adults supporting the pupils and the environment in which the incident occurred.

Any significant incidents need to be documented on My Concern, if restrictive physical intervention was implemented this must also be recorded in the bound and numbered book.

Violence form may need to be completed following extreme physical aggression to staff.

Pupils will be encouraged to seek support from a member of staff they feel secure with as needed.

The Positive Behaviour Plan that results from this process should be shared with all staff that have contact with the pupils. For the most part these will be our own staff, but other visiting professionals should also be made aware of the content of the plan. Confidentiality should however be respected within this framework. Consistency is a key factor in the success of the plan. Review dates and monitoring arrangements must

be built into the planning process. Where available the plan will take account of advice from other professionals e.g. the Educational Psychology Service.

### Training

Staff are encouraged to undertake additional training to support their own professional development.

Staff are trained in Prevent and Management of Violence and Aggression (PMVA) and regularly update PMVA training which emphasises the need to use physical contact or intervention only as a last resort.

Staff are regularly updated on procedures and meet to review specific behaviour support plans for individual pupils.

Senior staff have access to My Concern to record any concerns.

These have been addressed in this policy and are an expectation for all staff.

The panel meets monthly to review entries on My Concern.

The panel consists of Director and DSL.

Actions and any further interventions or observations are agreed at this meeting.

For some pupil's additional advice is sought from Educational Psychology, CYPS or other relevant professionals.

### **Parents are involved throughout.**

### Legislation and statutory requirements

This policy is based on advice from the Department of Education (DfE) on:

- Behaviour and discipline in provisions
- Searching, screening and confiscation at provision
- The Equality Act 2010
- Use of reasonable force in provisions
- Supporting pupils with medical conditions at provision

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a provision's duty to safeguard and promote the welfare of its pupils

- Section 88-94 of the Education and Inspections Act 2006, which requires provisions to

regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give provisions the authority to confiscate pupils' property.

- DfE guidance explaining that maintained provisions should publish their behaviour policy online.

Date – January 2025 – by Director

To be reviewed: January 2026

