



Behaviour Policy

We believe that every child of the Beehive community has the right to feel safe and respected within the centre environment.

This policy is designed to be read in conjunction with other Beehive Policies, specifically:

- Mission statement
- Health and Safety Policy
- Positive Handling Policy

Through the use of Applied Behaviour Analysis (ABA), Beehive Centre actively encourages socially significant acceptable behaviours and reduces and replaces socially significant unacceptable behaviours. This is largely done through positive reinforcement. ABA encourages functional assessments of challenging behaviour. For example, a scream in one context may have a different meaning than in another context. While this policy applies to everyone at the centre, every child has their own individual behaviour plan and risk assessment to enable their time at the centre to be as positive and successful as possible.

Principles

It is understood that every pupil at Beehive has certain essential rights. These are: → To be treated as a unique human being

- To be addressed by their name and never referred to as if they were not present or able to understand what is being said
 - To be seen as an individual who is able to achieve – not a disabled person
 - To be free from neglect or abuse whether it be physical, emotional or sexual
 - To have equity of access to resources and provision as appropriate for individual needs
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- To have individual needs met
 - To have every opportunity for independence in activity
 - To be given the opportunity to express their views and opinions by any means possible
 - To be listened to
 - To be involved in decision making
 - To form friendships
 - To experience privacy, dignity and respect in their lives
 - To feel safe and secure
 - To be given information about what is happening before it happens



- To be offered a curriculum that is relevant, age appropriate and differentiated for their needs

Definitions

There are children that may, at some point during their time in the centre, display more **challenging** behaviour.

The term challenging describes a continuum of behaviours which may have the following impact

- preventing the pupil or their peers from participating in centre activities and learning opportunities
- isolating a pupil from both adults and peers
- preventing a pupil from forming relationships
- adversely affecting the learning of other pupils
- making excessive demands on staff time and other resources
- placing the pupil or others in danger of physical harm

Some challenging behaviours may be more specifically identified under the following headings:

Physical aggression/abuse towards self or others

This may include; Hitting

Kicking

Punching

Hair pulling

Biting

Pinching

Self harm

Head Butting

Spitting

Non-consensual touching of private areas of another person's body

Verbal Aggression towards others

Name-calling

Swearing

Threatening

Damage to centre property



Throwing furniture or equipment

Breaking windows/furniture

Damaging resources

Other

Attention-seeking behaviours

Hyperactivity

Excessive crying/shouting/screaming/movement (eg, running within a classroom)

Echolalia

As a centre we need to continually work towards recognising that we are challenged by the behaviour and *not* the pupil.

Strategies

In-order to create a calm, supportive and purposeful learning environment we will

- Model appropriate behaviour
- Praise freely but specifically e.g. good sitting, good walking. Always use the child's name and be sensitive to their feelings
- Ask ourselves why a pupil may be acting out – empathise (reflective listening)
- Use physical contact where appropriate – a gentle pat on the back, well done handshake etc
- Use individualised strategies such as reward charts, individual behaviour plans or particular strategies for particular pupils
- Discuss inappropriate behaviours with the pupil wherever possible in a discreet and respectful manner
- Set clear and reasonable boundaries in a manner that can be understood by the child
- Ensure that staff feel emotionally equipped and supported to manage challenging behaviour
- Ensure that staff are physically as safe as possible by not wearing sharp jewellery, long nails, chewing gum where this may cause choking (wearing long hair pinned up is advisable in some cases). Sometime protective clothing might be used eg: hoodies
- Use every opportunity to allow pupils to rehearse desirable behaviours
- Engage in purposeful and positive play activities with pupils on the playground areas to minimise opportunities for inappropriate behaviour
- Use a 'hands off' approach to directing and moving children with minimal physical prompting where appropriate e.g. with an independently mobile child

Consequences



In Beehive we do not use aversive consequences like time out or sanctions.

Consequences used will be based on a functional assessment, individualised and mainly based on rewarding the desirable behaviours.

The Centre

The centre recognises its responsibility for the safety and well-being of all under its care. To achieve this, the centre environment will be constantly assessed and any risks reported and recorded. Where any persons are involved in an activity that could result in personal injury or high levels of stress the centre will evaluate the situation and minimise the risk.

Beehive Centre will endeavour to ensure that all in their care (staff, child etc) are not exposed to unreasonable risks, and recognises that responses to physical danger and psychological stress will differ in individuals, and the support available will reflect these needs.

- The centre will ensure that child's achievements are positively recognised.
- The centre will inform parents of any concerns they may have about a child's behaviour with a view to working with them to promote positive change.
- The centre will adopt a programme of positive behaviour management in which children are given a clear expectation of appropriate behaviour. This will be supported by attention to the effects of the physical environment and teaching strategies.
- The centre will record incidents of physical restraint. (Refer to the Positive Handling Policy.)
- The centre will offer training in attitudes and approaches to behaviour management.

Parents and Carers

Beehive Centre recognises that parents play a vital role in the promotion of acceptable behaviour in centre and the importance of positive home /centre liaison, encouraging opportunities to discuss child's individual needs with carers. The centre expects parents and carers to:

- Inform the centre of behavioural problems they may be experiencing at home.
- Inform the centre of any health issues or medication that may affect a child's behaviour. This includes any changes in or withdrawal of medication.
- Inform the centre of any change of routine which may affect a child's performance or behaviour.
- Inform the centre if they seek external advice or support for behavioural difficulties.

The Staff



All staff are expected to work within centre policies and to work together as a team, communicating effectively and in a professional manner.

Staff will not

- Verbally demean pupils
- Behave threateningly towards pupils as a result of losing control. In stressful circumstances, affected staff should hand over to another member of staff where possible.
- Shout
- Deprive any pupil of their entitlement to sustenance i.e. Lunch, pudding, mid-morning snacks.
- Physically harm pupils through rough handling e.g. pulling, pushing, squeezing, pulling, slapping.
- Use force to gain compliance.

Staff will

- Constantly assess the environment and the way it impacts on the child.
- Assess the behaviours of child and will constantly monitor and record their observations, recognising that there may be underlying causes, e.g. medical, social etc. By ascertaining the function of behaviours, appropriate strategies will then be employed.
- Act as models for acceptable behaviour, thus promoting clear expectations of pupil behaviour.
- Make every effort to understand the importance of individual behaviour programmes and the need for risk assessments.
- Not participate in physical intervention or restraint without being qualified to do so through training from a qualified Team-Teach instructor, unless to avert serious injury or danger in the most exceptional circumstances. In all cases, staff will work to the principle that the best interests of the child are at the centre of all decisions (Children Act 1989); that minimum force will be used for the minimum amount of time, and that interventions used will be reasonable and proportionate and used only where absolutely necessary (July 2002 Guidance for Restrictive Physical Intervention)
- Participate in the development of any behaviour programmes for child that they are working with and follow the agreed programme.
- Raise any concerns or queries about a behaviour programme and/or a physical restraint with the appropriate members of staff.
- Support one another and be open enough to discuss difficulties honestly with a commitment to seeking a solution.

Sanctions



The Behaviour Analysis Certification Board (BACB) states that, wherever possible, reinforcement strategies should be used to reduce and replace socially significant unacceptable behaviours. If, however, further intervention is necessary, extinction and punishment procedures may be used but only with permission from parents, under the supervision of qualified persons, in accordance with all government and human rights legislation, and only where absolutely necessary. Reinforcement of acceptable behaviours will always accompany such procedures and detailed records will be kept and closely monitored.

Beehive Centre acknowledges the right of all members of its community to feel safe. We are aware that the nature of some children behaviours will be challenging and the following procedures may be instigated:

- Re-appraisal of behaviour plans
- Further analysis of information gathered to ascertain the function of behaviours more clearly
- A formal Functional Analysis conducted

Behavioural Risk Assessment and Positive Support Plan

A behavioural risk assessment (PHP) must be completed when there is *any* element of risk to pupil or staff member.

- The assessment will ask about the specific behaviours and who is at risk and how.
- The completion of the form involves determining the actual level of the risk with a numerical ranking
- This ranking will help determine the level of action to be taken
- The assessment is shared with others involved with the pupil, as well as parents
- The assessment and ensuing plan will have monitoring dates attached and this will be determined on an individual basis.
- A Behaviour Support Plan is developed which outlines strategies to promote desired behaviours and to reduce risk causing behaviours identified on the Behavioural Risk Assessments.

All staff will be guided through this policy as part of their induction to the centre.