Kilgarth School

Policy for Behaviour Modification and Management

Contents

Introduction

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of effecting change. Our approach to behavioural modification will be based on three main components.

- An effective reward system based on short, medium and long term rewards, a reduced behaviour monitoring period and an emphasis on positive reinforcement
- Curriculum modification to enhance teaching of social skills, social problem solving skills and emotional regulation
- Intervention to ensure that post event learning opportunities are fully utilised

There will be no use of sanctions on a day to day basis and staff will not use language that can be associated with punitive approaches. All of our interactions with pupils will be positive, avoid confrontation and promote de-escalation.

Policies\Behaviour Modification and Management. Jan 2020 reviewed by MS, Headteacher
Headteacher has responsibility to review every 2 years.
Policy approved by Policy Committee Jan 2020   next review June 2022
An abridged version is posted on the website (excludes appendices which are procedural)   Page **1** of **12**

Rationale

Some pupils respond to sanction. There is evidence to support that the actual sanction is relatively unimportant-people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of pupils who do not respond well to this aversive conditioning and for whom sanction or the fear of punishment is less effective in promoting behavioural change.

- Some pupils with social communication difficulties may find it hard to recognise how they or others feel and therefore less likely to respond to punishment cues. Sanction may well be less effective for this type of pupil
- Some pupils show callous unemotional (CU) traits. Pupils displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.
- Pupils with a combination of SEMH and ADHD have been shown to have a supressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our pupils, punishment may militate against positive behavioural modification. Evidence shows that pupils are more responsive to work on modifying poor choices when they feel a sense of well- being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many pupils feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

De-escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's ethos.

A summary of non-confrontational techniques can be found in 'The Toolkit, Non -Confrontational Approaches to Behaviour Modification' which is appended. Staff at Kilgarth are trained in the rationale for and implementation of these strategies. All staff use the strategies routinely.

A comprehensive package of de-escalation strategies is available via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified. Training materials are available to all staff (Changing Minds – The Psychology of Managing Challenging Behaviour within an Ethical and Legal Framework) The Team Teach website provides a full explanation of this approach. http://www.team-teach.co.uk/introduction_Aims.html

Systems to Reward and Promote Positive Behaviours

Reward is often significantly more effective than sanction for the groups of pupils discussed in the rationale. Rewards can be verbal (praise), good PAS scores or various token rewards. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural repertoire.

Our systems have been developed collaboratively with the whole staff and pupil population. They are subject to daily review in whole staff briefing and periodic review by SLT, the School Council and House Teams. Because of this they are constantly evolving to reflect the changing dynamic of the school and the views of pupils and staff.

The primary interface between pupils and our behavioural modification system is the Pupil Achievement Sheet (PAS). Pupils earn a mark out of five in three key areas for every activity in the school day. These areas are

1. Effort to learn
2. Getting on with others
3. Behaviour choices

During the lesson staff explicitly link positive behavioural features with the PAS mark in order that good choices are linked with reward in the minds of pupils. The final mark is discussed with each pupil at the end of the activity and recorded. PAS scores are converted to percentages at the end of each day and a running total is printed on the PAS the next day if the individual student so chooses. PAS marks are directly linked to token rewards. These range in value and frequency- they currently include:

- House points
- Certificates
- Postcards home
- Raffle tickets for a prize draw
- Medals
- Invitation to tea with the head teacher
- Mid-term and end of term reward trips

The Importance of 'Effort to Learn'

Effort to learn has been identified as a key component of successful students and is afforded extra significance. The last lesson of the day is timetabled alongside social activities. Pupils who score an average mark of three or above in this column for the day are deemed to have earned a social activity. Other pupils attend their timetabled lessons as normal.

Pupils who choose to remain outside the lesson can earn a maximum mark of two in any column (except in cases where they are taking a short time out to self –manage or have been asked to

remain outside by a staff member). In this way attendance at lessons is promoted and pupils are less likely to choose to spend he lesson in a reflection room.

Each pupil is also set personal behaviour and learning targets. They are set and administered by subject leaders because the behaviour and learning profile of a pupil might vary significantly between different subjects and different teachers. Subject leaders are responsible for the administration, review and reward of these targets and this is quality assured by the Senior Leadership Team on a half termly basis.

Post Event Learning Opportunities

This policy is designed to promote the modification of behaviour by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanction will increase the likelihood that pupils engage with the post event learning opportunities that will take place after an incident. The type of learning opportunity will depend on:

- The nature of the event
- The nature of the pupil and the likelihood of a positive interaction
- The emotional state of the pupil

Only staff with training in post event learning (PEL) will administer the process.

Each incident will be analysed on a case by case basis so that the appropriate time, venue and staff can be arranged. Some situations will require 'cooling off' time whilst it may be appropriate for an immediate response in some situations. A brief discussion may suffice but some will involve a more lengthy process. Some PELs will therefore be administered on an ad-hoc basis. Others will be administered during lesson 2 (giving time to settle in the morning and with the prospect of break approaching) or the lesson immediately prior to socials (giving time to settle after lunch and with the immediate prospect of socials approaching).
develop strategies until they are supported to develop this emotional literacy and therefore improve their emotional intelligence. This is a key function of post event learning.

Restorative Justice

The use of restorative justice (RJ) techniques and RJ type questions should be carefully considered and their appropriateness will depend on the students involved. Pupils who display CU traits may well have the empathic ability to understand the effects of their actions on others but may not care about their feelings sufficiently to modify their behaviour. In the worst cases they may use information gained during the process to negatively manipulate future situations.

RJ techniques and questions are beneficial for some pupils. This is especially true of those who care about the feelings of others but lack the ability to understand the emotional impact of their actions on them. Carefully administered RJ sessions may be especially beneficial for some learners on the autistic spectrum when combined with work to recognise feelings in others and self.

Creating the Conditions for Positive Behaviour

Pupils are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. When negative interactions do occur staff are expected to intervene rapidly to prevent them from developing. The table below highlights some of the expectations of teaching and support staff. This table is meant to be indicative rather than exhaustive.

Situation/Issue	Expectation
A staff member is observed acting outside the parameters of agreed policy	All staff are responsible for their own actions and the actions they may observe in others. Staff who observe others acting outside the letter or spirit of school policy and ethos should feel able to discuss the matter openly and honestly in support of the schools Mission Statement and in accordance with the Policy for Acceptable Behaviour. A culture of continuous improvement requires honest feedback. It is the responsibility of the person delivering feedback to do it fairly and with sensitivity. It is the responsibility of the recipient of such feedback to accept it with good grace. They should carefully consider whether or not they need to amend their practice as a result and do so if necessary. This should be the case whatever their relative positions in the school hierarchy. If the observer does not feel comfortable discussing the matter face to face then they must discuss it with the appropriate line manager .
Pupil behaviour outside lessons.	It is the responsibility of staff to deal with any instance of unacceptable behaviour that they observe. The simple rule is that 'if you see it you own it.' The behaviour should be addressed immediately if it is possible and if this is not possible then it should be followed up later using agreed procedures.(eg contribute to the marking of the PAS for that lesson) If this is not practicable then information should be communicated to the appropriate people via duty. Basic expectations are that pupils: • walk calmly on the left • line up calmly outside lessons • keep hands and feet to themselves • make no negative comments to or otherwise antagonise others • use appropriate language • follow staff instructions Staff may feel that a pupil's behaviour on the corridor makes it inappropriate for them to enter the room at the start of the lesson. Every effort should be made to communicate this to the member of staff at the door.
Proactive engagement	In any situation, including social situations, staff members should always be engaged with pupils either directly in learning, building relationships or distracting/deflecting. This should begin from the moment that the pupils arrive until the moment they leave.
Proactive planning.	Staff should plan their actions carefully, taking into account the pupils who will be present, the learning situation and any other information that has been communicated. Teaching and support staff should consider: • how to ensure they will arrive in a timely manner • what they will do and say to engage pupils as they arrive • what activity pupils will be asked to do to immediately engage them • who is likely to need immediate support to achieve a positive start

	- what differentiation is in place to ensure appropriate stretch and support - where pupils will sit and how their movement to their places will be managed - how they will position themselves in the room and in relation to likely behaviours - what they will do in response to events in the room - the type of learning activity, how pupils are likely to respond to it and the appropriate interventions - how pupils leave the room and are supported to arrive at the next lesson ready to learn - how they will build in time for marking and feedback - non-verbal and verbal cues to signal the need for intervention - how departure from the room will be managed - if any pupils are showing themselves unready to learn in the following session
Communication	Whilst one person is responsible for leading a lesson, its successful implementation is the responsibility of all staff who are present or become involved in any way. The lesson leader is responsible for directing and communicating with support staff. Equally they are responsible for creating an environment where support staff feel comfortable communicating information to them and acting with appropriate independence. Support staff are responsible for communicating issues to the lesson leader. This might be information about pupil learning/behaviour or might be feedback about the application of agreed policy. All are responsible for communicating in a timely way with Duty staff. This will not include an account of negative behaviours in the hearing of the pupil concerned or any other pupil. Duty staff will communicate with lesson leaders before pupils are returned for reintegration to a lesson. They will pass information arising from the lesson to other staff if it becomes necessary Serious incidents should be communicated to a member of SLT so that an appropriate response can be planned and implemented.

Positive Handling

Pupils will, from time to time, make choices that compromise the safety of others, their learning or cause unacceptable damage to the fabric or fixtures of the building. At such times it may be necessary to use 'Team Teach' positive handling techniques. These are the only techniques that will be used and this will only occur when de-escalation techniques have been exhausted or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is necessary but each episode will have one of the following features:

- The pupil concerned will be at risk of harm or of harming others.
- The pupil is causing extreme disruption or making it impossible for the school to operate effectively.
- Staff deem that the pupil's behaviour is likely to escalate to a point where they and others may be at risk of harm .
- The pupil is likely to commit a criminal offence.

Only staff who have appropriate 'Team Teach' training will become involved in positive handling and they will ensure that their intervention is reasonable and proportionate to the situation. Staff who are not appropriately trained will not become involved in positive handling but will call for assistance using the word 'staff!'

Staff who are appropriately trained should only intervene physically when it is safe to do so. If it is unsafe to use positive handling they can loudly instruct pupils to stop the activity and use the word 'staff' to call for assistance.

Searching

School staff can search a pupil for any item if the pupil agrees.(DfE departmental advice Searching, Screening and Confiscation dated Feb 2018)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

• knives or weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that the member of staff reasonably suspects has been, or is likely to be, used:
• to commit an offence, or
• to cause personal injury to, or damage to the property of, any person (including the pupil).
• Headteachers and authorised staff can also search for any item banned by the
school rules which has been identified in the rules as an item which may be searched for

Confiscation
• School staff can seize any prohibited item found as a result of a search. They can
also seize any item, they consider harmful or detrimental to school discipline.

Exclusion

Exclusion from school, from activities, from particular locations or from trips is still available for use by staff. They will not, however, be used in a punitive way and the language used when exclusion is awarded will not be punitive in nature.

Exclusion is available when behavioural choices become a matter of health and safety or when learning is compromised to an unacceptable level by persistent and extreme disruption. Exclusion of any kind, however, will only be used when sanctioned by a member of the senior management team.

We have an Exclusions policy which outlines the procedures for excluding a pupil, either fixed term or permanent.

EXCLUSIONS.doc

The behaviours in question rather than the individual in question will be tackled when an exclusion is applied. For example a script may run: It's great when you're involved with this activity because you bring a real sense of purpose to the group. The group can't function with these behaviours though. You are welcome to be involved as soon as I'm sure that the behaviours aren't going to come back'. This type of script can be adapted to many different situations.

There are times when a member of staff may judge that a pupil needs to leave the room or is not ready to join a group at the start of an activity. Teaching staff, in conjunction with duty staff are best placed to make a decision about this and pupils will not be allowed to join the group if their behaviours show that they are not ready to learn or to allow others to do so. The pupil will be allowed to re-join as soon as they show appropriate choices. This does not constitute an exclusion and the strategy can be used by any member of staff as the need arises.

In some circumstances a modified timetable may be applied in response to extreme or persistent negative behaviour choices. The timetable will be temporary in nature and will be designed with the child's best interest at the forefront. The modified timetable may by implemented outside normal school hours or may involve temporarily reduced hours inside school.

Missed Learning

Rationale
The primary function of Kilgarth School is to provide outstanding educational provision thus supporting academic progress and the development of essential pro-social skills. This policy is designed to support our primary function by:
- Encouraging all pupils to attend all of the timetabled lessons.
- Provide additional support for pupils who have elected to disengage with learning opportunities.

Aims
To reduce the number of learning opportunities lost by selective absence form lessons
To reduce the number of learning opportunities lost by selective disengagement from activities.
To compensate for these losses by providing replacement learning opportunities and to give pupils the chance to reflect positively upon their decision making.

Principles
Missed Learning will be applied to students who have chosen non-attendance of lessons without them having reasonable mitigating circumstances.
It will be applied after other strategies to modify this choice of behaviour have been exhausted.

It may be applied on a compulsory basis, with the support of parents and carers. It will **never** be applied in a punitive way. Missed Learning is not a sanction and will not be used as a 'threat'.
The learning completed will be that which was missed and will be supported wherever possible by the subject leader. Missed Learning is intended as a tool to modify behaviour choices. Once this has happened then any outstanding missed learning may be discontinued.

The Personal Achievement Sheet (PAS)   **Appendix A**

Each category is marked out of five at the end of each lesson and reasons for the scores awarded are explained to pupils at this time.

Pupils are told when a behaviour impacts positively on the PAS marks as soon as the behaviour is observed. Examples of these behaviours are available to all staff and are being produced in a pupil friendly format.

Scores are converted to percentages at the end of each day and are average PAS scores are displayed at the top of the PAS sheet. These are reset to zero at the end of each term. Some pupils do not wish to see the average PAS mark because a drop in the mark causes them anxiety. The average PAS mark is not displayed for these pupils.

When house points are awarded these are put onto the PAS sheet and collected and recorded at the end of each day. House points contribute to rewards. Staff and pupils are aware of the criteria for awarding house points.

PAS Sheet

	PUPIL NAME			PUPIL NAME			PUPIL NAME			PUPIL NAME			PUPIL NAME			PUPIL NAME		
MONDAY	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H
REG																		
ENGLISH																		
SCIENCE																		
Lexia																		
READING																		
LUNCH	■			■			■			■			■			■		
P.E.																		
MATHS																		
MATHS																		
P.D./SOCIALS																		
FOR OFFICE USE	24	27		24	27		24	27		24	27		24	27		24	27	
NEEDS																		
SOCIALS ?																		

E = effort
B = behaviour
H = housepoints