

**Mavisbank School**  
**PROMOTING POSITIVE BEHAVIOUR POLICY AND GUIDELINES**

**PURPOSE OF THIS POLICY AND ITS RELATED GUIDELINES**

In Mavisbank School our pupils have many and varied behaviours arising from their complex learning needs. All our pupils share the need to learn appropriate behaviour in a variety of settings.

The emphasis in this policy is on meeting needs through a positive and structured approach. Promoting positive behaviour is the responsibility of **all** staff. There are 6 key elements to this policy and related guidelines:

- Purpose/Rationale for Policy
- Aims of Policy and Guidelines
- Setting standards and defining appropriate behaviours - A Whole School Approach
- Identification of specific problem
- Appropriate interventions
- Support for staff and parents

**AIMS OF THIS POLICY AND RELATED GUIDELINES**

- To emphasise the importance of providing an environment which is safe, secure and conducive to learning
- To provide good models for our children and young people by defining appropriate behaviour and setting high standards ourselves.
- To value each child and young person as an individual
- To recognise that challenging behaviour arises for many reasons and from many causes
- To provide a system of early identification for problems
- To offer a wide range of strategies for supporting pupils with such problems
- To involve other agencies as appropriate
- To work in partnership with families and provide support to promote positive behaviour
- To ensure that staff working with pupils requiring behaviour support are themselves supported by colleagues and the management team.

## **SETTING STANDARDS AND DEFINING APPROPRIATE BEHAVIOUR: A WHOLE SCHOOL APPROACH**

The ethos of the school is caring and secure, and one where pupils can learn how to behave appropriately. The pupil who displays challenging behaviour is often unsure of what is expected of him/her. Clear and consistent messages are therefore obviously important.

All staff need to be part of creating and sustaining this ethos. The role of the adult is vital here. It is said that children and young people "Live what they learn".

### **IDENTIFICATION OF SPECIFIC PROBLEMS**

If the ethos and environment are as described above, most pupils will learn appropriate behaviour and will have no major difficulty in this area. However, there may be times where some of our pupils experience difficulties due to change in medication, in family circumstances, puberty, regression in condition, changes in staff teams and changes in approaches. These behaviour difficulties can range from slight to severe, from short to well established and long term. They can be school and/or home focussed.

The term challenging behaviour is often used to describe such difficulties. However, it is better to be more precise. Challenging behaviour is therefore viewed as something quite distinctive and the definition used in Mavisbank is:

**"Severely Challenging Behaviour refers to behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or delay access to and use of ordinary facilities.**

**(Emerson et al 1995)**

Whenever behaviour is of concern whether new, known, slight or challenging it must:

- be discussed by involved staff and management and required action identified
- engage information gathering (ABC chart, STAR chart or similar)
- intervention strategies agreed in line with this policy and put into action
- ALL staff informed
- management will notify parents of intervention strategies
- involve a risk assessment if required
- monitoring and evaluation of this whole process

## APPROPRIATE INTERVENTION

Any intervention must be appropriate and must fit the situation. It has to be compatible with the school ethos and in keeping with the aim of this policy, which is one of positive acceptance of the pupil with challenging behaviour.

1. Information Gathering (ABC Chart attached)  
Problem Definition  
Observation  
Measurement
  
2. Interpretation of Findings  
Functional Analysis  
Hypothesis Formation and Testing
  
3. Intervention Plan
  
4. Implementation
  
5. Evaluation

## **INTERVENTION STRATEGIES**

### **1. Relationships**

We intend to be non-aversive, to take a positive education stance which values the individual and accords him/her the same dignity and respect as we would wish for ourselves

### **2. The Environment**

Identifying triggers i.e. lights, noise, and visual

Physical adjustments

People - pupil, groups etc.

Expectations - clear and consistent

Stay calm

### **3. Specifics**

Communication - how and what they are communicating

- staff level of communication must be appropriate to pupil's understanding and comprehension level

Acquiring skills

Proximity

Cognitive ability to understand humour

Reinforcement of positive behaviour

Time-out (Time-out policy attached) for pupil, where appropriate

Plan to ignore behaviour but redirect and reward appropriately

Use of sanctions, previously agreed, but they must be understood by the pupil to be effective and immediate

## **SUPPORT FOR STAFF AND FAMILIES**

Teaching and caring for children and young people with complex learning needs is demanding physically, intellectually and emotionally. Where a pupil has challenging behaviour this can pose extra demands and cause stress within families and classes.

A positive approach to promoting positive behaviour should extend to the family and staff involved with the pupil.

All staff should be non-judgmental and supportive to colleagues whilst offering opinions and suggestions in a positive and open manner. Staff should be able to discuss their concerns, anxieties and feelings of stress with colleagues and management.

Staff should bring to the attention of management any concerns they have about stress within the family. A member of the management team in turn will endeavour to provide additional support to the family usually through outside agencies.

From time to time situations arise which are very stressful e.g. sustained aggressive and violent behaviour towards staff. It is vital in this situation that staff feel they have the support of colleagues and management. If any member of staff for whatever reason feels they are under stress or feel unable to cope with the crisis, they must ask for help at the time. This is important for the staff member and pupil involved. Help should be provided without criticism. Discussion can take place as to how a future crisis can be avoided or managed.

Ongoing staff training is also an important feature of staff support.

## **MONITORING AND EVALUATION**

Ongoing evaluation of all aspects of both this policy and classroom practice is essential if appropriate behaviour support is to be sustained in school. All staff, parents and other professionals can and should be involved in this process.

## **LINKED POLICIES AND STANDARDS**

North Lanarkshire Council, Education Department Policy on Physical Intervention (Restraint)

Child Protection Policy

Standard Circular 57

School's Time-Out Policy

School's Restraint Policy

## **LEGISLATION AND GUIDANCE**

Children (Scotland) Act 1995

UN Convention on the Rights of the Child. Ratified in the UK in 1991

Human Rights Act 1988

Health and Safety at Work Act 1974

Management of Health and Safety at Work Regulations (1992)

Reviewed and amended by: John Lochrie, David Smith, Eileen McDonnell

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