



The Key Intervention

Behaviour Management Policy

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Monitored by: Marie Rowley
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The Keys is committed to welcoming all pupils into an understanding and supportive environment, where relationships are the foundations which pupils use to build on personal growth. At The Key, pupils need's are recognised, no matter how they are communicated.

As part of our admissions process, we scrutinize presenting behaviours of individual pupils in order to unpick underlying causes for behaviour. For each pupil, we plan strategically to make reasonable adjustments to prevent challenging behaviours from occurring. We plan to respond and intervene positively to challenging situations, to reinforce positive outcomes. At The Key there is a strong focus on PACE and relational approaches, where adults have a clear understanding of their role as co regulators.

Intentions

- To foster the belief that all behaviour is communication and not a reflection of the individual pupil.
- To encourage pupils to recognise the triggers for their behaviour and provide them with the strategies to make better behaviour choices
- To recognise, share an model what expected behaviour looks like.
- To promote personal growth, self esteem and self discipline
- To teach appropriate behaviour through positive intervention

Aims

- To provide a safe, comfortable and caring environment where everyone's needs are met
- To ensure that all children are treated fairly, are shown respect and develop positive relationships
- To provide clear guidelines for children, staff and parents on expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up incidences personally
- To help children take control of their behaviour and be responsible for the consequences of it
- To use restorative approaches in response to behaviours, avoiding punishments
- To ensure all adults within the keys setting use consistent language to promote positive behaviour

All staff will

- Meet and greet pupils at the start of every day
- Give all pupil's 'a fresh start' at the beginning of every lesson
- Make reasonable adjustments to meet individual pupil's needs
- Model positive behaviours and positive relationships
- Recognise and reward pupil's efforts and achievements
- Always redirect pupil's behaviour by referring to our 'Key rules'

All parents will

- Work in partnership with the pupil's home school and The Key, to ensure consistent messages are given about expected behaviours
- Support The Keys rules and policies
- Inform The Key staff about any issues at home that might affect a child's learning or behaviour

A consistent approach

All members of staff will manage behaviour effectively by:

- Deliberately and persistently recognising pupils doing the right thing, and praising them in front of others
- Knowing their pupils well, and developing positive relationships with all
- Working hard to build mutual respect by getting to know each pupil as an individual
- Remaining calm and modelling desired emotions, using PACE strategies to help regulate pupils
- Demonstrating unconditional care and compassion, always keeping the pupil in mind.

Because children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be understanding and fair

- Have a sense of humour
- Separate them as an individual from their behaviour

The 3 Key rules

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are **praised publicly** and **reminded in private**.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

The Key has 3 simple rules **‘Be Willing, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive intervention plans which may include rewards to reinforce positive behaviour.

The Key Rules	The Key Consistencies	The Key Recognitions
1. Be Willing 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently recognizing children doing the right thing 3. Early identificant & intervention of behaviour 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language and use of PACE approach 6. Accompanying children to the gate at the end of every day	1. Recognition boards 2. Stickers & Certificates 3. Phone call/text home 4. Verbal praise 5. Class Rewards 6. Show work to another adults 7. The Key star of the week 8. Recognition in assembly

Stepped Boundaries

REMINDER	<p>I noticed you chose to (noticed behaviour) I can see you are..... (validate emotion) This is a REMINDER that we need to be... (Willing, Respectful, Safe) You now have the chance to make a better choice</p> <p>Example – ‘I’ve noticed that you are finding this difficult and can see that you are frustrated. Remember you can be successful if you are willing to have a go. Let’s have a go together to get this done. Thanks for trying.’</p>
WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you about being.... (validate emotion) Shall we step outside to chat about how you are feeling. If you continue to choose to (reference rule being broken, EG not be safe) I will have to ask you to, (work at another table / go to the quiet area etc)</p> <p>(learner's name), Do you remember when (example of previous positive behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I’m glad we had this conversation</p> <p>Example - ‘I have noticed you are still not ready to do your work. You’ve been reminded of the school rule of being Willing. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
TIME TOGETHER	<p>You are (noticed behaviour) which means you are (reference rule) Example – You are throwing objects which means you are not being safe. You need to.....(Go to quiet space - sensory room, reflection room, outside) ‘I will come with you’ or ‘I will come and speak to you in two minutes’</p> <p>Example – ‘ You are swearing at others’. You are breaking the Key rule of being respectful. You have now chosen to go and sit in the quiet area. I will come with you. Thank you for listening.’</p> <p>As soon as the pupil is showing signs or bring ready, they are reintroduced to the classroom with support of an adult – this must always take place before the lesson ends.</p> <p>*DO NOT describe child’s behaviour to other adults in front of the child*</p>
REPAIR & RESTORE	<p>Staff will identify the most appropriate time & most appropriate approach for a reflection, ensuring the pupil has returned to a calm state and is clear of the ‘crisis’ zone to avoid reescalation of behaviour. As always, referring to PIP (Pupil Intervention Plan)</p> <p>What happened? What were you feeling at the time? How are you feeling now? How did this make other people feel? Who has been affected? What should we do to put</p>

	<p>things right? How can we do things differently?</p> <p>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Repair & restore is a vital element of a relational approach.</p>
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Sanctions

Sanctions *should*

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group or effect activities of other individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be in proportion to the action

Sanctions *should not*

- Exclude pupils from curriculum opportunities and activities
- Be shared with other pupils
- Be carried over to the following day.

The Key Intervention Sanction System

Each pupil has the opportunity to earn reward time each session, the pupil does not earn the reward time for that session if behaviour has been unacceptable/ if Key rules have been broken.

Each pupil has the potential to earn 25mins reward per day - 5mins X 5 sessions (morning session 1, break, morning session 2, lunch, afternoon session). Reward time is at 2:15pm.

The break down of reward times can be flexible depending on the age/needs of the class, at the class teachers discretion. EG, for Reception or Year 1 pupils, the teacher may split the reward time into a morning and afternoon session to provide shorter time frames for expectations and a more immediate positive response.

Reward time is an important part of the day at The Key Intervention, it is not only a reward but also an opportunity for pupil's to be independent in making choices, to socialise and to be proud of their achievements. Staff ensure that reward time is desirable by providing and supporting a range of choice activities that are meaningful and enjoyable for the pupils in their class.

Language around Behaviour

At The Key, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave appropriately.

Language should

- Reflect the policy's scripted responses
- Be specific and factual when describing behaviors observed
- Recognize, empathise, validate and label emotions
- Follow the PACE strategy

Language should not

- Include descriptive phrases such as 'kicked off' or 'screaming fit', as this is unhelpful language that makes the details of the behaviour unclear.
- Be delivered in the presence of other pupils.
- Be delivered in an aggressive/ challenging or sarcastic tone.

High Level Behaviours

At The Key we recognise that pupil's behaviour is their way of communicating emotion, or their attempt at seeking or avoiding a situation. We also understand that for many pupils that attend our setting, previous trauma and adverse childhood experiences have impacted on their ability to react in an age appropriate way and to express their emotions safely.

Pupil's who have displayed high level and dangerous behaviours will have a bespoke 'Positive Intervention Plan'.

Use of physical intervention or reasonable force, maybe used if a pupil is or is about to:

- Do an injury to self/ others
 - Cause significant damage to property
 - Engage in behaviours that seriously disrupt good order and discipline
 - Commit a criminal offense

- Physical intervention or reasonable force will only be used as last resort.

- All staff at The Key are trained in Team Teach. 2 members of staff are Team Teach trainers.
- The Key will record all serious behaviour incidents on individual Pupil chronology documents.
- The Key will record any physical intervention in the TeamTeach bound book.

Recording of Behaviour

The teachers at the Key Intervention complete a weekly report which is sent to the pupil's home school each week. This report includes a RAG rated timetable, which indicates the levels of behaviours displayed by the pupil that week. The purpose of this RAG rating is to inform the school about the pupil's successes and difficulties throughout the week, it is also used by staff at The Key to monitor changes/progress in behaviour over time.

The RAG system indicates the following levels of behaviour:

<u>Green</u>	<u>Amber</u>	<u>Red</u>
Positive/ Expected behaviours	Inappropriate behaviours: disruption / refusal / language etc	High level behaviours: RPI / risky behaviours / damage or injury etc

The above is The Key Intervention's own levelling system, which covers a wide range of behaviours including those displayed by pupils in a calm state to those in extreme states of dysregulation. The RAG system is not designed to reflect behavioural descriptions of individual mainstream schools, instead the aim is to ensure a consistent approach for Key Intervention staff. This system is purely for professionals, and it is not a system that is shared with pupils to label their behaviours.

Examples of behaviours which fall into the above RAG system:

Green: Following instructions, completing tasks, remaining at desk/designated learning area, engaging with adults, responding positively to initial 'reminders', respectful attitude, willingness to 'have a go', positive social interaction with peers.

Orange – Disruption to others learning or to classroom routine, moving around the classroom or setting without permission, shouting / using inappropriate language, leaving the classroom or designated learning area, not responding to reminders of behaviours, not following instructions, antagonising others, negative social interaction with peers.

Red – Any incident requiring RPI (restrictive physical intervention), physical behaviours (hitting/kicking/biting etc), causing damage to resources or environment, causing harm to others, risky or dangerous behaviours that could cause injury to themselves or others.

All 'Red' behaviours are recorded in detail on the pupils Chronology, which is also shared with the home school each week. All RPI incidents will be recorded in the Team Teach bound book.

Suspension

Pupil's **will not** be **suspended** from The Key Intervention . However, in extreme circumstances following a dangerous behaviour incident, there may be a need for a pupil to spend a short period of time away from the setting to allow for a review of risk assessment, this is to ensure everyone's safety on return.

Staff will support the pupils understanding of this decision, focusing on the Key rule of 'be safe', this support for the pupil will aim to avoid any feeling of failure or rejection.

If a pupil receives a suspension from their home school during their placement at the Key, the number of suspended days must be consecutive. For example, if a pupil receives a 3 day suspension on a Thursday at their home school, this suspension will include the Friday, Monday and Tuesday, regardless of which setting the pupil should be attending inline with their reintegration timetable.

It is **not** possible for a suspension to only include the days that the pupil is due to be in their home school. For example, if a pupil receives a 3 day suspension on a Thursday at their home school, this suspension **can not** include that Friday and then the Thursday and Friday the following week, while attending the Key inbetween.

Extreme Circumstances *

***This section is required as part of the The Key Intervention Policy, due to the specialist nature of the setting and the high number of pupil with significant needs.**

If a pupil's level of dysregulation is so extreme that there is a significant risk to themselves or others, an immediate dynamic risk assessment will be undertaken to ensure everyone's safety.

Very rarely and only in extreme circumstances, a decision may be made to restrict a pupil's access to areas of The Key setting. This may involve physically preventing the pupil from leaving the reflection room temporarily, by use of a closed door. This safety strategy will only be acted upon in an emergency situation, and then following consultation with SLT and parents, this strategy will be detailed within the pupil's Positive intervention plan. This safety strategy is only implemented to **prevent further harm or damage from happening which could lead to serious injury or serious consequences for the child.**

If a pupil's access has been restricted, the pupil will always be visually monitored by two staff. If at any time the pupil is at risk of self-harm, staff will enter the room and use physical intervention to keep the child safe. Following an incident staff will update positive intervention plans and discuss any incidents as part of the daily de-briefing. We will use every opportunity to learn from these extreme incidences to enable us to reduce them. Parents will be informed through a phone call or meeting and any positive handling will be recorded in the Team Teach bound book.