

St. Gerard's School & Support Services



Positive Behaviour Policy

Our School is a **Rights Respecting School** and Articles 2, 12, 19 and 28 of **The United Nations Convention on the Rights of the Child (UNCRC)** underpins this policy:

Every child has the right to:

- Be **protected from discrimination** (Article 2).
- **Express their views, feelings and wishes**, in a supported and accessible way, in matters affecting them, and to have these taken seriously (Article 12).
- Be **protected from all forms of physical or mental violence, injury, abuse, maltreatment or exploitation** (Article 19).
- **Education**, with appropriate support to enable them to achieve their full potential (Article 28).

Our Ethos

Ethos is like the wind, it can't be seen but it can be felt around us.
When we get the ethos right then everything else follows.

The word ethos comes from a Greek word that really means
"how we do things around here".
Ethos describes how we treat each other - pupils, staff and parents.

In St. Gerard's we base our ethos on the teaching of the gospel.
Love is the corner stone of our ethos.

St. Paul to the Corinthians tells us what love is:

*"Patient and kind
Never rude,
or irritable.
It never gives up".*

Hence in our relationships with each other we must show respect and sensitivity.
A feeling of efficacy must be present - the views of all have to be considered.
St. Gerard's is a place where people want to go to work - a place where we all want to learn.

Our curriculum and the way we teach it reflects the ethos.
We encourage and cajole our pupils to reach their full potential.
We teachers use wit and its cousin wisdom to fill our pupils with real confidence.

When things go wrong we teach our pupils and ourselves to learn from our mistakes. Our
discipline procedures are anchored in our pastoral care of each other.
The extra things we do for each other are done with good grace.
The ethos of St. Gerard's is visible in the extra miles we go.

Context

St Gerard's is a catholic co-educational special school that caters for pupils from the ages of 3-19 with a range of additional needs.

All students are referred to the school by the Education Authority, Belfast region and have a Statement of Special Educational Need.

We provide small class settings with highly skilled and experienced Teaching and Learning Assistant support staff.

We work as part of a multidisciplinary team. Allied Health Professionals such as Speech and Language therapists and Occupational therapists are an integral part of our school team. The team works closely with education staff, other professionals and parents/carers to facilitate each child's development and maximise their potential. We link with a number of other outside agencies to support the students.

Our mission statement: Achieve, Believe and Celebrate encompasses everything we do in St Gerard's in helping our pupils reach their full potential: spiritually, physically, emotionally, academically and socially.

The Pastoral Care Policies should be read in conjunction with the Learning and Teaching policies as they are intrinsically linked. This is to ensure that the policies have a positive impact for pupils, parents and staff in St Gerard's.

Rationale

The creation and maintenance of an orderly working environment is a pre-requisite of effective teaching and learning. The Positive Behaviour Policy in St Gerard's is a statement of good practice which allows all pupils to learn and all teachers to teach.

St Gerard's seeks to affirm a positive environment which is conducive to learning and in which every individual pupil is respected. It is not simply a list of regulations and sanctions but is a statement of the school's values and beliefs setting out expectations for teachers, pupils and parents. It is framed within the context of Pastoral Care. It seeks to set out guidelines that support all pupils and lead them towards a position of self-discipline and personal responsibility. In St Gerard's we aim to provide a caring and secure environment in which our pupils can develop their potential while growing in self-esteem and confidence. We structure the learning environment so that children will be encouraged to respect other people and to persevere at given tasks. To accomplish this we actively seek the co-operation of the parents in the shared task of educating our pupils.

Adopting a whole school approach and focus on positive discipline, we recognise that the majority of children behave and conform to the rules, and the principle should be, that positive consequences for acceptable behaviour should occur with far greater frequency than negative consequences for misbehaviour. Negative consequences may stop inappropriate behaviour, but only positive consequences achieve long term positive behaviour. A positive

behaviour policy does not in itself guarantee a supportive school environment. That must involve a broad range of strategies. It is however a crucial component of a supportive environment. It is a critical part of school policy.

Aims of the Policy

- To develop a learning community where pupils may co-operate with each other, work and play together, take responsibility for their own actions and strive to fulfil their full potential.
- To encourage each child to develop self-discipline, self-esteem, self-respect and respect for others.
- To develop good attitudes to work and the will to overcome difficulties.
- To create an environment where everyone is respected, diversity is celebrated and no-one encounters prejudice.
- To establish a whole school approach towards the positive management of behaviour.
- To develop positive partnerships with pupils, parents and outside agencies in developing appropriate behaviours.
- To promote the early identification of pupils presenting with behaviour problems and employ the additional support required.
- To develop policy which has clear stepped procedures for dealing with breaches of discipline and is consistently and fairly applied.
- To employ an appropriately restrained use of the suspension and expulsion sanctions.
- To ensure that Team Teach Techniques are only used when totally necessary to ensure the personal safety of pupils or staff.
- To provide additional support to those pupils who present with challenging behaviours.

Rights and Responsibilities

Rights of the Pupil

- To feel safe, secure and happy at St Gerard's.
- To experience a broad, balanced and stimulating curriculum.
- To be respected.
- To be treated fairly.

Responsibility / Role of the Pupil

- To follow the school rules.
- To respect themselves and set high and achievable personal goals
- To respect others, their belongings and their environment.

- To be responsible for his or her own actions.
- To show consideration and think about the possible consequences of their behaviours.
- To work to the best of their ability.

Rights of the Teacher

- To be treated with respect and dignity.
- To deliver the curriculum in a trouble free environment.
- To be supported by parents.
- To be supported by the Leadership Team within the school
- To deliver the curriculum in a trouble free environment.
- To be kept informed.

Responsibility/Role of Teacher.

Positive behaviour begins with the Classroom Teacher and Classroom Assistant Teams. It is their role to:

- act as a positive role model for every pupil
- show an interest in each individual pupil, developing strong positive relationships based on mutual respect, trust and dignity.
- create a safe, happy and nurturing learning environment.
- help develop pupil's self-confidence, self-esteem and image.
- listen to and take on board pupil's thoughts and opinions.
- provide a broad, balanced and interesting curriculum.
- set high but realistic targets for each pupil.
- meet the individual needs of each child.
- provide a consistent teaching approach with clear boundaries within a secure and structured learning environment.
- encourage pupils to recognise the purpose of and need for school rules.
- teach children to recognise and understand their behaviours and emotions and highlight more positive alternatives to dealing with difficult/challenging situations.
- identify early warning signs that inappropriate behaviours are developing and actively employ positive strategies to prevent this.
- allow pupils sufficient time to reflect upon and process inappropriate behaviours.
- work with parents to encourage positive behaviours and respond to those that are inappropriate.
- seek further support from colleagues as outlined in the referral diagram.
- Employ Team Teach Strategies where a student or member of staff is at risk of harm or where a student is seriously damaging property.
- To be empathetic to the individual needs of the pupils
- Be flexible in their approaches regarding those students with specific diagnoses synonymous with challenging behaviours.
- Follow up on incidents of challenging behaviours through restorative practice.

Rights of Parents

- To be welcomed into the school.
- To be involved in their child's education.
- To be kept informed.
- To have their concerns dealt with fairly.

Responsibility / Role of the Parent

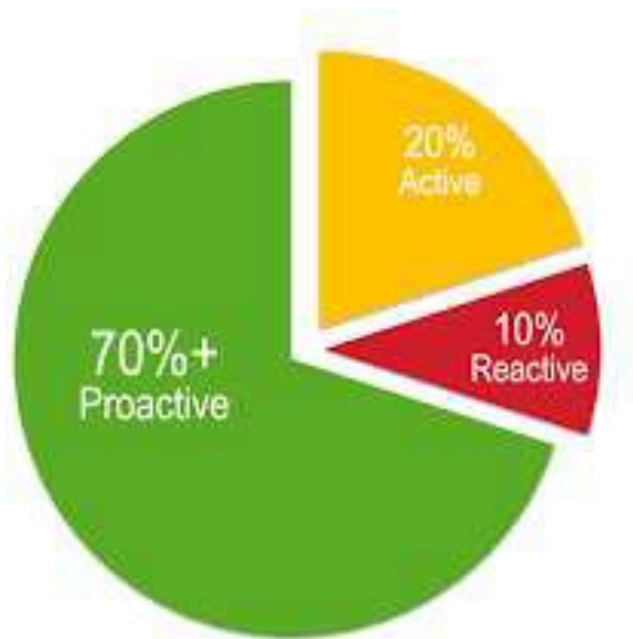
- To work in partnership with the school.
- To ensure good attendance and equip the child for school.
- To have a positive attitude to school and staff.
- To inform the school of any relevant change of circumstance that could impact upon behaviour.
- To attend meetings to discuss their child's behaviour
- To set high expectations for your child's behaviour in school.
- The cost of any damage caused by your child's misbehaviour may be charged to parents or guardians.

The balance between rights and responsibilities is a crucial factor in all relationships. We recognise that the special needs of our pupils may have an impact on their behaviour. Allowances are made for this. However, we have a duty of care to all members of the school community. If the behaviours of a pupil are such that they may cause harm to another pupil or member of staff, then that pupils placement will be reviewed in line with the appropriate EA guidance.

Routines and Procedures that encourage positive behaviour

Individual teachers will have developed routines and procedures that enable their classroom organisation and control. The following are suggested to allow for the smooth running of the school and should encourage a consistent and agreed approach to effective management and organisation.

- No pupil should be out of class without the teacher's permission
- Pupils must be encouraged to move about the school in an orderly fashion
- Whole class visits to the toilet should be the norm
- Teachers must actively encourage good attendance, punctuality and behaviour in school
- Pupils should be made aware of contact and unity between home and school
- Pupils should not be stood outside the classroom. Supervision is imperative at all times
- A teacher should not leave a class which is out of control, ***send for assistance***
- Whole class sanctions are discouraged
- The discipline used by a teacher should be consistent with school policy
- All incidences of bullying must be challenged and reported (see Anti-Bullying Policy).

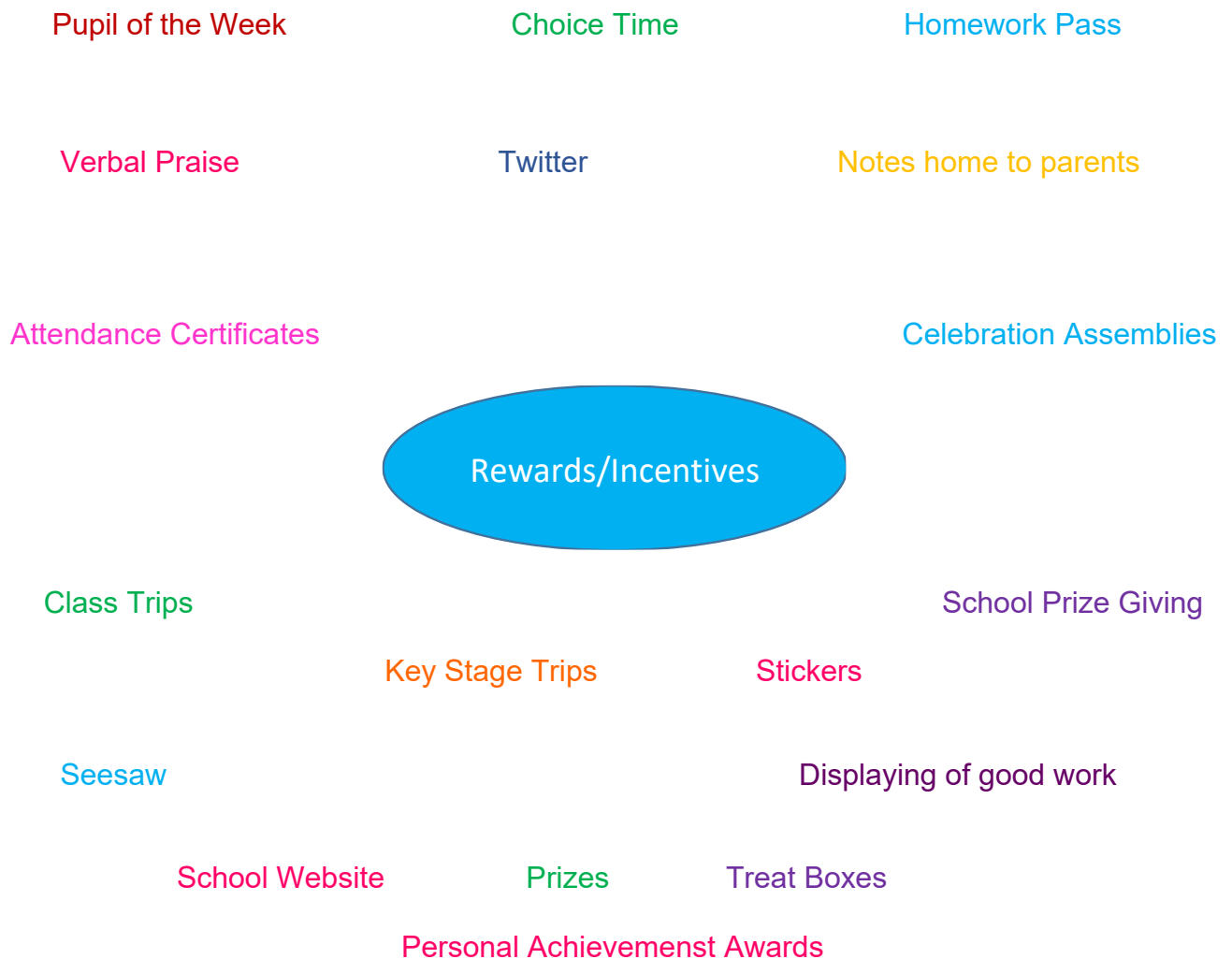


Positive Behaviour Practices

Rewards and Incentives

The school promotes a positive approach to learning by recognising effort and achievement. Pupil achievement both inside and outside of school is recognised and celebrated. Pupils are encouraged to develop socially, physically, emotionally, academically and spiritually.

The following diagram gives some examples of rewards/incentives which are used in the process:



Teachers are also encouraged to operate any other system that they feel will enhance pupil behaviour in their own classroom.

Disciplinary Procedures

It is the responsibility of every teacher to maintain effective discipline within their classroom.

There is no retreat from this – it is part of our job

When good classroom discipline is being disrupted then procedures should be set in motion. Initial responsibility for discipline problems rests with that teacher. If misbehaviour persists support may be sought from the class teacher/ key stage co-ordinator (when appropriate) /parent. In more severe/ persistent breaches of discipline such as abuse directed at staff or vandalism support should be sought from the Head of School and or the Pastoral Leader. If physical assault of a pupil or a member of staff occurs this should be referred directly to the Vice Principal or Principal.

Poor Discipline outside the Classroom

All staff should tackle poor behaviour if it arises outside the classroom. The member of staff involved should deal with this behaviour as it arises. If poor behaviour is repeated, follow the procedures.

Please note:

A pupil causing a discipline problem should never be left outside or sent from a classroom during lessons. Isolate the pupil in the classroom if they are causing a discipline problem. When a serious disciplinary matter occurs during class time staff have access to phones and may contact the Key Stage Co-ordinator (when appropriate)/ Head of School/Pastoral Leader/Vice Principal or Principal for assistance accordingly.

Finally, behaviour in St Gerard's is normally of a very high standard. The majority of our pupils adhere to the school rules. These disciplinary procedures will help us monitor and support those small number of pupils who find it extremely hard for a range of reasons to follow school rules at certain times.

Sanctions

The pyramid below shows the staged approach to issuing sanctions and who would be involved at each stage. We need to be flexible within these stages. Much will depend on the individual students and the individual situation. A one fits all approach will not be taken. Each pupil is an individual with individual experiences, needs and abilities.

Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the pupil concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual pupils.

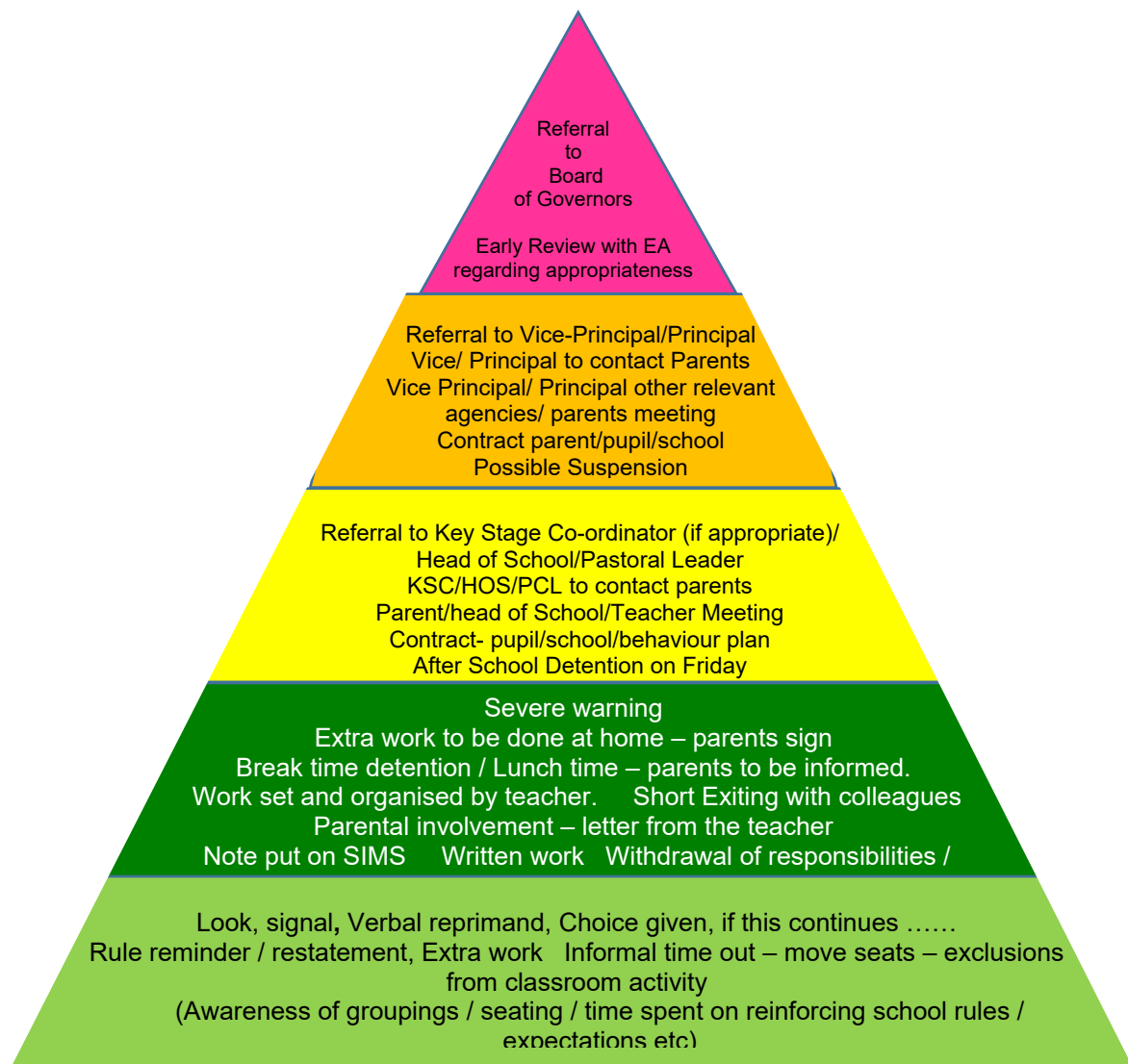
Parents will be sensitively informed of incidents resulting in sanctions.

Where it is considered necessary to use sanctions, they are to be:

- Realistic, sensitive, enforceable and just
- Used in a planned way in situations where pupils have prior knowledge and understanding of the sanction
- Commensurate to the level of behaviour
- Applied equitably and consistently
- Appropriate to the individual pupil (in relation to their SEN needs). the behaviour displayed and circumstances
- As far as possible, contemporaneous i.e. applied as soon as possible after an inappropriate behaviour(s) has been displayed. Where it is absolutely necessary for a sanction to be delayed e.g. pupil has been absent for a few days, the pupil is to be informed of this at the time the sanction is set. When the sanction is being put into effect, the pupil is always to be reminded of why it is happening.

Sanctions that may not be used include:

- Time out by putting a pupil out of sight and hearing of staff
- Verbal threats or verbal abuse
- Use of threats of fears or phobias
- Humiliation in front of peers/staff
- Use of 'naughty chair/corner'
- Forcing pupil to eat/drink something they dislike
- Withdrawal of children from routine curriculum activities e.g. swimming, school trip
- The only occasions where it would be considered appropriate for a child to miss a curriculum activity is where there is a genuine assessed risk of injury to the pupil and/or other pupils and/or adults and/or risk of serious harm to property
- No pupil would be denied the privilege of attending a class trip as a 'punishment' A pupil may however be excluded from a school trip where their behavior may compromise the health and safety of themselves or others when put of school. A risk assessment would be carried out in order to support the decision and this will be shared with parents.



	Class Teacher/ Assistant		Teacher		K. ord./Head of School/Pastoral Lead
	Vice Principal/Principal		G. & EA		

Role of SLT

- To monitor the implementation of the Positive Behaviour Policy
- To ensure it is the focus of departmental meetings.
- To ensure relevant CPD is provided.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or other
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Use of Physical Intervention and Restraint

There are occasions when physical contact or restraint whilst supporting our pupils may be required.

It should be rare that restraint is required, but may be necessary to:

- prevent a pupil causing harm to him/herself.
- to prevent a pupil causing harm to another person.
- prevent a pupil causing serious damage to property.
- restore safety.
-

Physical restraint is used only as a last resort in extreme circumstances and when no other option is possible. No more than the minimum necessary force must be used, considering all the circumstances, and the restraint should continue for the minimum amount of time necessary.

In cases where it is likely that it will be necessary to use physical restraint (planned intervention) parents / carers will be involved and told how the restraint is to be exercised. There will always be cases where it is not possible to anticipate beforehand that physical restraint may be needed. In these cases, the above guidance will still apply, and parents/ carers will be informed of the intervention. Only staff who have been trained in physical intervention techniques (Team Teach) will be sanctioned to use planned, restrictive physical interventions.

Recording and Reporting

If it is foreseeable that physical intervention or restraint may be necessary, this will be written into the individual pupil's Behaviour Support Plan and Individual Pupil Risk assessment. These incidents will be recorded on the schools CPOMS system. Parents will be informed when a physical intervention is used.

Where unforeseen physical intervention or restraint has been used, a record of the incident will be reported on the schools CPOMS system. It will then be added to the pupil's Behaviour Support Plan & IPRA.

The Head of Department, VP and Principal monitor behaviour data and work with classroom staff to review and develop positive behaviour strategies which are appropriate and effective.

Additional Behaviour Support

Behaviour Plans

As outlined above, where a student is having ongoing difficulties with managing their behaviour, a behaviour plan may be necessary. This will identify a few behaviour targets for priority for intervention and will outline a number of proactive and reactive strategies for staff to help manage the targeted areas of behaviour. The plan should be shared with all staff managing the student and also with parents and students themselves where appropriate and a copy should be kept in the student's file for future reference. The behaviour plan should be reviewed regularly and outcomes monitored carefully. It is hoped that progress will be such that the behaviour plan can eventually be withdrawn. In cases where progress is not made with the implementation of this policy, advice and input may be sought through other agencies such as, EA Behaviour Support Service and CAMHS.

Risk Management Plan/ Positive Handling plan

Where a student has displayed behaviour requiring physical intervention a risk management plan and positive handling plan will be actioned drawn up by class team, led by the class teacher. Where an incident of a physical nature has taken place the pupil should be debriefed by the staff members handling the incident and the staff should be debriefed by the Head of School/Pastoral Lead/VP/Principal.

Involving Parents

Parents are encouraged to take an active part in the school. We believe that is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all pupils positive behaviour. Class teachers will contact the parent to inform them of any significant behaviour incidents that day.

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how school and home might help the pupil to improve his or her behaviour.

Where additional support (as outlined above) has been put in place, the parent will be involved in the process of monitoring and review.

In very exceptional circumstances a pupil might be suspended from school. The process of suspensions will strictly follow guidance as given by the Education Authority.

Records of Behaviour

Staff will keep record of good behaviour and the achievements of the pupils.

Staff will record behaviour incidents on CPOMS.

Any incidents of physical handling will be recorded in a bound book in the principal's office.

Methods of monitoring, reviewing and evaluating progress:

- Review of Data
- Voice
- Observations – formal and informal

As Behaviour in schools is of paramount importance the Positive Behaviour Policy will be reviewed on an annual basis.

Sources of Evidence:

- Positive Behaviour Policy
- Pastoral Policies
- Teaching and Learning Policy
- Assessment Policy
- Pupil Work
- Stakeholder Voice – Pupil and Teacher
- Classroom/School Observation formal and informal

Behaviour Support Team

Risk Assessment / Risk Management Plan / Positive Handling Plan

Pupil:

Date of Birth:

Teacher:

Date:

Medical Conditions which may affect behaviour:

Likelihood/Probability Rating		
Highly Probable/Almost certain	Will occur immediately or in the short term (chance of occurrence > 85%)	5
Probable/very likely	Could occur immediately or in the short term (Probability 61 to 85%)	4
Possible/likely	Fairly likely to occur in medium term, or in some circumstances (Probability 31 to 60%)	3
Unlikely	Unlikely to occur but could occur at some time (Probability 11 to 30%)	2
Remote/Rare	May only occur in exceptional circumstances (Probability <11%)	1

Severity/Impact Rating		
Catastrophic	Single or multiple fatalities, widespread illness, permanent or life changing injuries.	5
Major/serious	Major/serious injury or illness to an individual or group	4
Significant	Significant injuries or illness requiring absence from work	3
Moderate	Moderate injuries requiring first aid	2
Minor	Minor injury	1

RISK LEVELS

SEVERITY/IMPACT	Catastrophic	5	5	10	15	20	25
	Major	4	4	8	12	16	20
	Significant	3	3	6	9	12	15
	Moderate	2	2	4	6	8	10
	Minor	1	1	2	3	4	5
			1	2	3	4	5
			Remote Rare (<11%)	Unlikely (11-30%)	Possible Likely (31-60%)	Probable Very Likely (61-85%)	Almost Certain (>85%)
LIKELIHOOD/PROBABILITY							

Risk Level Description	Numerical Value
High – Intolerable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk before the work can resume	15 - 25
Medium – Substantial. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to control/reduce the risk.	8 - 12
Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.	4 - 6
Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk	1 - 3

Hazards /Areas of Concern e.g. verbal/physical aggression, language, absconding, impulsive, etc. (To be detailed overleaf)	Probability Rating 1-Remote/Rare 2-Unlikely 3-Possible/likely 4-Probable/very likely 5-Highly Probable/Almost certain	Consequence Rating 1-Minor 2-Moderate 3-Significant 4-Major 5-Catastrophic	Prob. X Consequence	Does this need to be included in a risk management plan? YES/NO
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Risk Management Plan

Hazards/ Areas of concern identified:	Identified trends in behaviour. (Consider activities, locations, time, peers, staffing, specific triggers etc., when behaviour occurs)

Level One Risk Management Plan:

Do's – (what to do and what to say)	Don'ts – (what not to say and what not to do)

Review Date: _____

Level 2 and 3 Risk Management Plan

Identified Hazards:

Identified Risk/Hazard (to self, to others, to property)	Preventative Measures	Reactive Measures	Responsibility	Effectiveness of Interventions/Strategies
Physical aggression towards staff				
Physical aggression towards Pupils				
Physical aggression towards self				
Destruction of items within the classroom / breaking/throwing				

Level 3 Only – Positive Handling Plan

Reactive strategies involving physical intervention/use of reasonable force.

NB Legally, use of reasonable force should be:

- In the best interests of the individual child (Children's Order)
- Necessary (Human Rights Act)
- Reasonable and proportionate (Circular 1999/9)

Planned Use of Restrictive Physical Interventions

Physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of physical intervention could be considered, after a range of other de-escalation options have been tried, or have been considered and have been thought to be unsafe:

- Harm to self
- Harm to staff
- Harm to other children
- Throwing items that might cause danger

The following physical interventions have been agreed for use in appropriate circumstances. Minimal appropriate force applied for the shortest possible period of time will always be the first option:

Emergency Use of Restrictive Physical Interventions

Emergency use of physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of physical interventions in this situation will be agreed by two members of staff.

Signed: _____ (Principal/nominated person) Date: _____

Signed: _____ (Parent/Carer) Date: _____



Positive Handling Plan

Name: _____

DOB: _____ Date: _____

SCHOOL: St Gerard's School

Likelihood of Physical Intervention Required:

High Risk	Medium Risk	Low Risk	None
☐	☐	☐	☐

Triggers/Situations likely to result in Physical Intervention:

When does it occur?

Where does it occur?

What is the behaviour like/ what is most likely to happen?

Strategies to be used (where possible) before Physical Intervention:

Give Time ☐ (when safe)	Distraction ☐ In some situations	State Alternatives/ ☐ Consequences	Praise partial ☐ Compliance
Give Space ☐ (when safe)	Reassure/ ☐ Remind	Other staff ☐ intervene	Repeat request ☐
Talk calmly ☐	Give a count ☐	Instruct ☐ Other pupils	Remove Stimulus ☐
Firm clear instructions ☐	Planned Ignoring ☐	Negotiation ☐	Humour ☐
Contingent touch ☐			

Other: (describe any interests, words etc, which may divert attention from an escalating crisis)

Prevention: (describe any strategies that should be avoided)

Preferred Handling Strategies to be used:

Help Hug	☐
Cradle Hug	☐
Standing Wrap	☐
Sitting Wrap	☐
Standing Double Elbow	☐
Half Shield	☐
Sitting Double Elbow (Single person	☐
Standing Single Elbow (Two person)	☐
Sitting Single Elbow (Two person)	☐
Figure of Four (Two person)	☐
Advanced Front Ground Recovery (Three person)	☐
Elbow Guide	☐
Clothing Response (detail: _____)	☐
Biting Response (detail: _____)	☐
Hair Response (detail: _____)	☐
Response to deliberate dead weight	☐
Fight separation (detail: _____)	☐
Other: If in danger (ie climbing) hold legs and talk calmly	☐
Remove shoes.	

Debrief process required after Physical Intervention e.g. Space, talk through etc:

Recording and reporting if required:

CPOMS	☐
Serious Incident Form	☐
Contact parent/ guardian	☐
Contact social worker	☐
Bound Book	☐
PSNI	☐
Other	☐



St Gerard's Incident Debrief

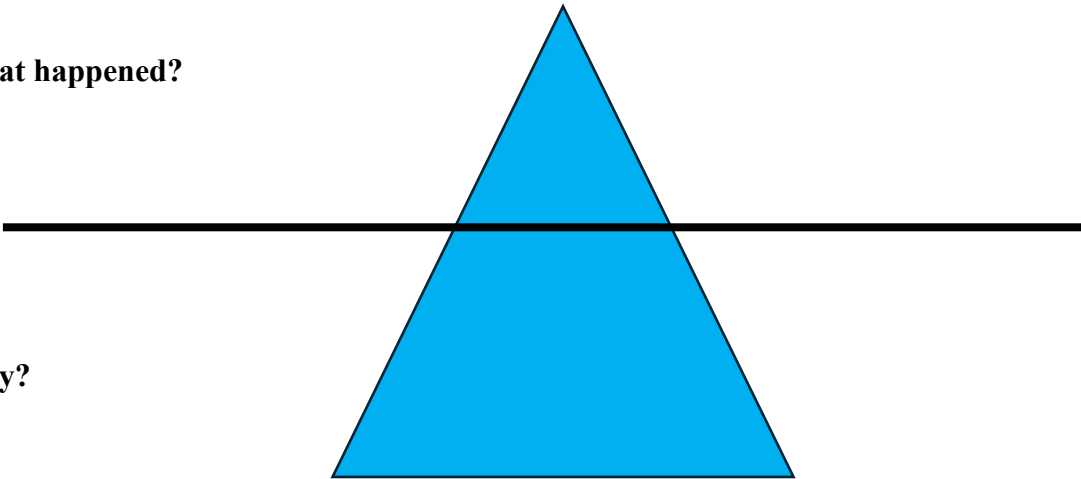


Class:	Date:
Staff Present:	Pupils Involved:

Key Areas of Discussion:

- 1. Wellbeing check – Staff & Pupils**
- 2. Discussion of the incident:** *(factually and objectively. Consider all points of view and complete Icebergs six stages of crisis to reflect upon the point of view of the pupil involved)*

What happened?



Why?

- 3. Reflection:** *is there anything that could have changed the outcome? (Consider the environment, direct/indirect actions of both staff and pupils)*
- 4. Repairing relationships:** *what can be done to facilitate/repair adult - adult, adult – child, child – child.*
Plan and include child if this is appropriate to their developmental stage.

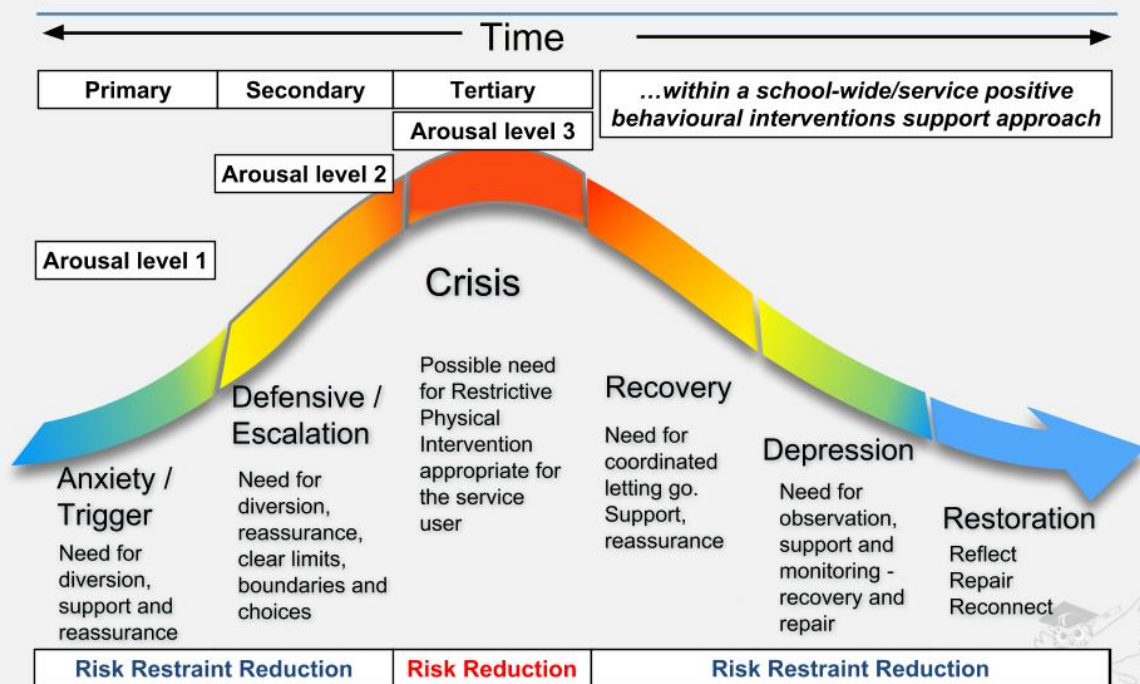
5. **Action Plan:** What needs to immediately change from a risk assessment point of view? Adapt BSP & Risk Assessments in light of discussions & consensus.

(You may wish to consider training, referral to other agencies, use of PPE in addition to the above)

Now consider longer term teaching strategy.

Recorded By:

Six Stages of a Crisis



Team-Teach

www.team-teach.co.uk

Working together to safeguard people and services

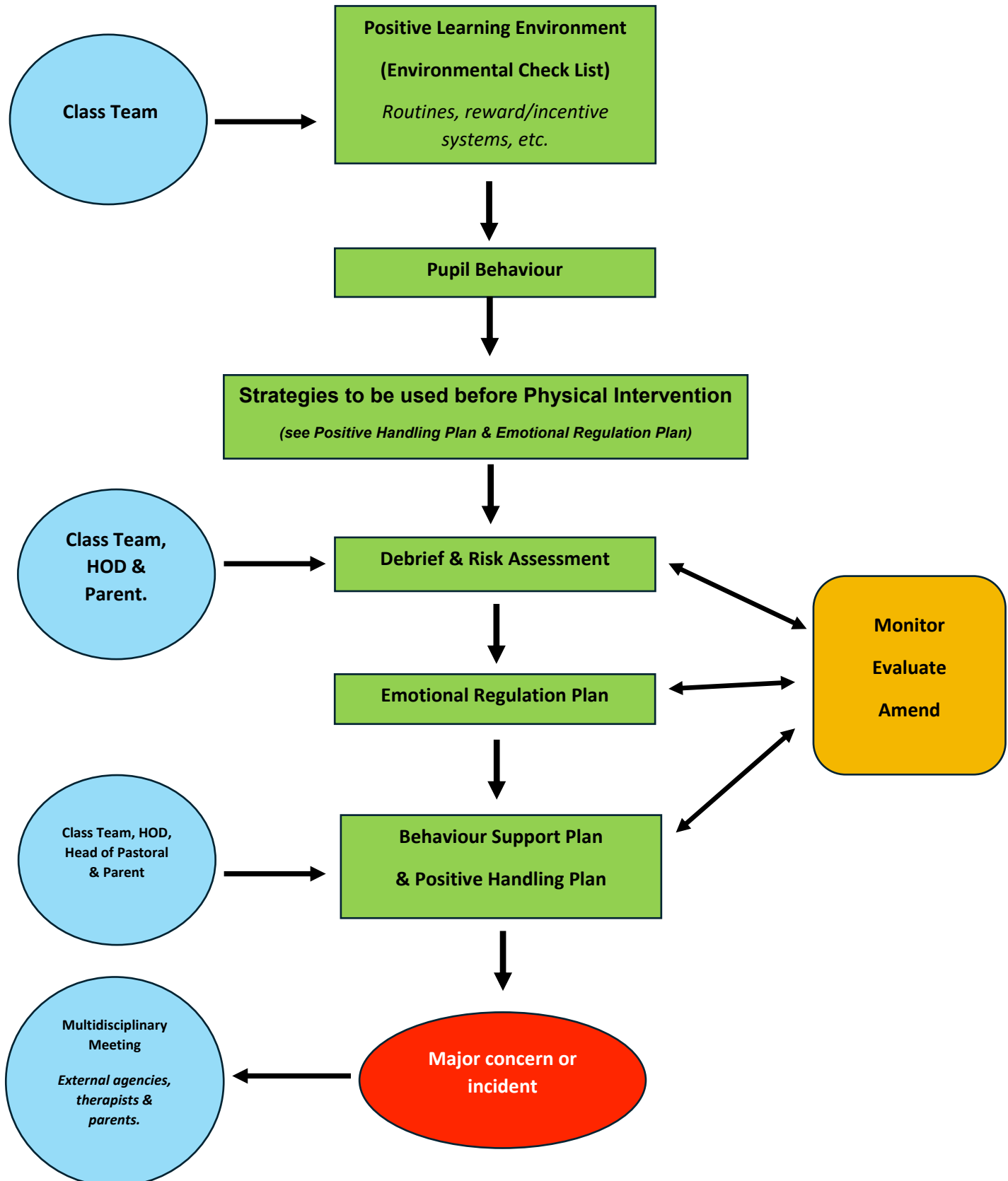
Strategy Bank

1. Consistency with communication; attention to both verbal, augmentative communication and body language.
2. Have confidence in self, sufficiently so, to generate confidence in the students. Carry
3. conviction.
4. Consistency in approach - good communication systems. Keeping other staff members and
5. other professionals (e.g. therapists) informed of the approaches being used. Support
6. colleagues. Active team membership of class/department/school teams.
7. Give strategies time to work.
8. Communicate clearly targets to students. Ensure that the targets are realistic for the
9. Student.
10. Environment/atmosphere, calm, having routines, rules, encouraging security, sharing values, adequate equipment and resources.
11. Allowing and enabling students to express themselves appropriately. Opportunities for
12. self advocacy and opportunities for students to question and make informed choices.
13. Appropriate response to unacceptable behaviour. If any controversial methods of
14. management are to be utilised e.g. "time out", seek advice/support/oversight.
15. Avoidance of confrontation - know one's students.
16. Give students time to assimilate (let things sink in) and to respond. Listen to what
17. students say.
18. Developing understanding, empathy, trust and support.
19. Attention to group formation and to the management of groups within the classroom.
20. Be positive! Encourage a system of positive rewards/incentives, to be developed and
21. consistently maintained to encourage appropriate behaviour rather than a reliance on
22. negative sanctions. Ensure that the student perceives that rewards are related to good
23. behaviour.
24. 14. Well planned/prepared Individual Education Plan and targets. Structure
25. lessons to account for individual differences and ability levels.
26. 15. Provide a good model of behaviour and attitudes. Avoid cases of "Do as I say and not
27. what I do" e.g. "I won't have you shouting in my class" shouted at the class by the teacher.
28. 16. Teaching children through symbols, signs etc how to recognise emotions both in
29. themselves and others.

Empathy: "I can tell that you are angry..... What can we do to help?"



Positive Behaviour Management Flow Chart.



Emotional Regulation Support Plan

Name:	
Age:	
School:	
Date written:	

Setting events: (Possible events that may increase the likelihood that challenging behaviour will occur)

*****time and input should be invested in preventative strategies (Green section).
By providing: *****

Proactive strategies

Mild-Moderate Dysregulation/Heat of moment strategies:

Problem behaviour- reactive strategies:

