



"Learning is a journey, to be taken together, one step at a time"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD
email: OnchanEnquiries@Sch.im
tel: 01624 673465

Behaviour Policy – Onchan Unit

Aims of Behaviour Management:

In Onchan Unit we have shared values that support pupils to achieve their full potential. Together we aim to:

- Provide an environment where pupils and staff feel safe and nurtured and risks are minimised
- Create supportive environments where pupils can learn, practice and master skills to effectively manage their **own** behaviour
- Use appropriate robust, targeted & assessed interventions to promote positive behaviours
- To understand the function of behaviour and work with pupils to find more appropriate ways of communicating their needs
- Support pupils to understand the link between actions and consequences
- Build and maintain positive relationships based on mutual respect between pupils, their peers and staff.

Unit Overview:

In the Unit, we believe that all behaviour is a form of communication and 'challenging' behaviours are often a result of a pupil's inability to communicate their wants and needs in an appropriate manner. Staff are aware that some pupils may find specific environments difficult or experience discomfort due to the demands being put upon them, for example sensory issues or illness, and are always mindful and respectful of this. To enhance the experience of our pupils we develop proactive individualised frameworks for our pupils to enable them to learn to:

- Cope – in a range of situations
- Take appropriate action- when they want or need something
- Communicate – with those around them using appropriate systems e.g. PECs, Signalong.

In the Unit, behaviour management is underpinned by pupil centred values that are applied with flexibility to meet individual needs. Our daily emphasis is largely based around helping pupils identify sought behaviour, opportunities to practice these skills and positive reinforcement.

Reward system:

The intention of this system is to help achieve our aim of encouraging positive behavior. Children operating within the earliest developmental levels require rewards that are strong and immediate. Rewards are given paired with praise. Reward systems may vary dependent on the motivators that work for each child and will be noted in the individual's behaviour plan.



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Understanding and Practice

Functions of Behaviour

All staff should aim to understand the purpose of each individual's behaviour. When trying to understand this, we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with. The function of the behaviour may be linked to a particular syndrome or disability and therefore we must ensure we do not discriminate against a child when dealing with these. For some pupils the function may be very difficult to discover, often for pupils with ASD it may be linked to a sensory integration difficulty. Consequences should be linked to the individual's behaviour and level of understanding. What is a negative consequence for one pupil may be a reward for another and this should be carefully considered. It is important to recognize that positive consequences can also be reinforced.

De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupils behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil.

Positive Handling

In accordance with Team Teach the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, non-threatening facial expressions, low tone, volume and pace in communication, careful, use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'.

Positive handling should only be used when de-escalation techniques have been tried and have been unsuccessful or an emergency situation presents itself.

In Onchan Unit all staff permitted to use positive handling techniques by the Department of Education, Sport and Culture are Team Teach trained. This training is updated at a minimum of every two years and it is fundamentally a whole team approach. Preferably, the minimum number of



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staff required to deal with an incident is two. This is for various reasons e.g. even if the other person does not become physically involved, they can act as a witness, offer advice and support as a critical friend, or get more help if required. However, there are occasions when one person arrives to an incident first and may have to take action alone. For this reason, the Team Teach programme includes single person responses as well as team responses when guiding pupils.

Team Teach techniques apply a gradual and graded approach and are designed to 'minimise risk and help people maintain positive relationships'. Staff undertaking positive handling must use their professional judgement to ensure that their response is always 'reasonable, proportionate and necessary'.

Restrictive Physical Intervention (RPI)

Although every effort is made to observe and intervene early to keep incidents low key, occasionally, some pupils need more intense intervention in the form of Restrictive Physical Intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

When using RPI Team Teach states that staff must always consider:

- 'The best interest of the pupil (considering medical needs, physical disabilities, sensory impairments)
- What is a **reasonable** amount of force
- What intervention is **proportionate** to the circumstance
- What intervention is **necessary**'.

Furthermore, if RPI is required Team Teach state 'staff must be aware of elevated risks for the following interventions:

- Positional Asphyxia,
- Pressure to the neck
- Prone holds (lying on front)
- Supine holds (lying on back)
- Seated holds
- Standing holds
- Extreme Exertion'

ALL staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This



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must then be clearly recorded in the Bound and Numbered book and reported to the Unit Manager to ensure it does not happen again.

Use of Calming Spaces and Safe Spaces

If a pupil accesses a calming or safe space as part of their behaviour strategy, then it is always in a supervised capacity and should form part of their behaviour plan. Pupils who access outdoor spaces need to be offered appropriate protection from the elements, e.g. coat/sunhat.

Time out and Withdrawal

It is imperative for staff to understand the subtle differences between time out and withdrawal.

Time out involves restricting a pupil's access to positive reinforcements as part of a behavioural programme and where possible this should be planned for in advance e.g. When a pupil needs a low stimulus environment in order to support them for a short period of time.

Withdrawal is removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

De-briefing Post Incident

Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate.

In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day.

Recording and reporting

Behaviour Plan

Occasionally some pupils benefit from a more consistent approach clearly outlining techniques to be taught and boundaries to work within to enable pupils and others to manage their behaviour as effectively as possible. The plans will include:

- Information we know about the pupil
 - Medical needs



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- Communication method
- Level of understanding
- Motivators and possible triggers
- What behaviours may look like and what can be done to help;
 - Anxiety behaviours
 - Defensive behaviours
 - Crisis behaviours
 - Recovery behaviours
 - Depression behaviours
 - Follow up behaviours
- Previous behaviours to be aware of
- Tried and tested de-escalation strategies
- Preferred staff responses
- Debriefing ideas
- Recording and notification required

This plan will be monitored and updated at least twice a year. It is the duty of each staff member to read individual behaviour plans and adhere to the planned responses and interventions detailed within.

Where relevant and appropriate behaviour plans may be shared with outside agencies to ensure a consistent approach is applied across settings and those involved with the pupil understand their needs.

Further Guidance

All behaviour plans are monitored and evaluated during class meetings. They are updated at a minimum twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. It is always worth considering if the change in behaviour is due to a physical pain and any clues the pupils can tell us should be noted down to share with parents/carers.

After a suitable period of time if a behaviour plan is having minimal impact staff may seek further guidance through liaison with colleagues to further discuss issues and share ideas. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals who we can work alongside such as Educational Psychologist, CAHMS, Team Teach.

Bound and Numbered book

Any incidents that require the use of RPI must be recorded in the Bound and Numbered book.



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It is the responsibility of the staff involved in an incident to record it in the Bound and Numbered book. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

Informing Parents/Carers

In sharing information between school and home, it is imperative to help decode and understand what a pupil may be feeling or trying to communicate. Sharing systems that work and the pupil is able to use enables the transfer of skills across both settings and in keeping with this staff aim to share all updates with parents/carers.

Following a serious incident or any incident where RPI has been involved staff will inform parents/carers either face to face or via the phone.

Informing Other Agencies;

Occasionally it may be required for school to update other agencies involved with pupils. Information will be shared inline with the School guidelines.

Injuries to Pupils and Staff

If a pupil or member of staff is injured during an incident, an accident form must be filled in.

If a child is injured during an incident, medical advice from a first aider will be provided as soon as they are calm enough to receive it. Parents/carers should be informed via phone.

If a member of staff is injured during an incident they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider. Inform the Unit Manager and if necessary inform Occupational Health.

This Policy will be reviewed bi-annually

Adopted: October 2019

Next Review due September 2021