

“Unlocking the undiscovered potential in every child!”

Engagement and Mood Policy (Behaviour Management Policy)

50-50 SYNC CIC Specialist Education Provider

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INTRODUCTION:

Engagement and Mood management is not a discrete, separate element of provision life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour and indeed mood management. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins.

The reason for having a policy is to have a whole team approach and dynamic focus on that aspect of provision life. This will ensure and bring coherence and consistency to the variety of interactions we all have with children, families and each other every day, to support as positive and safe a response as possible.

We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe provision where laughter, enjoyment and fun is of paramount importance, for everyone!

We believe that for effective learning, teaching an interesting and engaging curriculum, enhanced by teaching a clear programme of social and emotional and character skills, RSE and the development of the PSHE/Citizenship/British Values curriculum, including drugs education, is essential to building resilience among young people. This sits alongside our commitment to further develop our anti-racist curriculum and individual support for learners.

Serious incidents, incidents of bullying and/or racism are recorded on incident sheet and kept in the Behaviour and Incident Folder in the main office. Incident Forms are kept in the office as well as in the Company Area of the drive. The forms are then filed and reported to the LA where necessary.

Any Engagement and Mood Management (Behaviour Management) policy will only be as effective as the work of the staff who put it into practice. As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour and sense of emotional well-being for good or ill. So, any policy has to be applied with humanity, sensitivity and consistency.

SELF-REFLECTION - SHARED VALUES AND BELIEFS ABOUT BEHAVIOUR

We believe the management of children's behaviour and mood (and that of our own) should reflect the values of the provision. We choose an approach and procedures which enhances the quality of the adult

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- child and child - child relationships. This principle guides all our actions and rules. When any concerns arise, all staff follow our procedures as outlined in our policy and procedure for complaints.

The formation of positive, healthy relationships is one of our main goals. On this basis of much good behaviour and mood management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving. **We never sacrifice the long-term well-being of the child to our own short-term wellbeing.**

We state our values clearly. We value:

- the right to feel happy and enjoy our time at provision;
- the right to have fun and enjoy each other’s company;
- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be always respected and treated with dignity;
- justice and a sense of fairness;
- the right to reflect and debrief after incidents, sharing feelings regarding how incidents are managed by staff;
- the right to make reparation.

We believe that:

- pupils who feel safe, valued, cared about, tend to successfully respond in a more positive and appropriate way;
- when pupils are treated consistently, they can distinguish between desirable and undesirable behaviour. They begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the LAB room and the provision is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive;
- when we feel happy and enjoy, we can learn better.

We aim:

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- to create a warm, caring, calm and orderly atmosphere of belonging in the provision that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and mental health needs, ASD and a range of complex needs and review our practice regularly;
- to promote in all pupils a sense of self-regulation and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, their families, staff and visitors and a proper concern and respect withing the provisions environment;
- to help pupils change their anti-social and challenging and unregulated behaviour that causes them so much unhappiness;
- to learn ways of improving behaviour and solving difficulties that enable them to feel safe in their ability to manage feelings and control themselves and emotionally self-regulate;
- to create an environment that is safe, physically and emotionally, for everyone in the provision;
- to develop a partnership with parents which recognises and respects important factors in the home life skills and experience of the child, and through ongoing dialogue support;
- parents to take a proactive and confident role in the management of their children’s behaviour, needs and emotional wellbeing;
- to develop self-awareness, self-assurance, resilience, receptiveness, informed, driven skills;
- to facilitate an environment of infectious positivity and happiness.

Our key aims are always Restitution not Retribution, Reconciliation not Revenge. Rights and Respect.

PROCEDURES

The provisions Engagement and Mood Management Policy deals with all areas of the children’s intrinsic development, alongside the provisions Positive Handling and Child Protection Safeguarding Policies.

Education and Self Reflection - Teaching and Learning

Improving learning is the central focus of all we do. Our framework is designed to continually monitor and measure the progression of our students. We strive to create a stimulating and engaging

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environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in our LAB room settings and to train staff and support children to observe these routines. This helps to maintain boundaries and support the development of good habits.
- We aim to promote proactive, positive and appropriate responses, and so prevent many difficulties from occurring by good practice.

We recognise that well planned, interesting lessons and activities are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

EDUCATION - Establishing Shared Routines for Teaching and Learning

We recognise that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning and for changing their negative responses.

Our LAB framework enables and empowers our children to understand the importance of routines, expectations and positively responding to support they may receive. We explain their purpose and make sure it makes sense to the child. This helps to promote learning and reduce friction between child and child and child and adult. We review them regularly. Here are some of the guidelines we follow for LAB room practice:

- We ensure the pupils are greeted inside and outside of the LAB room, from their arrival in the morning and throughout the day until they leave.
- We plan learning thoroughly to be stimulating, coherent, well-organised with 50-50 LAB enabled to measure their progression.
- We make sure that pupils have a SSP and a Behaviour Support Plan with risk assessments that follow the guidelines, covers learning, behaviour and identified needs and importantly, is up to date. These targets are discussed with parents/carers at the beginning of the referral. They are reviewed throughout the duration of the placement and feed into the 50-50 LAB reward systems.
- We have the work well prepared, including specifically differentiated materials for pupils who need them.
- Each lesson starts with the learning intention and success criteria of the lesson explained and clearly written.
- There is a STRUCTURED teaching approach throughout the lessons and activities which provides a certainty for every child of what they will learn through the lesson.

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- Each lesson ends with a summary of what has been taught, followed by a self-review and general overview of what has been learned, this will include children self-assessing their achievements.
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- Where possible we display the children’s work prominently and attractively.
- We establish and model and monitor positive norms of behaviour via 50-50 LAB.
- We model clear communication and positive interactions between each other and between adults and children.
- We monitor, measure and show pupils progression on routines for:
 - I. entering the LAB room or other rooms in the building;
 - II. seating arrangements (if applicable);
 - III. explaining the lessons and tasks of the day;
 - IV. distributing and use of stationary and other learning equipment needed;
 - V. giving out workbooks and worksheets;
 - VI. listening to and following the instructions of the adults;
 - VII. stopping work and ending sessions;
 - VIII. summarising and reviewing the session;
 - IX. going to the toilet one at a time;
 - X. clearing up and leaving the LAB room.

Through the 50-50 LAB framework pupils receive many intrinsic rewards whilst unlocking milestone achievements on a daily and weekly basis. We can set specific, individualised targets for each pupil which is monitored, measured and assessed through 50-50 LAB. Pupils begin develop a work ready mindset and enhance their understanding of employability and social skills. They begin to develop emotional self-regulation and can positively reflect on their behaviour and engagement, even if aspects were challenging. Weekly reviews of their 5050 LAB Profiles enable the pupils to evidence their character skills development in terms of being Emerging, Developing or Established in each skill. This is discussed with their LAB tutor. Parent/carers also have the option to use LAB Home to increase the process of their child’s skills and personal development.

Pupil behaviour targets can be monitored, measured and assessed on 50-50 LAB, by selecting up to 3 Individual Pupil Support (IPS) targets per pupil. This can be linked to their IEP and SSP targets. They are broken down into small, achievable steps and reviewed weekly during tutor time and progress recorded in the weekly tutor record – for behaviour we want to promote such as:

- making real effort with application to learning;
- producing work of a high standard;
- showing care for another pupil;
- resisting provocation;
- inviting others to join in a game;

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- controlling anger and aggression.

Parent/carers receive daily calls and WhatsApp messages which not only reassures them, but they too can celebrate the achievements. They also receive daily emails outlining their child’s day. If there are incidents or concerns, these can be dealt with swiftly with the full involvement of the parent/carers and the referring organisation.

Praise and positive comments are recorded daily via WhatsApp and emails conveyed to parent/carers and on an as and when required basis to the referring organisations. The rewards are clear and understood by all.

In our classrooms, LAB tutors can operate their own additional system of rewards based on the pupil reaching specific IPS targets which complement the whole system. All classroom systems accentuate the positive and children cannot lose scores they have already gained. Tutors share practices with each other and aim for variety in their approaches.

We appreciate that one of the best rewards for a child is **genuine praise**. It is important that we praise the children for various social skills as well as academic achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to effort-based praise at every opportunity. Not only do we **catch them doing the right thing we can take a capture (picture) and assign the skills they used to achieve**.

We make our praise authentic and precise. We ensure there is eye contact with the child and say for example, *“Jamal, I like the way you did not retaliate when provoked, that shows strength of mind. Well done! That is a LAB score of 3 and a bonus for using the character skill resilience.”*

We know that excessive or insincere praise devalues the process and confuses the pupil so we avoid it. Our 50-50 LAB framework enables the young person to reflect on negative behaviour and turn them into learning opportunities with positive outcomes.

Keeping Everyone Safe in Their Body and Feelings

We recognise that the provision will only function effectively if both staff and children feel safe and happy. Anxiety and fear block learning so we strive to create a safe and happy environment free of anxiety. The Provisions Rules and the Code of Conduct spell this out very clearly. Effective measures and procedures are used to ensure that safety. The provision follows all statutory, government and LA guidelines on safeguarding. (See Safeguarding Policy, Health & Safety Policy and Positive Handling Policy).

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Prevention and managing behaviour through our holistic therapeutic approach

At 50-50 LAB HUB we focus on prevention rather than reaction. This is achievable because our staff invest in knowing our pupils, spotting their triggers, intervening quickly and praising whenever possible.

Every aspect of our practice should contribute to the prevention of challenging behaviour. When challenging behaviour does arise, de-escalation methods are used, for example:

- We speak quietly and use our body language to encourage pupils to regulate their emotions. We pick up on the positives, e.g., a time when they have successfully changed a response, or we remind them of their strengths or personalised targets
- We offer alternative strategies such as reflection time and/or a designated relocation area
- We repeat that we are there to support them and communicate care
- We never shout and ensure our body language is positive and that the pupils have personal space
- We use diversion/distraction, e.g., change the activity or topic of conversation to remove pressure
- We use a change of face – swap places with a colleague if we feel the child might be better helped by someone else in this moment
- We remind them of the provisions’ expectations and the LAB points allowing reflection time.
- We use preventative strategies; our framework structure and routine of our provision day supports this.
- We try to minimise the occurrences of challenging behaviour by:
 - I. establishing positive relationships with pupils and parents/carers
 - II. creating a positive supportive climate in the LAB room
 - III. being in the class before the pupils arrive or travelling with pupils
 - IV. providing a constant adult presence, never leaving the children unsupervised
 - V. having well planned, meaningful lessons differentiated to meet the needs of the pupils
 - VI. making connections with previous work
 - VII. ensuring equipment or materials needed are available and in working order
 - VIII. having well-established routines for behaviour
 - IX. teaching the children strategies to deal with anger and frustration

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- X. using social problem-solving skills, circle time and mediation
- XI. using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Rules and Consequences:

We have a clear set of Rules and Code of Conduct agreed by pupils, staff, governors and parents/carers. They are stated positively to promote positive actions. Discussing them with other members of staff helps to avoid inconsistencies.

We recognise that some pupils feel the need to test boundaries in their desire to feel safe. Holding to rules and routines is our way to maintain them and provide security and consistency for our pupils. In a specialist provision like 50-50 LAB HUB and with pupils as unique as ours, a ‘one size fits all’ approach to consequences is inappropriate. Possible consequences include:

- reflection time, that may take place during a break time, to reflect on the feelings behind the behaviour this can be supported by a member of staff
- withdrawal of specific activities, where it is deemed unsafe for the pupil to take part
- social stories to support understanding, where needed to be used as part of a pupil’s consistent routine to support ongoing reflective conversations
- reparation (such as fixing an item that a pupil may have damaged)
- time arranged to complete work that may have been missed; this may take place after provision or during a break time, if appropriate.
- Restorative meetings with other pupils/members of staff or families where necessary and positive to address areas that may have gone wrong.

Promoting Positive Relationships

A positive relationship with the pupil is at the heart of our behaviour and mood management. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour and mood management

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this.

The Recognition and Reward of Achievement

Our pupils especially need to feel that their work or their positive responses to staff and peers are noticed and valued. This helps to motivate them and raise their self-esteem and make acceptable behaviour more likely to be repeated. Often increments in improvement seem small to outsiders but can seem big to pupils. The appropriate recognition and reward of these are central to our practice. We

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also make every effort to make the external recognition correspond to an internal sense of achievement in the child. All pupils get appropriate commendation, praise and rewards for achievements, especially for achieving in line with their own personal targets in learning and behaviour. This is recorded, monitored, measured and assessed through our 50-50 LAB framework.

Bullying

Bullying is not acceptable behaviour in our provision. All members of our team and community, adults and children, have rights and responsibilities towards each other. The provision Rules and Code of Conduct give clear guidelines on how to treat others. How we deal with incidents of bullying is set out in the provisions Anti Bullying Policy.

Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to put it into practice at all times. **(See Equality and Diversity Policy).**

Family Involvement

The provision endeavours to make good relationships with parent/carers. The provision sees **all** parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child’s learning and behaviour.

Phone calls, WhatsApp and emails are also extremely valuable in ensuring daily communication between home and provision. 50-50 LAB generates live meaningful data throughout the day. Parents/carers can log onto the system at any time as well as receiving a daily email at 5 p.m. everyday.

Promoting and Developing Positive Relationships

We recognise that elements of such relationships are:

- ensuring every opportunity is developed to enable communication
- increasing the child’s communication with the adult
- increasing the child’s responsiveness to social reinforcement provided by all
- increasing the tendency of the child to model the behaviour of the adult.

Modelling in all interactions by all staff is crucial to foster such relationships.

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Communicating verbally – we strive to show an interest in the child’s work and interest, listening, decoding the language of the child’s responses, sharing appropriate personal interests.

Communicating non-verbally - we adopt non-threatening stances, smiles, physical proximity, non-threatening physical touch, awareness of positive postures.

Relating to children in an empathic and positive way – we are willing to engage in activities with the child, maintaining a non-punitive stance. We maintain straight dealing with the child, building trust, giving opportunity to make reparation and by our reflective approach to difficulties.

We recognise and honour without judgement the importance of the child’s family system, and their place within and loyalty to these.

We take opportunities to foster positive relationships by using a positive tone of voice, our facial expressions, our reactions to their achievements and difficulties.

We recognise that there are many opportunities throughout the course of the day to develop this aspect of relationships.

We use touch proactively, appropriately and positively to reassure and calm, provide guidance and support and to model appropriate touch.

We continually reflect on how we respond to individuals on a personal level. We celebrate all birthdays where appropriate within cultural context, valuing each child’s place in the world.

HOW WE DEAL WITH CHALLENGING BEHAVIOUR AT 50-50 LAB HUB

General Principles

We recognise the truth of the following quotations;

The Teacher

“I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a tutor I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.”

Haim Ginott

“...many of the problems of control that arise in the classroom are a direct consequence of the way in which the tutor acts (or reacts) toward the children concerned.... So the tutor must examine closely what is really

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going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary.”

Tim Brighthouse

1. The routines we establish and the Provision Rules guide all the activities throughout the building, outdoor zones and public spaces. Rules are agreed on and displayed prominently. When these two essentials have been set in place we remind the children of them frequently, perhaps at the beginning of every day, certainly at least once a week. We use preventative strategies outlined in the section on Prevention.
2. We try to be as positive as possible and show empathy with the child e.g. *“You did very well this morning. I know it is difficult for you but I know you can calm down”* etc. Positive feedback is given frequently. We remind children in difficulties of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive effect on the misbehaving child. Our aim is to catch the pupils who are doing the right thing and tell them. This is recorded and monitored, measured and assessed through 50-50 LAB
3. We consciously model strategies for dealing thoughtfully with difficulties.

For instance, when faced with a decision in the classroom the LAB Tutors sometimes think out aloud, *“I’ll have to think about your behaviour, should you have thinking time or time out? That action of yours was very serious. We have a rule about safety and I have to make sure that everybody feels safe. On the other hand, you were very kind to X, but Y will need to know that we are going to protect him and make him safe and take his hurt seriously and we have to show respect for the Rule. What do you think should happen?”* We listen attentively, then say something like *“Okay, you will do thinking time for ‘x’ minutes.”*

4. We are alert to good thinking by pupils and compliment it explicitly, *“I like the way you worked that out, which shows you thought about it.”*
5. We try to remember to concentrate on the primary issue; that is the one that required our response in the first place. We avoid arguments e.g.

Tutor: *Peter will you please put down the rubber and get on with your work?*

Pupil: *But he started it.*

Tutor: *You have been working really well so far!, now I want you to get on with your work*

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to stay on a 3 score and not drop to a low 2!

Pupil: *You never do nothing about him.*

Tutor ignores the remark, stands calmly and continues with his work.

Before any decisions are made about management, staff carry out a dynamic risk assessment of the developing situation to identify how to best support. In this risk assessment, they may well choose to request support from another member of staff.

6. We assess and create an intervention plan for each pupil and review our interventions. We think of the long term good of the child. We recognise that sometimes it may be necessary to ignore or take no action in order to promote long-term development. This is discussed during sessions by all staff and with parents/carers and monitored, measure and assessed through 50-50 LAB.
7. Sanctions or consequences are only involved when other strategies have failed and we give the child adequate notice that their behaviour will lead to a sanction or consequence rather than threatening them.
8. We pre-empt a possible negative attitude or response by immersing the child in positivity where this is clearly breaking down. All staff will always refer to the pupils current LAB score.
9. We always ensure that there is enough time for every pupil to improve their low score to as high as possible. They begin to increase their effort towards the task and improve their attitude.
10. Antiseptic bouncing – where a child is provoking and or creating a negative feeling in the classroom or learning area and a possible incident will be pre-empted by the child being given a diversionary task. This may be being asked to take a message to another member of staff.
11. Occasionally we have to employ reactive strategies. Here we are thinking simply of calming or making safe a potentially dangerous situation, e.g., breaking up a fight, preventing a child from damaging him/herself or others properly. While making these decisions, we will be making an ongoing dynamic risk assessment of the behaviour and the situation and consider how best to pre-empt a potential incident and minimise risk.

“It is the certainty, rather than the severity of the consequence...”

Bill Rogers

There are a range of strategies we use in dealing with difficult behaviour.

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- We treat children with respect even when they are misbehaving.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them by giving them 3's and bonuses for their LAB scores and select an appropriate character skill.
- We use eye contact or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is misbehaving, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can't hear or learn”).
- We support each other by offering help to ensure we work as a team to support a child in crisis.
- If necessary, we send for help in good time.
- We sometimes ask that a pupil be withdrawn.
- We are prepared to find the best adult and best conditions to resolve the issue and prepared to change adults where necessary.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. *“I feel very angry that you show little respect for the work I have put into making that worksheet”*.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.

We model reconciliation and support these processes as appropriate.

Stages of escalation – 3 is positive handling:

1. Anxiety: need for support
2. Defensive / increasing aggression: need for clear limits, boundaries and choices.

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3. Loss of control/ violence: need for physical intervention to reduce risk.
4. Recovery: need for a co-ordinated “letting go” process
5. Learning: need for a structured review and forward planning.

Limit Setting

Limit setting is the first intervention when rules or routines are breached. We use it for all low-level misbehaviour, e.g., interfering with others, cussing, using unkind words and or swearing, refusal to work, non-compliance, work avoidance strategies etc. We will always refer to 50-50 LAB principles to enable the pupil to self-regulate. In addition we will also follow the stages outlined below.

Stage 1 – We remind the child by signal, facial expression or word that they have broken a boundary and re-direct them back to the task. We will let them know what LAB score they are on and the character skill they are using. We remain calm, we don’t raise our voices, and we make eye contact with the pupil and let them know by our facial expression. If necessary, we move physically close and repeat our request showing firmness, not anger. If the pupil gets back to their work we thank and praise them, stay a little whilst reaffirming they have gone to a higher LAB score and then move on.

Stage 2 - Answering back: we know from experience that all back chat is the same. The aim will be to excuse, evade responsibility, to pretend helplessness, deny, avoid, accuse of not helping. These are all **diversionary tactics**.

We never respond to answering back. We stay calm and insist on our previous instruction. Sometimes the pupil will say *“You won’t help me.”* This is to cover themselves. We do not get involved in a discussion. We stay calm and insist firmly on the child getting back on task. We give them an indication of their current LAB score and the character skill they are using. When they do turn this situation around, we thank and praise them, stay a little whilst reaffirming they have gone to a higher LAB score and then move on.

Limit setting does not always work, but it is the best starting point for dealing with disruption.

When we have tried stages 1 and 2 and see it is not working, we move quickly to the next technique.

Stage 3 – We give a warning *“I have given you the chance to put things right. I am now explaining to you that if this behaviour continues there will be consequences.”* Allow take up time for child to internalise

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and respond to instruction. We may refer to the pupil being on a low 2 score rather than saying they are on a 1 score which might escalate the pupil.

We want them to start processing or thinking about the negative behaviour and actions in a different way to what they have experienced before. They want to stay on a 3 score and earn a bonus point, so over time this begins to be visibly seen in terms of them not spiralling but emotionally regulating. If they are unable to turn the situation round, we use the next meeting to see if they sincerely apologise and thank and praise them by awarding them with a 3 and a bonus point for their empathy or another appropriate character skill.

Sanctions and Consequences

Our system of rewards is balanced by sanctions and consequences which are accepted as fair and reasonable for the whole community. These are consistently and sensitively put into practice.

Sanctions and consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is ‘antiseptic’, e.g. uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child, and avoid shaming the child, and focuses on behaviour. (See dealing with Difficult Behaviour.)

Sanctions and consequences include:

- Lower LAB points totals whilst offering the way to regain the points.
- Change position of pupil in the classroom.
- Out of the room – this may sometimes be necessary to safeguard the learning of others, but we use it sparingly recognising that Thinking Time is more effective when it is for short periods.
- Thinking Time– an opportunity to make reparation and reflect how better choices could have been made considering consequences of actions etc. It takes place at a designated time e.g. break-time or lunch time, sometimes with work not completed available for completion or appropriate to the misbehaviour. Working through a problem verbally and filling in a reflection sheet enables children to find a resolution to their problem. This is supported by a member of staff. Thinking time is given in increments of 1 minute – an upper limit of 10 minutes for younger children – any longer is counterproductive. We recognise that children need to play and give them every opportunity to do so, keeping Thinking Time to a minimum. Children can be given 10 minutes for swearing, violence and spitting. Children cannot be given more than 20 minutes Thinking Time at once.
- Thinking Time can be ‘earned off’, unless given for serious offences (see above), by showing with subsequent choices and responses that reflective thinking has already begun.

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- Loss of privileges – it is up to each tutor to establish privileges in the LAB rooms e.g. chosen activities, free time, particular responsibilities, or in some exceptional circumstances exclusion from an ongoing issue.

We also use the following on some occasions:

1. Parent/carer Consultation

Discussion with the parent/carer can result in agreements about sanctions the parent/carers can impose if the provision sanctions are not working. A phone call or meeting can sometimes be very effective. So can a letter home.

2. Making Restitution

Children are given the chances to make good and turn around negative situations around injury or damage e.g. cleaning marks off walls. This can sometimes mean apologising by note or card, making up for work not done in free periods, spending time with the victim of their insults or aggression.

3. Referral to Lead Director or Senior LAB Tutor

This is used where a ‘change of face’ may be helpful and or respite for all children/staff involved with the child’s best interests in mind.

EXCLUSIONS AND EMERGENCY REVIEWS

Occasionally, families will be asked to collect their child if it is obvious that every strategy undertaken has failed to calm/engage the pupil. This will be marked as an exclusion in our register and recorded in our Incidents Log.

4. Fixed Term Exclusions

In extreme cases, the Lead Directors may exclude a pupil for a fixed-term of, typically, one or two days. A fixed-term exclusion of more than two days is exceptionally rare. When the decision is taken to exclude a pupil, an explanatory letter is always posted to the parent/carer within the same day.

5. Permanent Exclusion:

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In very exceptional circumstances, the Lead Directors may make the decision to permanently exclude. This is the last resort when it is clear that we cannot meet the child’s needs and he/she has become a danger to him/herself and to others in the provision and every other option has been exhausted – see our Exclusions Policy. When we cannot meet a pupil’s needs, we will call for an emergency annual review with the placing organisation or authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions.

- We remain objective and calm in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They do interpersonally what mature people do intrapersonally. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention by ensuring the creation of an emotionally containing environment.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.
- We try to listen quietly and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.
- We avoid looking for an immediate solution unless the situation is dangerous when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work.

While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt a potential incident and minimise risk.

- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, and we use help script for colleagues and clear communication to support each other in this.

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- We try to maintain positive attitudes that are constructive. We remind the child of their LAB scores and previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.
- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We provision ourselves to resist the biological response.
- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the child from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is ‘we care about you enough not let you be out of control/hurt anybody/hurt yourself/break something etc’.
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

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Recording, Reporting and Communicating Behaviour Incidents.

Incidents resulting in Fixed term exclusion:

All incidents are recorded electronically on our 50-50 LAB system. They must be completed by staff as soon as is practically possible but always on the day that the incident takes place.

The incident form includes details about – ‘Who was involved, Where and When the incident took place, What and Why it happened’. It also includes details of any restraint that took place – including which holds and for how long. The incident report directs staff back to the PHPs and focuses on ensuring that strategies identified for each young person were applied.

Incident reports are available for parents/carers on request when they are informed of the event.

Physical Interventions:

All interventions that involve the use of Team teach are recorded in a Red Bound Book which is completed by hand and relates directly to an Incident report. The Red Book and Incidents are monitored by the Designated Lead Director and signed off following a physical incident. Daily briefings are used to discuss incidents and reflect on situations.

Accidents and Injuries:

All accidents are logged in the Accident book which is held in the first aid room on each site. Where appropriate accidents are reported to HSE.

All incidents are monitored and recorded and discussed within SLT meetings. Analysis of incident is carried out half termly and interventions and changes made where appropriate to reduce their frequency.

Immediate action is taken when an incident requires it.

Mobile Phones:

Pupils are not allowed to have their mobile phones on them during the provision day.

All pupils must hand in all phones and electronic devices on arrival to provision. Phones and other devices are kept in individual pupil plastic wallets and locked in the office during the provision day.

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Pupil Searching and Removal of Items:

To ensure the safety of our pupils, there are procedures in place that allow staff to search pupils using a metal detector wand; this is to make sure that pupils are not bringing inappropriate materials or dangerous weapons into provision. These could include weapons such as: knives, alcohol, illegal drugs or stolen items.

Staff may also search a pupil if they reasonably suspect any article has been or is likely to be used to commit an offence; to cause personal injury to, or damage to, property of any person (including the pupil), or an illegal and/or dangerous article such as weapons, tobacco, drugs, fireworks, pornography.

Before any search takes place, pupils will be informed of why the searches are taking place and give them an opportunity to ask questions. Parents/carers will be informed of the need to perform the search.

Two members of staff will be present during the search. In exceptional circumstances, if there is a risk of serious harm to a person if the search is not carried out straight away, a pupil may be searched by a person of the opposite sex and without another member of staff present.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils or is prohibited. Prohibited or illegal items such as controlled drugs or stolen items must be delivered to the police as soon as possible unless there is a good reason not to do so.

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Keeping Positive

“There is neither good nor bad but thinking makes it so.”

Shakespeare

In some schools, educational provisions and care settings, the ratio of directive or negative comments to positive ones can be unbalanced, sometimes with four directive comments to every positive one – this is not the case at 50-50 LAB HUB. It takes a deliberate effort to reverse this damaging ratio, but the effects can be marked. Giving accurate feedback is important but there is no evidence that upsetting people has any beneficial effects. Honest feedback can be structured to keep the mood positive. The ‘PIN’ acronym stands for Positive, Interesting and Negative. It suggests the order in which feedback should be delivered. When providing feedback at 50-50 LAB HUB, we begin by talking about several things young people like, moving on to interesting features, before finally referring to any negative aspect and suggesting how it can be improved. At 50-50 LAB HUB we always praise before prompting.

Keep Smiling

Smiling may be a good habitual behaviour to develop. Smiling triggers an automatic response in other people, causing them to smile in return. It also makes other people feel subconsciously better disposed towards the person who is smiling.

Instant rewards

Instant rewards can have a positive effect, especially if they are unexpected. These are not the same as the contingent rewards used to train animals to perform a range of impressive tricks. For example, when dolphins are being taught to leap through hoops, the trainer may begin by throwing a fish as the dolphin swims near the surface. As it swims near the bottom of the pool there is no fish. The next time the Dolphin happens to move towards the surface the trainer throws another fish, and so on. Gradually the dolphin begins to swim up to the surface more often and is soon leaping out of the water through hoops. This is called behaviour shaping through contingent rewards. At Hopewell instant rewards are not a necessary reward for doing anything in particular. They are a deliberate attempt to change the mood. Sometimes even dolphins seem to lose interest and stop playing. Experienced trainers abandon conditional rewards when the dolphins lose interest. They may take a break then throw a whole bucket of fish into the pool. This unexpected treat changes the mood in the pool and the dolphins start playing again, so the behaviour shaping can resume. There is a place for

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random unexpected treats in every environment, especially when the communal mood has become blocked.

Fear of Failure

“To change one’s life: Start immediately. Do it flamboyantly. No exceptions!”

William James

Some people are disabled by the fear of failure, which prevents them from taking risks when they are presented with opportunities to learn new skills or form new relationships. People who have been hurt in the past when they tried something new, learn not to risk failure. Instead of feeling excited at the prospect of a new opportunity or a new relationship they experience anxiety at the threat of being hurt or humiliated once more. Some children have been repeatedly failed, hurt and humiliated. They find it increasingly difficult to commit to a new relationship. Instead, they test new relationships to destruction, or sabotage their attempts to learn a new skill, creating a self-fulfilling prophecy and reinforcing their suspicions of new people and new things. When an experience has been painful in the past, people respond to similar situations with anxiety. That is why some children often respond to judgemental praise by destroying the piece of work being praised.

Inducing Moods

People can be guided towards more positive emotional states. Guided imagery involves asking a person to remember or imagine that they are in their favourite place, or recall the best day of their lives. By mentally adding sounds, colours and smells the image can be made stronger and the feelings evoked more powerful. This exercise can bring about positive mood change, but only if the person can be persuaded to try out the exercise. Like all other forms of exercise, mental gymnastics takes effort and practice. It is not enough just to join the gym, you have to go and do some work. By practising and working on the positive image, people can create a tool to help them change the way they feel when they are under pressure.

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Summary

Our Engagement and Mood management along with our 50-50 LAB Framework and Team Teach training is designed to **minimise risk** and help young people to **build and maintain positive relationships**. At 50-50 SYNC CIC provision, staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure people who are anxious, offer boundaries and choices when people challenge, with safe and effective physical intervention strategies as a last resort. We can also help people to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. 50-50 SYNC CIC is a **safe setting without fear**. It is a place where staff go to work not expecting to be hurt. It is a place where children, young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. For some people a tutor can become a pivotal person in their lives. How our staff respond to our children, as opposed to the behaviour, can build the bridges which lead to positive change.

PHYSICAL RESTRAINT

See 50-50 SYNC CIC Positive Handling Policy.

- *‘Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders’* Issued by the Department for Education and Skills and the Department of Health, July 2002.
- *Guidance for provisions in England – ‘The use of force to control or restrain pupils’* DCSF, April 2012.
- *Improving Guidance on Reducing Risk, Restraint and Restriction In Children’s Services*

- Bernard Allen 2015