



Behaviour Management Policy

Productive Learning UK Limited believes that behaviour management should be positive and consistent and respect the learner at all times. It is essential that all staff, volunteers and students set a good example for the learners by showing respect for each other. Positive re-enforcement, encouragement and choice must be used to support positive behaviour and manage unacceptable behaviour.

Procedures for Behaviour Management

Behaviour management is promoted by using a range of positive and supportive procedures which will result in developing acceptable behaviour:

- A positive and calm approach is taken by staff to all situations, always being conscious of the effect of the adult reaction to the behaviour of the learner.
- Staff will assess each situation on its own merits and discover any problem which may be provoking the behaviour.
- It is the unacceptable behaviour that must be challenged and changed.
- Staff will develop positive and ongoing relationships with parents, guardians, carers and associated agencies by encouraging feedback.
- Keep up to date and accurate records of the learners to show the progress of the behaviour changes.
- Learners will be given positive choices/options – encouraging children to change behaviour and to focus on positive outcomes.
- The use of “when and then” option will help learners to learn how to change their actions and help develop independence skills e.g. if tools are to be tidied up staff will say: ‘when’ the tools are tidied up ‘then’ we will go outside.
- Learners will be given short, simple and clear age-appropriate positive instructions to help change the unacceptable behaviour.
- Learners will be encouraged to develop skills to deal with issues such as turn taking and sharing.

Exhibitions of challenging behaviour are natural at certain ages and stages of development and learners need to be supported through this behaviour. Some of the reasons that learners behave in a challenging manner could be as a result of a learned behaviour, boredom, attention seeking, sickness or frustration.

There are three levels to problem behaviour:

- Mild.
- Moderate.
- Severe.



Children/learners benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries, according to the child/learners level of understanding, they become aware of the service's routines and procedures and therefore understand what is expected of them.

One of the key skill sets for staff members in relation to behaviour management is good observation of the learners. Analysis and observation of behaviour is essential. A common strategy is to look at is; Antecedent, Behaviour and Consequence.

The Antecedent is what went on before the onset of the problem behaviour. It may be possible for the practitioner to identify a pattern of behaviour or a trigger that sets off the problem behaviour. An analysis of The Behaviour of the learner can help in attempting to prevent a recurrence of the behaviour. This analysis can also help to break the behaviour down so that it can be tackled in small steps. For example tackling outbursts which include among other things, bad language.

The practitioner should focus on dealing with the bad language before tackling the other elements of the incident. An analysis of The Consequences of behaviour may give clues as to how a situation occurs or develops attention seeking behaviour may be considered successful by a learner in that it attracts attention from the staff member and the other learners. An extreme example might be that following a particularly bad outburst the learner's parents might be called in and the learner taken home, which may have been the desired outcome.

There are different types of challenging behaviour which can be displayed by children/learners:

Aggressive Behaviour:

- Pushing, punching, kicking, biting or scratching.

Disruptive Behaviour:

- Screaming, tantrums, verbal abuse or non-co-operation.

Destructive Behaviour:

- destruction of property or destruction of the environment.

Withdrawn Behaviour:

- failure to respond or refusal to join in activities.



Stereotypical Behaviour - occurring mostly in children/learners with learning difficulties and autistic spectrum disorders. This includes:

- rocking, repetitive vocalisations or ritualistic hand movements.

Self-injurious Behaviour:

- head banging, scratching, poking or cutting.

Positive Strategies for Supporting Positive Behaviour Management

- Corporal Punishment will never be used by the staff of Productive Learning UK Limited.
- One to one adult support will be offered to the child/learner that has misbehaved to help the child/learner to see what went wrong and offer possible solutions.
- Comfort and support will be offered where another child/learner has been hurt in an incident.
- Explanations for unwanted challenging behaviour will be made clear immediately to the child/learner.
- Staff will use simple language, speak calmly and quietly to the child/learner when dealing with these situations.
- It will always be made clear to the child/learner in question that it is the behaviour and not the child/learner that is unacceptable.
- Staff will demonstrate respect and empathy by listening and being interested.
- By offering alternatives, positive behaviour is encouraged and helps to teach children/learners about the value of compromise.
- Reoccurring problems will be dealt with in an inclusive manner following observations and involving the child/learner's parents, and other appropriate adults.
- Books and activities will be made available to help them explore and name their feelings, where appropriate, in conjunction with an adult.
- Good behaviour will be rewarded as soon as possible, rewards will be small and attainable.
- Rewards will never be revoked they will be cumulative.
- Make the rewards co-operative to encourage group work.

Restorative Trauma Informed Approaches Following Incidents

Following any incident staff will use a restorative, trauma-informed approach to support safety, repair relationships and promote learning for all involved. This means recognising that behaviour may be a communication of unmet need, distress or previous trauma, and responding with curiosity, compassion, consistency and clear boundaries rather than blame.

The immediate priority will be to reduce anxiety, restore physical and emotional safety, and ensure that learners and staff are supported in a calm, respectful and predictable way.



Staff will focus first on de-escalation, regulation and reassurance, using calm communication, space, appropriate choices and trusted relationships wherever possible.

Once everyone is safe and the young person is regulated enough to engage, restorative conversations will be used to help them reflect on what happened, what they were feeling or needing, who was affected, and what needs to happen next to put things right. These conversations will be supportive and non-shaming, helping learners take responsibility while also identifying the support they need to respond differently in the future.

The provision will also consider the impact of incidents on staff and peers, ensuring that debriefing, safeguarding actions and additional support are available where needed. Information from incident reviews and restorative follow-up will be used to update individual support plans, risk assessments and reasonable adjustments, so that future responses remain relational, proportionate and least restrictive.

The overall aim is to maintain a safe learning environment while helping young people rebuild trust, repair harm, develop emotional regulation and strengthen positive strategies for managing future difficulties.

Recording and Reporting of Incidents

All incidents are recorded in the learners' daily report and reported back to the placement commissioner, and all other professional parties involved in the learners' welfare.

Reward & Recognition

Productive Learning UK Ltd operate a reward scheme called '**Star**'. Learners can be nominated for the weekly 'Star of the Week' award by staff and peers. The winners of the weekly awards are then submitted to a 'Star of the Term' termly award, and the winners of the termly award go on to the 'Star of the Year Award'.

The criteria for nominations are as follows:

- A project they have worked on
- Positive attitude and behaviour
- Personal achievement
- Being kind and respectful
- Educational achievement

Awards given are as follows:

- Star of the Week – certificate
- Star of the Term – certificate & £25 voucher
- Star of the Year – certificate & £50 voucher



Vouchers with a monetary value will be handed to the parent/carer or sent via recorded delivery.

Policy Review

This policy will be reviewed regularly in line with legislative updates, and in any event not less than annually.

A handwritten signature in black ink, which appears to read "N. Morris", is written over a horizontal line.

Nicholas Morris
Director – Productive Learning UK Limited