



## **Policy Name: Positive Behaviour Policy**

### **INTRODUCTION**

Although the population of our school changes, we usually have a number of pupils with some form of challenging behaviour. It is important for every member of staff to be aware of how individual behaviour is recognised, assessed and managed and understand the need and procedures for recording and monitoring behaviour.

Positive teaching and learning activities and experiences can only be sustained in an environment which is well ordered and managed. There must be appropriate, fair, agreed and well understood strategies for developing and maintaining positive learning and social behaviours.

This policy sets out our aims and expectations relating to the positive behaviour, emotional wellbeing and attitudes of the members of the school community.

### **AIMS OF THE POLICY**

By working together we will aim to provide:

#### **For Pupils**

- A safe, supportive, and stimulating learning environment.
- Identification of needs and appropriate strategies to meet them.
- Support to become responsible for and to manage their own behaviour.
- Positive role models from staff and other members of the school community.
- Fair and consistent systems of rewards and consequences.
- PSHE programs which underpin a whole school approach, encouraging pupils to:-
  - value the rights of the individual
  - develop empathy and respect for self and others
  - develop self-esteem and confidence
  - exhibit politeness and consideration for others
  - show respect for the school environment and routines
  - value the rights of the individual

#### **For Staff**

- A safe, supportive and well-ordered working environment.
- Access to appropriate training and information.
- Appropriate guidance and support from Governors and School Leaders.
- A team approach which acknowledges that asking for help is a sign of professional strength.

## **For Parents**

- Confidence in the school and its staff.
- Supportive contact with school staff.
- Access to specialist support and guidance.
- Involvement in drawing up Positive Behaviour Support Plans.

## **PRINCIPLES**

- All members of the school community are entitled to work and play without threat, fear or disruption.
- We will recognise, encourage and reward positive behaviour.
- We will promote a culture of fairness, mutual respect, trust, tolerance and honesty.
- We understand that behaviour is often a means of communication and will work to teach pupils how to communicate needs in a more appropriate manner.
- We will show unconditional positive regard for pupils and judge the actions not the person.
- We will, as far as possible, discuss and negotiate with pupils about their own behaviour and set realistic targets.
- We will maintain calmness and avoid confrontation.
- We will learn and comply with the principles and practice of Team-Teach and will use appropriate physical interventions only to prevent harm and in accordance with agreed guidelines. Any intervention will be in a pupil's best interests and will be reasonable, necessary and proportionate.
- We will ensure that the school's Team-Teach Trainers have access to the material resources and professional support needed to carry out their roles.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

- Ensure there is a Positive Behaviour Policy in place and review its implementation annually.
- Observe practice within school to ensure that the educational, social and behavioural needs of pupils are met.
- Set up and implement complaint procedures.

### **Headteacher/ Deputy Headteacher**

- The Headteacher/Deputy Headteacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors on its implementation. The Headteacher/Deputy Headteacher is responsible for monitoring behaviour on a daily basis by reviewing Challenging Behaviour Incident Forms, Major Incident Report Forms and any other pupil specific incident logs.

### **Heads of Department**

- Ensure that the Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff.
- Support staff in implementing strategies to support pupils.
- Ensure that Positive Behaviour Support Plans are in place for pupils needing extra support.
- Ensure that PBS plans are regularly monitored and evaluated.
- Ensure that training is offered and up to date for all staff.

### **All staff**

- All school staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models.

### **School Council**

- The School Council provides a forum for pupils to discuss related issues and to contribute to the Code of Conduct and the school systems for rewards and sanctions.

### **Parents**

- To communicate regularly with the school.
- Wherever possible to develop strategies which are consistent with the school's approach (via shared behaviour plans).
- To be provided with details of behaviour support programmes, and have the opportunity to give feedback.
- To develop understanding of the reasons for challenging behaviour.
- To be provided with details of incidents logged, if requested.

## **PROMOTING GOOD BEHAVIOUR**

The school will ensure that all pupils are offered an appropriate curriculum designed to meet their individual needs. The content should be motivating and stimulate their desire to learn and participate fully.

The learning environment will be modified as far as possible to reduce sensory stress on pupils with sensory processing needs.

Pupils' efforts to work and behave well will be encouraged and rewarded through praise and class-based systems for celebrating good work. Some pupils may also have individual reward systems to support them to behave and communicate in appropriate ways. A whole school house points system is being introduced in Autumn 2018 and will be used to encourage and reward hard work and positive behaviour.

Endeavour and success will be celebrated publicly through weekly Good Work Assemblies and an Annual Presentation of Awards and Certificates.

Pupils' work will be recognised by inclusion in displays in their classrooms or in public areas of the school. Well-presented displays reflect the high value we place on pupils' efforts and successes.

Circle time provides opportunities for pupils to listen and share experiences, to express their feelings and emotions and to begin to understand how others are feeling. Wherever possible students are involved in discussion, decision making, role play and resolution of conflict.

PSHE and Citizenship sessions enable pupils to develop an understanding of right and wrong and to explore relevant aspects of their rights and responsibilities within the school, their families and the wider community.

There are opportunities for older pupils to act as valuable role models of positive behaviour and work as part of our 'in house' work experience to develop and foster good relationships, encouraging partnerships and friendships in the wider school environment, for example, the playground.

All adults will model the good behaviour that they expect from pupils. They will use praise, rewards and consequences fairly and consistently. They will work collaboratively to support pupils and each other.

## **POSITIVE BEHAVIOUR SUPPORT PLANS**

Pupils who, for a variety of reasons, present with significant challenging behaviours will be supported by Positive Behaviour Support Plans based on careful observation, recording and assessment of needs.

PBS plans set out strategies for reducing and managing challenging behaviours and describe any actions that may be needed, including agreed physical interventions. PBS plans describe the responses to be used by staff when a child or young person starts to become anxious, aroused or distressed and which aim to prevent a situation escalating into crisis. PBS plans also include guidance on how staff should react when a child or young person's behaviour escalates.

Agreed actions within a pupil's PBS plan may include withdrawal and/or time out, where a pupil is removed from a potentially difficult or dangerous situation. In these circumstances an adult will remain with the pupil to monitor and support them until they are ready to return.

PBS plans will be monitored, updated and discussed with parents at parents' evenings and relevant professionals when necessary. They will also form part of discussions during the Annual Review process.

## MANAGING CHALLENGING BEHAVIOUR

All class-based staff at school are trained in **Team-Teach**. Team-Teach training introduces the concept of positive behavioural support as a framework for understanding the context and meaning of behaviour and developing interventions to support individual children and young people.

Team-Teach aims to promote the least intrusive strategy and a continuum of gradual and graded positive handling techniques to manage challenging situations. Team-Teach training promotes the use of verbal and/or non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. Training enables staff to understand and develop acceptable and authorised responses to challenging behaviours and respond in a manner that maintains positive relationships and provides safety for all.

Any physical intervention must be proportionate to both the behaviour of the individual in crisis and the nature of the harm they might cause. Only necessary, reasonable and proportional force should be used. Physical interventions are only to be used:

- In the best interests of the young person
- For the shortest period of time
- Using the minimal reasonable force
- Never to cause pain
- With respect to the young person's personal dignity
- With respect to age, gender and cultural background
- With consistency of approach from staff
- Where staff support each other in managing crisis situations
- When they are based on gradual and graded support
- When other strategies have failed, i.e. when other less intrusive methods have failed

Agreed physical interventions will be recorded on a pupil's PBS plan. These may include:

- Holding a young person's hand or arm
- Leading a young person by the hand or arm
- Deflecting a young person away or blocking their path
- Blocking punches and kicks
- Escorting a young person to another environment
- Staff members 'breaking away' from dangerous or harmful physical contact with a young person
- Holding, i.e. 'wrapping' or 'hugging' a young person in a dangerous situation

When appropriate, staff may withdraw pupils from a potentially difficult or dangerous situation and offer them some time out. Places where pupils may be offered time out of class include the school playground, The Den in Hawks class, the Chill Out Room in Beech class and the sensory room or interaction zone. In these circumstances, an adult will remain with the pupil to monitor and support them until they are ready to return.

Physical interventions will be followed up with appropriate recording and reporting. Team-Teach training increases staff awareness of the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling. It also encourages a process of repair and reflection for both staff and students.

Team-Teach Ltd has been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and is currently accredited by The Institute of Conflict Management (2015).

“Team-Teach techniques seek to avoid injury to children and young people, but it is possible that bruising or scratching may occur accidentally. This should not be seen necessarily as a failure of professional technique, but a regrettable and infrequent side-effect of ensuring that the service user remains safe.” George Matthews, Director, Team-Teach.

## **REWARDS AND CONSEQUENCES**

Staff are expected to show unconditional positive regard for pupils and to isolate any challenging behaviours from the pupil who displays them. We understand that behaviour is often a means of communication and will support pupils to develop appropriate ways to communicate their needs in future situations.

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour. For example, when they hurt another child they need to apologise. Staff at Springwater will ensure that, when appropriate, a suitable consequence follows an incident. Consequences will be pupil-specific, but may take the form of the following:

- Not achieving the reward a pupil was working towards
- Limited access to an activity, event or space
- Being escorted in social situations
- Assisting with repairs

For some pupils and in some situations the challenging behaviours they exhibit may be outside of their control. For these pupils and in these situations it would not be appropriate to impose a consequence.

## **RECORDING AND REPORTING**

After any incident/accident/near miss, relevant paperwork should be completed as soon as possible and always on the day. Parents should be contacted and a record of this made on the form. All reports will be passed to the Headteacher and any relevant action taken.

For incidents involving physical intervention a Major Incident Report Form should be completed. For incidents of challenging behaviour not requiring physical intervention a Challenging Behaviour Incident Form (CBI1) should be completed. By agreement with the Headteacher, some pupils may have personalised incident logs.

## **POST-INCIDENT LEARNING**

As soon as possible after the use of physical intervention the members of staff involved should be debriefed to allow for reflection and deal with the emotions raised by the incident. This improves staff learning and contributes to professional development.

Ideally, someone who was not involved in the incident should be involved in a post-incident review in order to seek to understand - from the point of view of the child and family - whether staff did not understand what was needed, what upset the child most, whether and how staff actions were helpful or unhelpful, and how things could be better in the future.

A post-incident learning prompt sheet is available on Springpoint and outlines the format to be followed in post-incident reviews. The prompt sheet asks the following questions:

- Were there any warning signs of an impending incident? If so, what?
- Were previously agreed behaviour plans followed? How effective were they?
- What de-escalation strategies were used and how effective were they?
- What, if anything, might be done differently in future?

Following the meeting, a brief record should be made in the pupil's Intervention and Impact Form including the date of meeting and agreed actions. Revisions may also need to be made to the pupil's PBS plan.

Whenever a physical intervention has been used, pupils should also have an opportunity to reflect on what happened. This process will be different for different pupils and they may need specific help to engage in this process, for example, use of simplified language, visual imagery or alternative and augmentative communication. Post-incident learning for pupils may involve discussing the following questions:

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

The purpose of a post-incident review for pupils is to restore and improve relationships that may have been damaged, to explain that physical intervention is used in the best interests of the pupil ("We hold you safely when you cannot hold yourself safely"), and to help pupils learn more appropriate strategies for dealing with similar situations in future.

## **REFERENCES**

Department of Health and Department for Education. *Reducing the Need for Restraint and Restrictive Intervention for Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties*. Nov 2017.