

Southbrook School Behaviour Policy



Behaviour Policy – Revised May 2014 – Bronwen Caschere and Sue Smith

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Southbrook School – Behaviour Policy

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows, as appropriate to the special educational needs and disabilities of our pupils, the Department for Education's 2016 guidance on what to include in a school's behaviour policy and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs.

Underpinning values

The purpose of this policy is to share our agreed values and for all in the Southbrook community who are teaching or supporting our pupils, to be aware of, understand, and follow this written guidance. By having a whole school holistic approach, we can achieve our behavioural aims and support all our pupils.

Our school values and ethos are that pupils, staff, governors and families work together so everybody feels valued and respected and can achieve their very best. As a team, we support every pupil to make good choices and develop the knowledge and skills they need to live a happy, safe and successful life.

Crucially, we aim to prepare pupils to be independent and responsible adults in an increasingly complex world.

Our mission statement (below) captures this ethos:-

At all times, we will seek to:

- ✓ **Respect all**
- ✓ **Always try hard**
- ✓ **Make safe and healthy choices**
- ✓ **Enjoy life**

At Southbrook:-

- We promote a caring and supportive learning environment which encourages positive behaviour and enables all members of the school community to feel safe, secure and respected.
- All members of our school community have a right to be treated with respect and kindness, which in turn brings responsibilities to treat each other in the same way.
- We work to develop our pupils' self-management of their behaviour, learn that choices and actions have consequences, and promote safety for all.

- We believe that each pupil is an individual and as such deserves a personalised approach to managing and improving their behaviour.
- We aim to deliver a framework, through a holistic approach, which enables pupils to learn appropriate behaviours, social skills and relationships.
- We recognise that the nature of our pupils' complex needs means that their behaviour can be a way of communicating their emotions, feelings and frustrations.
- We believe that supporting pupils in managing and improving their behaviour is a role for all adults working at the school in collaboration with parents/carers. Outside agencies may also be involved to offer further support.
- These principles apply to pupils' behaviour in school, on school trips or residential and when travelling to and from school.

General behaviour management strategies and approaches:

It is important to note here, that as all our pupils have their own individual complex needs, each pupil's understanding of, acceptance of, and level of behaviour support is different; therefore, a "one size fits all" approach cannot be taken. General holistic, good practice will be used throughout the school in conjunction with individual interventions based on assessment of needs.

Our focus is on promoting appropriate behaviour and motivating pupils. By achieving this, pupils feel safe and ready to learn.

We promote this by using a range of techniques which may include some or all of the following as appropriate:-

- Creating a positive environment by considering:
 - Physical setting i.e. class management and organisation, sensory environment/stimuli
 - Social setting i.e. people involved, unstructured times and interactions, with a 'key adult' available for specific pupils as appropriate to their needs
 - Communication and access to visual support (symbols, visual timetables, objects of reference, attachment objects)
 - Scheduling and predictability – using visual schedules and supporting transitions.
- Ensuring communication and language are simple, clear and understood using key words and allowing processing time.
- Clear boundaries and expectations
- Recognising, reinforcing and role-modelling appropriate and positive behaviour as much as possible.

- Using praise appropriately in different forms recognising it may be difficult for some pupils to receive i.e. verbal, gestures and making this praise as specific as possible e.g. “well done, Alex, for moving when I asked you to” rather than “good boy/girl”
- Celebrating achievements and use of rewards and motivators
- Use of techniques such as social stories to help students to understand interactions and consequences.
- Use of ‘time-in’ or ‘calming down’ time where pupils take themselves to an agreed safe place.
- Restorative approaches to help pupils make reparations when things have gone wrong.
- Using a PACE (Playfulness, Acceptance, Curiosity and Empathy)-based approach to pastoral interventions and responding to challenging behaviour

Behaviours Causing Concern

We address, and we support children to address, behaviours causing concern in a range of ways which may include some or all of:

- Looking beyond the presenting behaviour – understanding and remedying physical or sensory reasons for the behaviour (e.g. health reasons/ communication difficulties), and being curious about the underlying reasons for it by using appropriate, non-confrontational strategies for that individual such as reassurance, questioning, wondering aloud, asking for their help.
- Being alert to notice patterns of behaviour causing concern (even if at a relatively low level), and seeking additional background information from parents when needed.
- Conveying an attitude of acceptance of the pupil and their feelings, at the same time as making it clear that the pupil’s behaviour is not OK. E.g. use of ‘parts’ language to help them recognise their emotions; or careful use of language – “I can see/understand you’re feeling cross..... It’s not OK to push me.”
- Conveying empathy to the pupil for their situation i.e. ‘Connection’ before ‘Correction’. i.e. – ‘I understand why you’re upset.....’(empathy/connection) ‘But you can’t pull Josh’s hair/swear at him’ (correction)
- Ignoring attention seeking behaviours as far as possible although ensuring needs are being met.
- Recognising motivators and removing triggers or providing coping strategies
- Redirecting to other activities /a more suited environment
- Modelling preferred behaviours.
- Setting meaningful sanctions/consequences of behaviour which, where possible relate to ‘cause and effect’ rather than as a punishment e.g. “if you throw that ball at Richard, it won’t be safe to let you play with it next time”

- Keeping parents informed of behaviours (and patterns of behaviour) that may have occurred and any action taken or plans to be taken, where appropriate involving parents in discussion about underlying causes, and appropriate actions to respond.
- Clear, confident verbal prompts as cues and reminders (promoting what is expected). E.g. “Sam, good walking please” as opposed to “stop running!”
- Using a range of de-escalation tactics including where appropriate humour/ distraction/ playfulness - always having regard to the individual’s needs, complexities, and the relationship you have with them
- Carrying out dynamic risk assessments to decide the best course of action.
- Monitoring, recording, reporting, debriefing and evaluating behaviours causing concern and/or behavioural incidents.
- Where appropriate, drawing up individual behaviour care plans (see Appendix 1).

Recording and Monitoring of Behaviours causing concern

At Southbrook we use a Child Protection and Online Monitoring System (CPOMS) – all staff use this system to collate information on each pupil. It is an electronic system for monitoring behaviour, child protection, safeguarding and a range of pastoral and welfare issues. Patterns are monitored by Senior Leaders and the Governing Body.

Training/Learning and Development for staff

Staff are provided with training at induction, and as continuing professional development. This builds on an on-going basis, a staff wide skills set and knowledge base, on a wealth of strategies to support behaviour. Staff are trained in areas such as Autism Awareness, PACE, SLCN, early trauma and developmental impact, sensory processing, ODD, FASD, anxiety disorders and mental health issues. Staff will also receive regular refresher training in positive behavioural strategies, in particular Passive Intervention and Prevention Strategies (PIPS) and Safeguarding, to equip them with the skills and knowledge to support and keep pupils and themselves safe.

Use of Reasonable Force and / Physical Interventions

The active use of the measures highlighted in the earlier section of the Behaviour Policy are intended to minimise the need for use of reasonable force or physical intervention. However, where the use of reasonable force or physical intervention cannot be avoided, we follow the guidance within the latest Keeping Children Safe in Education (2018) document which states:-

‘There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to

more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.....

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should, in considering the risks, carefully recognise the additional vulnerability of these groups.....

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. '

We also take account of the following Underlying Principles (taken from Devon Safeguarding Children Board – Positive Behavioural Support Guidance. June 2016)

'Staff and management within all settings should seek to minimise the need for restrictive interventions by:

- Maintaining a positive culture.
- Promoting ethical practice
- Maintaining a child-centred approach
- Understanding and recognising the possibility of challenging behaviour
- Promoting an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their own emotions on others
- Using authority appropriately
- Maintaining and implementing a policy to manage behaviour positively.
- Promoting positive relationships.

Restrictive interventions:

- Should only be used as a last resort.
- Should never be used to impose will upon a child or young person.
- Should never be used as a punishment.
- Should not be used as a means of aiding the smooth running of settings to the detriment of the child or young person.
- Any measure of restraint must be proportionate and in place for no longer than is necessary to manage the immediate risk.
- Under no circumstances must the deliberate use of pain be used.'

When considering the use of physical intervention 2 fundamental principles of care for children and young people need to be taken into account:

- The duty of a member of staff to care for and protect the child/young person
- The rights and liberties of that child/young person

It is the intention of this policy to create a frame work in which both these principles can co-exist and be safeguarded whilst recognising that any policy cannot give specific guidance for every situation where physical intervention may be necessary. The professional judgement of staff remains critical at all times. Staff need to adhere to the principles outlined in this policy at all times.

At Southbrook all staff are trained through Devon County Council Babcock LDP in Passive Intervention and Prevention Strategies (PIPS). We aim to develop a consistent, acceptable, team approach to preventing and managing disruptive/aggressive behaviours in a manner that maintains positive relationships and continues to care for the pupils at times of crises.

Physical interventions are never risk free. The decision to intervene physically or not will always be a professional judgement based on on-going risk assessment. PIPS skills are designed to reduce risk to both staff and pupils should it be decided that, everything else having failed, a physical intervention is the safest option.

Legislation and Guidance

Restrictive Physical Intervention (RPI):- this is the term used by the DfE to include interventions where contact is used. Under the DfE 'Use of Reasonable Force ' Guidance 2013, members of school staff have a legal power to use reasonable force in certain situations.

As a general rule nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm.

Whenever they do so they should be clear about why it is NECESSARY.

The best legal defence would be to show that any actions taken were in the pupil's BEST INTEREST and that they were REASONABLE and PROPORTIONATE.

Use of 'Reasonable Force '

It is important to note there is no legal definition of precisely what constitutes reasonable force.

However, the principle is referred to in the Education and Inspections Act 2006

Part 7 Discipline, Behaviour and Exclusion (93)

'A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following namely;

- committing any offence
- causing personal injury to, or damage the property of any person (including the pupil himself), or

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.
- (3) The power conferred by subsection (1) may be exercised only where – (a) the member of the staff and the pupil are on the premises of the school in question, or,
- (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.
- “member of the staff”, in relation to a school means:-
- any teacher who works at the school, and
- any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school’:

Reasonable Force – key points

It must be:

- The minimum force for the desired result
- Proportionate to any force used against you
- Disproportionate force would be an offence
- It is always unlawful to use force as a punishment

Principles underpinning Passive Intervention and Prevention Strategies (PIPS)

- The safety of both pupils and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving

Passive Intervention and Prevention Strategies are designed to

- Give the pupils back some control and help in calming down
- Help pupils who have experienced negative touch
- Make movement safe - not to overpower
- Allow staff to act confidently at times of crisis

To Summarise:

Moving and Holding

Key points:

- Safety is paramount
- If you do move or hold, be clear about why it is NECESSARY
- Actions taken are in the child’s BEST INTEREST

- Responses must be REASONABLE AND PROPORTIONATE
- Duty of care requires us to do something

Reporting and Recording

(see Appendix 2 – School Positive Handling form)

- Incidents should be recorded and reported to parents or carers.
- Should state briefly exactly what happened – why it was necessary and in the best interest of the child.
- Should include preventative measures
- Should be signed and dated
- Should be monitored and evaluated
- Should inform positive handling plans
- Should be archived along with the current policy and guidance

Other types of Physical Interventions:

Touch as part of the learning programme:

This can include hand over hand use of scissors, writing implements and touch to aid manipulation of equipment in lessons such as science or technology. This may also include activities such as hand massage as part of a therapeutic relaxation programme.

Touch as part of care and management of physical/medical need

There are circumstances in which certain pupils will evidently need support – e.g. if struggling to put a coat on; hair has come untied; permission must be sought from the pupil before physical contact is made – i.e. staff will ask ‘is it OK if I help you?’

This can include personal care, administration of medicine, supporting pupils at meal/snack times where they may have physical difficulties. If personal care is required, a Personal Care Plan will be created outlining the nature of the care required. This could be personal hygiene support for continence, menstruation or assistance with self-care skills such as dressing.

If medical care is required, a Health Care Plan will be created alongside health professionals which outlines the care required. This could be administering oral Midazolam, epi-pens, inhalers for example. Personal Care Plans are reviewed every 6 months or sooner if the care required changes. Health Care plans are reviewed annually or sooner if the care requirement changes.

Use of seclusion and safe spaces

The DfE guidance document, Behaviour and discipline in Schools – advice for headteachers and school staff (January 2016) states that:-

‘Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms..... Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.....

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet. ‘

School Policy on use of seclusion and safe places

Southbrook School does not have a policy which allows disruptive pupils to be placed in a room away from others for a limited time in what are often referred to as seclusion or isolation rooms. We have no evidence to suggest that such an intervention could be supportive to our pupils as part of a planned response. Should seclusion ever be used in an extreme emergency situation (where all plans, protocols and strategies have failed), staff must report their actions to Senior Management and follow PIPS approach and the protocol for use of a Restrictive Physical Intervention.

Southbrook School recognises that there are times when a pupil needs to be separate from others. This may be a planned response to support an individual pupil and, if this is case, will be written on their behaviour care plan with specific areas of the school site identified as supportive and calming for that pupil.

Where a pupil is behaving in such an extreme way as to potentially or actually endanger themselves or others; or cause serious damage to property it may be appropriate to separate them from others. In this rare and extreme circumstance the pupil may need to be isolated from others in a safe, supervised place. This may be an empty classroom, the corridor, the hall, the playground – or any number of suitable places on the school site. Staff who are managing the incident will need to carry out a dynamic risk assessment and apply the principles of PIPS as outlined previously.

Pupils may choose to self-refer to a safe place when they are becoming anxious or stressed in a situation. They may choose to spend time taking part in sensory / calming activities. If this is in a classroom or other indoor space, the door may be closed (but never locked) or open and the pupil can leave at any point. The areas of the school which we encourage most use of are our extensive outdoor spaces such as the allotment, the sensory garden, or wildlife area.

In all of the above circumstances, any pupil will be supervised at all times by at least one member of staff.

Damage to School Property by pupils

Such incidents are relatively rare at Southbrook. However, occasionally property is damaged by a pupil, either deliberately or during a time of crisis. Each incident will be assessed, taking in to account the whole context, the pupil's complex needs, deliberate intent, and their understanding of consequences.

Based on this assessment, parents/carers and pupils may be asked to pay in full or part, in order to replace/repair the damaged goods.

Use of exclusion

We follow all Devon County and DfE Guidance and procedures when considering whether to exclude a pupil. Exclusion is always the very last resort, and the Headteacher and Senior Leaders will always consider all of the evidence available, discuss with colleagues, parents/carers, and, on some occasions seek guidance from the Devon County Council Inclusion officers.

Our ethos is strongly towards support, and, where necessary, looking as creatively and holistically as possible to address behavioural needs, with alternative support packages and interventions, rather than exclusion.

This approach is supported by the latest Statutory Guidance from the Department for Education – Exclusion from maintained schools, academies and pupil referral units in England (2017) which states:-

‘Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues, or has been subject to bullying.....

The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.’

‘Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provisions for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review’.

Exclusions data and procedures are monitored and reviewed by the school's Governing Body on a termly basis.

Legislation and Guidance relating to this policy

- Devon Safeguarding Children Board (DSCB) 'Positive Behavioural Support – Policy and Practice Guidance regarding Positive Behavioural Support with Children and Young People's Settings.' June 2016
- Passive Intervention and Prevention Strategies (PIPS) Approach – Babcock LDP (2018) – training materials.
- The Children's Act (1989 and subsequent)
- The Vulnerable Children Act 2014
- The Education Act 1996
- Education and Inspections Act 2006
- Equalities Act 2010
- DfE Keeping children safe in education 2018 (comes in to force 3/9/18)
- DfE Behaviour and discipline in schools 2016
- Use of reasonable force advice for head teachers, staff and governing bodies guidance 2013
- Department of Health 'Guidance for Restrictive Physical Interventions: How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorders' 2014
- Department of Health 'Positive and proactive care-reducing the need for restrictive interventions
- Ofsted Deprivation of liberty-guidance for providers of children's homes and residential special schools
- The UN Convention on the Rights of the Child 1989
- DfE - Exclusion from maintained schools, Academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)

This policy should be read in conjunction with Southbrook School's

- Safeguarding Policy
- Health & Safety policy including risk assessments
- Anti-bullying policy
- Intimate care policy
- Supporting children with medical conditions in schools
- Staff Code of Conduct Policy