



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 the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with Special Educational needs.

Our values are linked to beliefs and attitudes and form the basis of personal and social wellbeing and development of positive behaviour. By having a whole school holistic approach and positive attitude we support pupil's behaviour. The purpose of this policy is to share our agreed values and then for all to follow value driven written guidance to work together to achieve our behavioural aims supporting the Learn to Live Federation vision statement; "Everyone will be the best that they can be. Everyone has a voice. No-one is excluded"

Our values:

- **All members of the Federation community are equal and are expected to be respectful towards one another**
- **All students, staff and carers have rights which in turn bring responsibilities**
- **Behaviour is the way we act and respond to people and to situations we find ourselves in**
- **Behaviour should be perceived and responded to as communication**
- **Self-esteem, self-discipline and provision will be raised by recognising and supporting individual abilities, achievements and aspirations**
- **Support to develop self-awareness, communication and safe behaviour management are essential for a pupil's well-being, development and all round safety**
- **Any action taken when supporting behaviour must be reasonable, proportionate and in the best interest of our pupils**



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The Learn to Live Federation aims to:

- be committed to promoting the welfare of our pupils and be consistent when supporting their need for behaviour development
- ensure access to the curriculum and participation in school life is not governed by their behaviour and timetables are adapted to meet the individual needs of pupils
- maintain a pupil's dignity and respect their right to privacy
- define acceptable standards of behaviour
- ensure our schools' expectations and strategies are widely known and understood
- include behaviour targets in a pupils home-school agreement
- link behaviour plans and interventions with Education and Health Care Plans (EHCP)
- regulate the expected conduct of persons at our schools
- encourage the involvement of parents and carers to support behaviour
- create a safe environment which encourages and reinforces positive behaviour
- have in place a range of proactive and reactive strategies for any behaviours causing concern emphasising the need for flexibility of approach to meet individual differing needs
- reduce any risks that are identified to the lowest level
- seek out meanings and purpose behind behaviour, ensuring additional provision is in place to allow for changes to be made as and when necessary
- recognise and value the importance of what we say and do and how it has an impact on others
- promote self-awareness and encourage whilst role modelling positive relationships
- have effective means of communicating and celebrating pupil achievement
- report and record accidents and incidents, then ensure appropriate after care
- implement and review behaviour-related risk assessments, targets and intervention plans annually or sooner if a significant change occurs
- avoid physical restrictive intervention as far as is reasonably practicable
- share all relevant information and provide training, instruction and supervision for employees on intervention and behaviour support
- produce appropriate visual and sensory resources to accompany behaviour support
- provide outreach behaviour support
- seek additional support and liaison with outside services if needed such as Educational Psychology Service, CAMHS, Occupational Therapy, Learning Disability Team and Clinical Psychology Service
- effectively maintain behavioural support whilst facilitating pupil transition and whilst on or off site education activities
- Ensure behaviour plans and interventions are reviewed and grow with the pupil whilst on their journey through school



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- Aim to empower pupils to incorporate and take ownership of self-regulating strategies, which should be transferable.

**To summarise we promote all Behaviour to be;
RESPECTFUL, RESPONSIBLE and SAFE!**

<u>Respectful</u>	<u>Responsible</u>	<u>Safe</u>
<p>Looks like</p> <ul style="list-style-type: none"> ○ <i>kind facial expressions and body language</i> ○ <i>personal distance</i> ○ <i>eye contact</i> ○ <i>space and time</i> 	<p>Looks like</p> <ul style="list-style-type: none"> ○ <i>ready to learn</i> ○ <i>cooperation</i> ○ <i>supportive</i> ○ <i>participation</i> ○ <i>focused on own learning/development</i> ○ <i>following direction</i> ○ <i>independence</i> 	<p>Looks like</p> <ul style="list-style-type: none"> ○ <i>hands to self / feet on floor</i> ○ <i>controlled movements</i> ○ <i>thinking before doing</i> ○ <i>proper use of resources/ equipment</i> ○ <i>policies and procedures</i> ○ <i>practiced techniques</i>
<p>Sounds like</p> <ul style="list-style-type: none"> ○ <i>acceptance</i> ○ <i>interest</i> ○ <i>encouragement</i> ○ <i>calmness</i> ○ <i>soft tones</i> ○ <i>honesty</i> ○ <i>'excuse me', 'thank you', 'please'</i> 	<p>Sounds like</p> <ul style="list-style-type: none"> ○ <i>'I'm sorry', 'I'm proud of you', 'I appreciate you', 'I can do that'</i> ○ <i>admitting mistakes</i> ○ <i>sharing ideas</i> ○ <i>asking questions</i> ○ <i>celebrating achievements</i> ○ <i>permission</i> ○ <i>self-discipline</i> ○ <i>positivity</i> ○ <i>taking turns</i> 	<p>Sounds like</p> <ul style="list-style-type: none"> ○ <i>non-threatening words</i> ○ <i>telling the truth</i> ○ <i>listening</i> ○ <i>'I trust you', 'I feel comfortable'</i> ○ <i>sharing information sensitively</i> ○ <i>consistency</i> ○ <i>asking for help</i>
<p>Feels like</p> <ul style="list-style-type: none"> ○ <i>self esteem</i> ○ <i>valued</i> ○ <i>understanding</i> ○ <i>feelings and beliefs matter</i> ○ <i>accessibility</i> 	<p>Feels like</p> <ul style="list-style-type: none"> ○ <i>proactive rather than reactive</i> ○ <i>productive</i> ○ <i>participative</i> ○ <i>thorough</i> ○ <i>directed</i> ○ <i>control</i> ○ <i>proud of best effort</i> ○ <i>commitment</i> 	<p>Feels like</p> <ul style="list-style-type: none"> ○ <i>free from harm or threat of harm</i> ○ <i>dignity</i> ○ <i>privacy</i> ○ <i>voice is heard</i> ○ <i>comfortable environment</i> ○ <i>supportive</i>

Standards and expectations

It is society's expectation that good behaviour is an important outcome of the educational process.

Each pupil's understanding, acceptance and level of behaviour support is different; therefore, a "one size fits all" approach would be less effective than the individual interventions based on assessment of needs (in conjunction with a whole school value driven approach) that we offer.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations to be fulfilled.



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- *To act and behave in such a way that does not pose a threat or cause harm to the well-being of the people around us or our environment.*
- *To behave in socially acceptable ways and not cause general offence by treating others with kindness, politeness and respect - recognising and understanding they have feelings and rights.*
- *To have and help others develop self-confidence, self-esteem and a sense of belonging in their community.*

The Intervention and Behaviour Support Team at the Learn to Live Federation aims to provide ongoing behavioural support for both schools, outreach schools and parents/carers.

- **Assessment** – functional analysis and assessment

REFERRALS, OBSERVATIONS, EVIDENCE COLLECTION, INCIDENT REPORTS, CPOMS (Child protection online monitoring system), IDENTIFY RISKS, ADDRESS LEVELS OF SUPPORT NEEDED (General – whole setting, Secondary- class or group, Primary -targeted/individualised)

- **Intervention** – plan and implement risk reduction PROACTIVE and REACTIVE strategies

SET OUTCOMES, DELIVER and REFRESH RELEVANT STAFF TRAINING / GUIDANCE, PROVIDE PSPs (Positive Support Plans), MEANINGFUL ACHIEVABLE GOALS, ENSURE SAFE AND SUPPORTIVE ENVIRONMENTS, RESOURCE.

- **Monitor** – evaluating and recording

MAINTAIN GOOD PRACTICE AND STANDARDS, CHECK PROGRESSION AND EFFECTIVENESS, LIKES AND LEARNS, REMEMBER GOALS, DEVELOPMENT, DUTY OF CARE THROUGHOUT, CO-OPERATION.

- **Structure** – clear workable framework of support+

SHARE PRACTICE, REVIEWS and UPDATES of POLICIES/ PRACTICES/ PROCEDURES, CONSISTENT BEST INTEREST PRINCIPLE, CYCLE OF COMMUNICATION, FLEXIBILITY, UNDERSTANDING and PROVISION.

When encouraging or supporting pupils to respond to requests and expectations and when addressing pupils behavioural needs / planning strategies, we consider the following;

1. supporting the targets and aims set ensuring they are achievable and meaningful to the pupil
2. positive behavioural improvements may involve a long process of development but recognition of any small steps towards positive behaviour is consistent
3. their chronological, developmental and emotional age
4. any relevant medical conditions
5. managing inappropriate behaviour does not overshadow promoting positive behaviour or unnecessarily impede opportunities

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6. the pupil's voice is heard by understanding and evaluating what is driving their behaviour
7. who needs to add input and be involved with implementing the support
8. any physical support works in conjunction with Manual Handling advice and guidance provided by professionals (particularly involving Advocacy, Speech and Language Therapy, Occupational Therapy, Learning Disability Team), **thus ensuring approach and support given is child centred**

Continuing Professional Development

No discrimination or favourable treatment towards an individual will occur.

Members of staff are mindful of their duty of care toward all pupils.

Employees at the Learn to Live Federation are trained during their induction programme, attend regular refreshers and workshops offering ongoing support in behaviour by in-house Tutors in **Team Teach - "providing training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint."**

Employees are also offered and encouraged to participate in additional training programmes with regard to supporting behaviour such as Autism Awareness, Positive Listening and Debriefing, Teacch, Sensory Processing and strategies and Intensive Interaction, alongside various communication courses.

Staff training records are kept within the Behaviour Support office and in the Training Co-ordinators office.

Behaviour Support Development

The Behaviour Support Co-ordinators at Ellen Tinkham and Bidwell Brook School will set a development plan annually for Intervention and Behaviour Support within the Federation to ensure best proactive practice.

We promote preferred behaviours by:

- focusing praise so that the individual understands the nature of the praise and has time to process
- ensuring that rewards are immediate and meaningful for the pupil
- celebrating achievements and positive responses (e.g. offering rewards, sharing with peers and parents / carers, special mention assemblies, prize giving)
- keeping in contact with home / school diaries, parents evenings, annual reviews
- supporting and advocating the school rules identified and set together with the school pupil council
- boosting moral and positive relations
- structuring and adapting the environment and tasks presented to ensure success
- endeavouring to give each individual the appropriate information about their day and expectations upon them (e.g. visual timetables, now and next cards, sand timers)



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- allocating jobs and responsibilities (collecting registers, preparing drinks, giving out resources)
- using class based rewards systems and motivators (working towards cards, star/ tick charts)
- recognising and understanding what makes a 'good day' and what makes a 'bad day' for individuals
- facilitating and developing effective personal decision making skills
- understanding some individuals can find a structured environment overwhelming

We support behaviours causing concern by:

- looking for, understanding and remedying physical reasons for the behaviour (e.g. health reasons, communication difficulties)
- ignoring attention seeking behaviours as far as possible although ensuring needs are being met
- reducing anxiety levels and offering replacement behaviours through use of consistent reactions and responses, structured programmes and routines (e.g. familiar staff, sensory input, Occupational Therapy / Music Therapy/ Play Therapy / Aromatherapy sessions)
- maintaining successful Communication Charts and Positive Support Plans
- recognising motivators and removing triggers or providing coping strategies
- redirecting to other activities / a more suited environment
- modelling preferred behaviours
- review and ensure any proactive strategies (e.g. tick charts, working towards cards) in place are meaningful and consistent
- setting meaningful boundaries and consequences for behaviour
- changing face to save face (keeping staff fresh, motivated and informed whilst sharing good practice)
- keeping parents informed of behaviours that may have occurred and any action taken or plans to be taken
- clear, confident verbal prompts as cues and reminders (promoting what is expected) "Sam, walking" as opposed to "stop running!"
- physical prompts and guides to redirect, encourage movement, promote independence, including hand over hand support, offering a hand/arm to hold/link, Caring C (Team Teach) shape hand just above elbow to guide/support
- providing a range of de-escalation tactics and sensory strategies to reduce unregulated behaviour
- carry out dynamic risk assessments to decide the best course of action
- monitoring, recording, reporting, debriefing and evaluating behaviours causing concern and/or behavioural incidents

Significant pupil behaviours can cause concern by:

- *presenting a risk to others, themselves or the environment*
- *being socially unacceptable*
- *impacting pupil learning and opportunities*
- *committing an offence*

These behaviours will be fully supported. The support given will aim to discourage, redirect, reduce, replace or eliminate the unwanted behaviours.

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Use of reasonable force - key points

At the Learn to Live Federation we continually strive to create a calm communicative environment that minimises the risk of incidents arising that may require the use of force.

The term “reasonable force” covers a broad range of actions used by most teaching staff at some point in their career that involves a degree of physical contact with pupils.

- *Schools have a legal power to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action*
- *Suspension should not be an automatic response when a member of staff has been accused of using excessive force*
- *Senior school leaders should support their staff when there has been a necessity to use this power.*

Should any behaviour escalate, to a level where it presents a significant risk of harm to themselves, others or the environment, staff should use their professional judgement and training to assess the best course of action to take. If a new / unforeseen behaviour presents posing a high level of risk, emergency action should be taken that is necessary, reasonable and proportionate. Following the incident, reports should be completed so a plan addressing what is now a foreseeable risk can be produced. Any injuries sustained should be reported to the Health and Safety Officer who will advise on whether any further action needs to be taken, dependent on who sustained injuries and what injuries were received, any follow up treatment that was sought and if any other further persons should be notified. All staff have a duty to ensure incidents are reported and recorded accurately on CPOMS, with all injuries clearly identified including the use of body maps if necessary for themselves, the pupils and any other person who may have been involved.

Using the Team Teach methods taught, an RPI (Restrictive Physical Intervention) may be used:

- as an agreed behaviour support planned response
- when a significant concerning behaviour has occurred and other de-escalation / reactive strategies have been unsuccessful
- in a crisis management situation

Staff will use gradual and graded physical responses, minimum force possible for the minimum period of time and continue to use de-escalation techniques.

Following an incident involving the use of a RPI, reporting and recording must take place when safe to do so. Staff must ensure monitoring/frequency charts are completed (if the RPI formed part of an agreed planned response). If the RPI used was not part of a pupil's behaviour related plan or in any way differs from the planned response, the incident must be recorded onto CPOMS as soon as possible, with all staff who were involved in the use of the RPI alerted so that they can collaborate what has been recorded.

Working realities:

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Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable side effect of ensuring the service user remains safe”.
(George Matthews – Director)

This statement reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

When managing behaviour, the Learn to Live Federation will not condone the following:

- Any use of sanctions that humiliate or are degrading to a person, those that have a negative effect on emotional health and well-being or impact their human rights
- Any intervention which does not allow for communication and advocacy
- Unnecessary or unreasonable physical restraint by way of control and empowerment
- Forcing/placing a pupil against their will into an **isolated** area, leaving them unsupervised and unable to exit by means of locking doors and/or use of unnecessary force
- Corporal punishment of any kind

Seclusion / isolation rooms

The Learn to Live Federation **does not** have a policy that allows disruptive pupils to be placed in an area away from others for any length of time, in what are often referred to as seclusion or isolation rooms. We have no evidence to suggest such interventions would 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 the protocol for Use of a Restrictive Physical Intervention by recording the incident in full on CPOMS.

We encourage all staff members and the schools community to access and familiarise themselves to this and other policies by means of the Central Resource Library on the schools server or The Ellen Tinkham School or Bidwell Brook website; www.ellentinkham.devon.sch.uk and www.bidwellbrook.devon.sch.uk

Staff should have full regard for the:

1. Devon County Council Model Policy on Physical Contact with Pupils (April 2000)
2. Devon County Council Policy for Setting the Standards of Acceptable Behaviour (May 2010) as adopted by the federation.

This policy will cross reference to related federation policies and protocols:

Bullying Prevention Policy May 2011
Safeguarding Policy November 2010
Manual Handling

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Health and Safety January 2010
Intimate Care Policy and Guidelines
Behaviour Support - Closing/holding the door protocol
Protocol for Use of Restrictive Physical Intervention
Advocacy Support/Behaviour Support

Legislation and guidance relating to this policy:

- DFE Guidance on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties (2003)
- DFE Guidance on the Use of Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- DFE Use of Reasonable Force
- Education Act 1996
- DFE Behaviour and Discipline in schools. Advice for headteachers and school staff – July 2013

Useful contacts:

Team Teach Website; www.team-teach.co.uk

Link to Searching Guidance; www.education.gov.uk/schools/pupilsupport/behaviour