Positive Behaviour Policy

Approved by:	Emma Castleton	**Date:** February 2021
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1. Rationale

Our positive behaviour support is rooted in a positive, preventative approach, with a firm rejection of anything that could be construed as punishment. Our policy reflects our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as communication and as staff we should explore the meaning of this behaviour and any unmet needs.

We look for our pupils to develop understanding and behaviours for wider contexts than the classroom and therefore ensure there is support for generalisation across settings, people and activities. We recognise that in some situation's behaviour responses may require specific teaching and will need to be taught as any other subject, therefore needs to be given time and high priority, if to be successful. This occurs through our individualised approach to teaching and learning, which is fully supported through integrated working with families, therapists, social care and outside agencies.

We value the individual needs and ability of each child and design appropriate and effective behavioural interventions that enable them to learn alternative and better ways to communicate their needs. To help understand this further, staff can use the following principles when gauging whether to pay no attention to or respond to a behaviour:

- A proactive response is a response to a behaviour that promotes learning in a positive way: rejecting negative reinforcement, fear and punishment
- It supports children to understand and fulfil their needs and focus on alternative ways, where necessary, to communicate
- Responding proactively, responding to try and prevent the behaviour happening again, with meaning and positive intention

When using a proactive response consider the following:

Related - the response is clearly connected to the pupil's behaviour and its function. This is reliant upon staff knowing the pupil well and that the function of the same behaviour may be different for each pupil, or even the same pupil at a different time.

Respectful - responses need to be given with empathy, by being respectful in tone of voice and body language.

Reasonable - if boundaries are put in place they must be a fair and appropriate for the pupil's level of understanding.

We aim to share control with the pupil where possible; encouraging them to take responsibility for their own behaviour. When reasonable and necessary we will use physical intervention to prevent the pupil causing harm to self or others. The philosophy behind this is that *we care enough about you, not to let you hurt yourself or others.* More details on physical intervention to follow within this policy.

2. Communication, Collaboration and Partnership

We aim to provide:

- all staff with a global overview and up-dates of information of pupils and to ensure effective channels of communication for relevant information

- provide a structure of senior leadership support which will enable staff to manage crises situations

- run whole school behaviour workshop meetings, where class teams and the SLT collaboratively present behaviour guidelines and plans to the staff. These meetings will be used to focus on individual behaviours, discuss plans and guidelines, share knowledge and experience of working with the pupils.

- run behaviour training sessions for all staff refreshing their practice around core preventative skills, such as de-escalation and the use of scripts

- encourage collective responsibility for finding, retaining and using the information available to support a consistent behaviour management approach

- contribute to INSET and further training on a regular basis as part of the staff training programme to deal with any aspects of behaviour support that staff feel needs to be explained

- provide debriefing opportunities for staff involved in incidents or a reflective space when working long-term with pupils with particularly complex behaviour

- Our speech and language therapists support our teachers in working holistically to prioritise communication within the classroom. PECS and Makaton trainings are regularly run to support our staff team with communication

- Our Occupational Therapy Team work holistically classroom staff to build regulating activities into lessons and increase awareness of strategies and activities that can help attain an appropriate level of alertness and attention for learning.

- Where necessary outside agencies will be included in decision making and planning for the reduction of challenging behaviour and pupil progress

3. Challenging Behaviour

The term challenging behaviour covers a diverse range of behaviours that may affect the pupils, their community and environment very differently. Kisharon Noé School defines challenging behaviour as behaviour that:

- causes barriers to learning

- could cause risk to themselves or others

- isolate pupil from engaging with peers and adults

- inhibits the pupil from engaging in activities within the school community

Some challenging behaviours maybe more specifically identified under the following headings:

Physical aggression/abuse towards self or others
- Hitting
- Kicking
- Punching or pushing
- Hair pulling
- Biting
- Pinching
- Self-harm
- Non-consensual touching of private areas of another person's body
- Pulling of clothes
- Scratching

Verbal Aggression towards others
- Name calling
- Swearing
- Threatening

Damage to property
- Throwing furniture or equipment
- Breaking windows/furniture
- Damaging resources

Other
- Attention seeking behaviours
- Hyperactivity
- Excessive crying/shouting/screaming/movement (e.g., running within a classroom)
- Spitting
- Removal of clothes

- Running away from the group
- Choosing not to eat
- Climbing on furniture

As a school we need, to continually work towards recognising that we are challenged by the behaviour and **not** the pupil.

If the pupil has displayed an unusual behaviour of high risk for the first time their risk assessments should be reviewed and if necessary, a behaviour support plan should be written and shared with all members of staff and parents.

4. Training and Support

Training is provided to all staff:

- to ensure that there is a real attempt to understand reasons for and functions of challenging behaviour through regular training

- to recognise that challenging behaviours can be passive as well as active

- to recognise that pupils' learning difficulties and disability may be a large contributing factor to their challenging behaviour. Therefore, no blame can be attached to the pupils as there is rarely any intention or understanding of the impact of these behaviours on others.

- to ensure that the abilities and needs of each pupil are at the forefront of any behaviour plan or guidelines, considering each individual's needs and the implementation of suitable strategies and boundaries

- to support all approaches to behaviour support as a non-aversive approach, with the rejection of any course of action that could be interpreted as punishment:

    - pupils will always have the reassurance of an adult presence no matter how challenging the behaviour

    - pupils' challenging behaviours, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement

    - pupils' behaviour will be redirected in a positive manner and therefore lead to a desire on the part of the pupil to re-engage in acceptable behaviour

- to develop strong attitudes of self worth and respect of others through a curriculum rooted in the pupils specific needs and using integrated working with therapists to ensure a consistent approach is achieved

- through inset and regular training workshops, which seek to develop understanding of the strategies for managing inappropriate and challenging behaviours, that are safe and humane for all involved

- to ensure that appropriate and specific behaviour targets are held within a Positive Behaviour Support Plan (PBSP) for those pupils who habitually display behaviours which challenge, in consultation with relevant members of the multidisciplinary team (including CAMHS), school staff and parents

- to ensure that these programmes are shared and discussed with all staff working with that pupil regularly and are monitored and updated as necessary

- to ensure confidentiality and use of professional standards of language during discussion

- to train staff to be skilled at using physical intervention techniques when it is necessary to do so

- to encourage thinking around the use of skills taught in line with the Team Teach principles and to support staff to be confident about using professional judgement to use all skills in the best interest of the pupil

5. Staff Behaviour

At Kisharon Noé School we are aware that environmental factors and adult behaviour can have an effect on our pupil's behaviour. Our staff will display the following behaviour in order to support our pupils' behaviour and act as positive role models:

- Clear language
- Calm
- Model appropriate behaviour
- Be consistent in setting limits
- Be clear about responsibilities
- Staff will sign and follow agreed behaviour plans and discuss any concerns with appropriate member of staff if they arise
- Acknowledge and respond specifically to appropriate behaviour
- Teach independence and problem solving
- Communicate with each other
- Keep environments clean, safe and uncluttered
- Where appropriate discuss inappropriate behaviour with the pupil
- Hand over to another member of staff if necessary

Staff will not:

- Verbally or physically threaten pupils, including unnecessary
- shouting
- Physically harm pupils
- Physically handle pupils unless it is necessary to keep them and
- others safe. It is never appropriate to use force to gain
- compliance

6. Proactive Strategies

Pro-active strategies are employed to support our children on a daily basis in order to reduce the need for challenging behaviour to occur:

- Activities are motivating and fun, taking into consideration our pupils' special interests and motivation
- Activities are differentiated
- Activities are suitably paced and purposeful
- Children are not expected to sit for long periods of time and physical activities are built into class curriculum under recommendation from our Occupational Therapists
- Support staff are utilised, with clear roles to enhance pupil progress
- Modelling and prompting techniques are used by staff to give pupils a high level of success within their learning
- Visual resources, symbols and Makaton are used in lessons to support understanding and aid transitions
- Recommendations from our Speech and Language Team are built into the class curriculum to support communication

- Model appropriate behaviour
- Praise freely but specifically, for example, 'good sitting' 'good walking' (Appendix 1)
- Use social stories where appropriate to explain desired behaviour
- Value each pupil, having high but realistic expectations
- Use physical contact where appropriate, a gentle pat on the back, well done hand shake or high five
- Provide pupils with learning opportunities where they can make choices and respect choices made
- Make visual display of class rules

7. Positive Reinforcement

Positive reinforcement is used to help our pupils learn new skills. Staff identify what acts as a reinforcer (increases behaviour) for each child, including when and how often to deliver reinforcement. Reinforcement is built into lessons taking our pupils special interests into consideration.

Token systems and reward charts may be used and these are often individualised for our pupils.

Reinforcers used at Kisharon Noé School include, positive praise, toys, enjoyable activities, special privileges, access to electronics and additional choosing time.
For some of our pupils who have a very limited set of reinforcers edibles may be used. When using edibles staff are always looking to expand the pupil's variation of reinforcers and endeavour to continue to expose them to many new items and activities in order to achieve this.

8. Sanctions

Behaviour reduction interventions that are employed after a behaviour has occurred are designed to reduce risk and the reoccurrence of the behaviour in the future. Staff develop/write behaviour plans and monitor pupil progress to see if their interventions are successful and make changes where necessary.

Interventions are monitored by staff and data is collected so staff can monitor its effectiveness and make changes when appropriate. Alongside behaviour reduction interventions positive reinforcement is utilised to reinforce and teach functionally appropriate behaviours.

Sanctions that may be used include:

- Removal of reinforcers if a particular negative behaviour is displayed
- Supervised thinking time - pupils will always be supervised closely during thinking time procedures and never left alone/isolated
- Verbal reprimands and warnings – this does not include shouting

At no point will a physical reprimand be used i.e. tap/hit etc

9. Pupil Ownership

Staff will provide pupils the opportunity for self-reflection in relation to understanding and learning from their own behaviour. Wherever possible pupils and staff will work together to set their own targets for behaviours, this will include writing behaviour contracts and rewards systems that work towards the pupil taking ownership of their own behaviour and moving towards independence. With pupils of a lower ability they will be encouraged to visually choose what they are working towards at the start of the session to encourage shared participation and learning. It is recognised that awareness of the structure of a session and/or day reduces anxiety and therefore encourages a pupil to be more able and willing

to learn. Visual supports can be key in helping individuals to understand their own behaviour, therefore close integrated working with the SALT is a high priority.

10. The Use of Seclusion / Isolation

At Kisharon Noé School, we recognise that 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 will also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. We also recognise that sometimes our pupils will have their liberties restricted by a member of staff who has a duty of care only **to protect individuals from physical injury, psychological trauma or violence.**

In such circumstances, it should be not considered depravation of liberties provided the restriction is:

- the minimum required for that purpose

- the least intrusive and most effective way

- allowing as much freedom as possible

School will:

- not lock children for the purposes of detention
- use double to high door handles or locks/ fobs on doors as a safety measure and/or as a security precaution
- conduct risk assessment on individual cases. Risk assessments will be reviewed by the senior leadership team and agreed with parents.
- seek an external consultation or review pupil placement if the restriction of liberty i.e. spending time in the soft room, or designated area is deemed to be required to protect pupils and staff and used on a regular basis
- record use of isolation

Force cannot be used to enforce 'thinking time', 'withdrawal' or 'seclusion' except in an emergency to prevent pupils from hurting themselves or others. An emergency is a genuinely unforeseeable event e.g. when a child acts completely out of character. Locked includes another person holding a door shut.

11. Maintaining confidentiality

At Kisharon Noé School we know that it is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who do not have specific duty of care to the identified pupils. Confidential reports relating to challenging behaviour will be kept confidentially access to which is normally restricted to members of staff who are charged with the care of that pupils and the parents/carers. Confidential information will only be shared between the integrated team when necessary and ensuring and documents or videos of a sensitive nature are password protected.

12. Systems and Structures

The Deputy Headteacher will be responsible for reviewing all Positive Behaviour Support Plans and ensure that all staff have access to them. The Assistant Head will key work individual cases and be responsible for working with class teams and therapists to develop plans and guidelines collaboratively.

To request support for the Assistant Head: staff must discuss the support required, observations will then be conducted and then fed back to the teacher/class team. Class team will then devise a PBSP and work in partnership with the Assistant Head until it is reviewed and finalised.

Support from the Senior Leadership Team (SLT)

A member of the SLT will be available in school during the day for decision making, advice and support. They will encourage staff to use their own skills and de-escalate the situation first. When an incident of challenging behaviour takes place outside the school, it is the duty of the most senior member of staff to make decisions on how to manage that particular behaviour in the light of guidance contained in this policy and in other school documentation. Advice should be sought from a senior member of staff by telephone, if such assurance will help the situation.

It is accepted that where a member of staff follows the principles laid out in this policy and other school documentation any course of action taken will be fully supported by the Head teacher. The safety of all pupils is paramount in dealing with the challenging behaviours in and out of school.

All interventions should be consistent with any behaviour support programmes/guidelines in existence for that particular pupil. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in this policy. Where possible, advice should be sought from a member of the SLT, but when it is not possible, retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.

Staff are supported and encouraged to *debrief* following highly stressful serious incidents. This post incident practise will include an opportunity to learn from the incident and emotional support to the staff and pupils involved. Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which arises out of such incidents. Senior staff should be aware of all such situations so that cover can be arranged and staff supported as appropriate.

13.   Recording Incidents

All incidents should be reported as follows:

- Key member of staff to complete incident form in CPOMS with the input of other members of staff who supported

- All recording should take place using CPOMS

- Depending on the severity of the incident a class team debrief with our without the presence of a member of the SLT should take place

- The AH will read through and discuss the incident if and when required. All incidents will be recorded and if a pattern or any inconsistencies following the PBSP is apparent this will be discussed with the class teacher and/or class team

- The AH will regularly analyse the reports to monitor potential triggers and patterns with classes and across the school, to ensure systemic changes to prevent challenging behaviour are also a priority

- All staff will receive an induction on how to complete the CPOMS incident reporting form as it is a legal requirement that all staff complete the relevant form. Additional support from the SLT is available if required.

- If restraint is used it needs to be logged in a bound red book

- Low level incidents recording on school ABC sheets

Recording injury

All injuries must be recorded using the incident report form in CPOMS and not be completed in isolation. Incidents of challenging behaviour which result in injury to pupils, staff or visitors must be recorded on the Incident Form.

Where a child or adult has been injured as a result of an accident, ie, slip or fall this needs to be completed in the incident report form in CPOMS. Medical treatment must be sought from a First Aider and parent/carer must be informed.

Ensure that time is made for a debrief for the members of staff involved (and pupils if it is appropriate).

14.   The Use of Positive Handling and Physical Intervention

The principles of all use of physical intervention are embedded in the regular training and understanding of principles outlined in TEAM TEACH. Trained staff are encouraged to use their professional judgement, based on their training to use *physical interventions when, reasonable, proportionate and absolutely necessary. With the most amount of care and minimal time.* Physical restraint *will not* occur as a matter of common practise.

Training in physical intervention and holding techniques is provided through the TEAM TEACH programme with regular and continues refreshers and updates available for specific situations with workshops and refreshers. When restraint is used with any pupil, the staff involved in the incident must record it as soon as possible.

It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care, pupils should be kept safe and secure from injury.

Use of the Quiet Room

The quiet room can act as a 'place of safety' and an opportunity to withdrew pupils. The room provides a safe space for pupils to access themselves and a facility for staff to support pupils through severe physical outbursts, helping them calm down whilst preserving the safety of other pupils, and the staff in the classroom and surrounding area. They are also a sensory neutral place for pupils to calm. They are not to be used as a punishment but rather from the principle of, 'I care about you enough not to let you get out of control.' This is in line with the TEAM TEACH principles.

In line with TEAM TEACH, it is important to distinguish between the following definitions:

- **Seclusion**: when a child is forced to spend time alone in a room by locking the door or restricted space. This is only to be used in an emergency and as a last resort. Children must be in view at all times and monitored at 3-minute intervals. (May depend on individual) The SLT must be informed within 10 minutes of seclusion being used. Parents will be informed and plans will be drawn up to ensure that it is not a strategy required again.

- **Thinking Time:** used informally to mean a cooling off period, giving space to calm down and self-regulate. Pupils are free to come and go and the door remains unlocked. We do not use the term 'Time Out' in a mainstream context of restricting access to positive enforcement as part of the PBSP. Due to our positive, preventative approach towards behaviour support, we do not use a consequence-based approach and always focus on what we give or can do rather than what we can't do or what we can take away

Staff must be aware of their Duty of Care, ie, their response must be reasonable, proportionate, necessary and in the best interests of the child.

If there is a risk of self-harm seclusion cannot be used and staff must be supporting the child within the room.

The Policy for Positive behaviour management should be read alongside the following policies:

- SEN Policy

- Anti-Bullying Policy

- Equalities Policy

- Child Protections and Safeguarding Policy

- Risk Assessment Policy

- Health and Safety Policy

- Mental Health Policy

15.   Appendix 1 Positive Behaviour Language

Example of Positive Language	Instead of saying	Observed behaviours
Feet on the floor	Stop climbing	Climbing
Gentle Hands	Stop hitting	Throwing, pinching, pulling, pushing
Quiet	No shouting	Shouting, screaming
Cross your legs (when sitting) Gentle Feet (when standing)	Stop that kicking	kicking
Sit still	Stop that moving about	Wriggling in the chair
Tidy hands Gentle hands	Stop pulling hair	Hair pulling, pinching, playing with straps on specialised equipment, etc.
Play nicely	Stop snatching his toy	Difficulty with sharing
Walk nicely Walking feet Good walking	Do not run	Running indoors
Be patient Good waiting	Stop pushing	Pushing, pulling, not sharing, etc.
Sitting Sitting on the chair Sitting in the circle	Quit running around the room	Running, going to the floor, etc.
Plate on the table	Don't throw your plate	Plate thrown onto the floor
Nice talking	Stop swearing	Swearing, shouting