



## **Redbridge High School** **Behaviour Support and Management Policy**

### **Rationale**

For many of the pupils at Redbridge High School, communicating with others to make their needs known can be a difficult and sometimes frustrating experience. Teaching positive communication is a major part of our curriculum and can remain so throughout a pupil's time in school. Despite our best efforts to establish effective individual systems, for some pupils, frustration due to misunderstood communication may sometimes lead to behaviour difficulties. We acknowledge our role in providing a supportive learning environment to assist the pupils to learn alternative strategies and improve their skills over time. A well behaved school is one in which there is a climate where pupils enjoy learning, participate in activities, can access the curriculum and achieve high standards. The staff of Redbridge High School aim to promote positive relationships, trust and cooperation to secure an enjoyable learning environment where expectations are clear and conflict is minimised.

Rules are kept to a minimum and are based on care and respect for others which protects the entitlement of pupils and staff to dignity and self-respect.

### **As a school we will support this by –**

Showing and encouraging respect and tolerance for each other and the school

Valuing the contribution of each person

Working in partnership with parents/carers/governors to achieve our aim

### **We believe that:**

The encouragement and reinforcement of good behaviour is a matter of collective responsibility

Every child and adult has the right to feel safe and unthreatened by verbal or physical abuse

Pupils and adults should be fully aware of the consequences of behaviour that is unacceptable

**In implementing this policy, we must be clear that each pupil is valued and that it is the behaviour that is unacceptable, not the pupil.**

### **Pupils**

We expect that pupils will:

Respect each other pupils in the way that they talk to and treat each other

Show respect to adults

Respect all property

Tell an adult if they are worried about a friend

From these expectations we have a core set of common sense school rules:

- **Hands and feet down**
- **Walk**
- **Listen to staff and follow instructions**

## **Staff**

Staff have a vital role to play. They have the closest knowledge of the pupils in their care and the expectation is that they will build up a relationship involving support, trust and respect.

### **We expect that staff will –**

- Provide pupils with a good role model
- Help pupils to understand what is right and wrong in a way that is appropriate to each pupil
- Provide pupils with a framework of behaviour which supports the whole school policy
- Positively reinforce examples of good behaviour e.g. using the 'student of the week' system alongside individual class systems and other rewards e.g. verbal praise, stickers, tangible rewards, certificates etc
- Allow time for discussion about positive and negative behaviour
- Keep clear records of positive and negative behaviour as appropriate including incident sheets
- Keep parents fully informed about issues concerning behaviour e.g. discussion of the individual's positive management strategy, home/school token system, link books
- Keep the school governing body informed regarding issues concerning behaviour management through the Headteacher

## **Parents/carers**

We expect that parents will:

- Be involved and support us in helping to meet our aims and work in partnership with the school to enable their child to maximise their learning
- Feel confident that everything is being done to make sure that their child is happy and safe at school
- Be informed about and fully involved in all aspects of their child's behaviour

## **Governors**

We expect that governors will:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment
- Be fully informed of matters concerning behaviour
- Support the Headteacher and staff in the implementation of this policy
- Play a full and active role in ensuring the school aims are met

## **Unacceptable behaviour**

Unacceptable behaviour is that which:

- Makes anyone in the school feel threatened
- Prevents teachers from teaching and other pupils from learning
- Damages school property

## **Bullying**

- Bullying is an unacceptable behaviour and the school has an anti-bullying policy in place
- Work on relationships and caring about others and citizenship will be taught via the PSHE curriculum

## **Rewards**

When giving rewards it is important to make clear what we are rewarding with the intention of making the pupil properly aware and of sending signals to other pupils. We know that effective praise helps a pupil appreciate how his/her achievement is helped by his/her own attitude, it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Rewards will be more often than not specifically designed around the needs of individual pupils.

Rewards we give include: -

Approving look, nod, wink, smile, private praise, stickers, class clap award, student of the week award, recording achievement in Record of Achievement, informing parents /guardians/Headteacher, displays and many more individualised strategies.

## **Use of Sanctions**

When dealing with behaviour we are conscious to always maintain a pupil's self esteem, and that it is the behaviour that is unacceptable never the pupil.

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore, in discussion with the pupil we:

Check by asking the pupil that they understand why he/she is in trouble.

Check that he/she knows that the behaviour was unacceptable

Examine the effect that behaviour has on others

Examine the strategies for avoiding the same situation in the future

Encourage pupils to think of or offer some alternative strategies

Sanctions used within individual behaviour management plans must be approved by the Headteacher or Deputy Headteacher

- Sanctions must only be applied as specified in the behaviour management plan
- All staff have a duty to carry out approved behaviour strategies to ensure a consistent approach by all concerned
- Students, volunteers and pupils on work experience placements must not deal with pupils displaying behaviour issues

### **Do all that you can to:**

- Use rewards and humour to encourage and distract. Keep calm, listen, be fair.
- Know your pupils as individuals and help the child to understand the consequences of his/her own behaviour and the sanctions used
- Remember that for many of our pupils' behaviour is a form of communication and an analysis of what precedes unacceptable behaviour may reveal causal factors

### **Do not use**

Humiliation, shouting, sarcasm

### **Legal Framework**

This policy pays due regard to the requirements of the DES Circular 10/98 and the 'Childrens Act 2004' and is designed to safeguard the health and safety of children.

For teachers the duty of care is set out in the teachers Pay and Conditions document, where it states that teachers are required to maintain good order and to safeguard pupils' health and safety, both on school premises and, when in authorised activities elsewhere.

Teachers also have a duty to act in 'loco parentis' when caring for pupils and to take those measures which would be deemed appropriate by a 'reasonable' parent.

### **Corporal Punishment**

Corporal punishment is the intentional use of force as a punishment e.g. smacking, pushing prodding, throwing missiles and other forms of rough handling or chastisement. This was abolished in all Maintained schools by the Education Act [no2] 1986.

**Actions of any member of staff proven to have used any methods of punishment listed above would constitute gross misconduct and be subject to the schools' disciplinary system.**

### **Outline of good practice.**

High standards of behaviour, work and respect depend on example so we all therefore have a large responsibility to promote positive standards in school.

- Staff should be aware that pupils copy behaviour and they should be good role models e.g. sitting on chairs not table tops, speaking in moderate tones never shouting. Shouting should only be used to alert a child to danger.
- It is important that staff should use language that is appropriate to the pupil's level of understanding. Using complex sentences with a pupil who understands only single words is not only unfair to the child but useless as a strategy to change behaviour.
- Good order has to be worked for, it does not simply happen – apply rules firmly and fairly
- Set high standards, expect to give and receive praise

- Relationships are vital – take the initiative, smile and interact, communicate, be positive
- Problems are normal where pupils are learning and testing the boundaries of acceptable behaviour. Success is not measured by the absence of problems but the way in which we deal with them
- Pupils should be taught ways with which they may ask for help or request a break from a situation/environment that they find stressful. If a learner is unable to
- Do not over react – ignore if possible. Avoid confrontation. Reward good behaviour as soon as possible, remind pupils of previous achievements and future rewards **which are meaningful for them**
- Listen, be observant, establish the facts and judge only when certain

### Remember

- To notice and descriptively praise positive work and behaviour e.g. good sitting, great listening, fantastic looking, neat writing, clear speaking/reading.
- To create and sustain a positive, supportive and safe environment
- To be well prepared with stimulating lessons which help to generate good behaviour and respect
- Differentiate and keep everyone occupied, interested and motivated

### Unacceptable forms of behaviour management

- **Deprivation of food or drink**

It is reasonable if a pupil is exhibiting unacceptable behaviour at mealtimes to be told he/she will only be allowed to have a drink or a meal when he/she behaves properly, and to remove the drink or meal if the unacceptable behaviour persists. However, staff **MUST** ensure that the pupil has a drink or meal at a later time without making this appear to be a reward for unacceptable behaviour.

- We do not use items of equipment in school that may restrict a pupil's movements for the purposes of controlling behaviour e.g. wheelchairs or chairs with harnesses

### Quiet time

Sometimes pupils are unable to participate in an activity as they are upset and can become a danger to themselves and others. In these cases, they may need some discrete time on their own in a quiet room to calm down and reflect on their behaviour after which they may rejoin the lesson and accept discussion around the cause of the upset. The quiet time may vary from several seconds to several minutes according to pupil needs with the intention of restoring order and calm when a situation have become fraught. (Appendix 2)

The term 'time out' describes a continuum which can range from withdrawal from the situation to 'turning one's back' on a PMLD pupil, which can be equally dramatic or severe.

These methods are only to be used in a behaviour plan with the approval of the Headteacher and parents after all other strategies have been exhausted. Methods will be carefully planned and

recorded and applied only by staff who are fully experienced and familiar with the 'principles' underlying such techniques.

Time out never includes the use of a locked room and pupils are always monitored closely.

### **Personal contact between staff and pupils**

At all times, [especially during personal care sessions and when teaching/practising personal independence skills] staff should use discretion to preserve the dignity of those pupils needing help/support.

Males should not be present or assist female students when toileting or dressing if alternative female staff are available. An all male presence when personal care for females is undertaken should never occur.

### **Challenging Behaviour**

Despite creating the right environment and providing pastoral care and opportunities for counselling, the nature of some of our pupils means that there will be times when challenging behaviour arises. Any pupil who shows sustained levels of challenging behaviour will have an individual behaviour support plan. (Appendix 1)

Whenever possible, unacceptable behaviour is dealt within the classroom situation by avoiding confrontation.

Withdrawal may be to another part of the classroom/outside the room.

Mindful of the pupil's entitlement to the curriculum, certain privileges can be withdrawn if attempts to reward have been extensively tried and are ineffective e.g. a section of playtime, treat jobs in other areas of school.

- It is the teacher's role to assess challenging behaviour with parents and with the support of senior staff devise a support plan after a behaviour frequency chart and incident records have been audited.
- This strategy when approved, must be written down and subsequently monitored, recorded and amended.
- All staff coming into contact with the pupil should be aware of the behaviour strategies. This is the responsibility of the class teacher.

### **Recording of incidents.**

The school uses an electronic system for recording incidents 'Behaviourwatch'. The data is held in 'the cloud' not on the school server. In the event of power cut or internet links becoming broken, paper recording will be used instead. Each staff member is issued with a unique secure username and password in order to be able to log incidents. Senior staff have administrative rights to review all incidents recorded request additional information is required and to sign off the incident log. There is also a facility to make analysis of patterns of incidents for individual or groups of pupils as well as recording frequency, type and chronological data for all recorded incidents.

Incident slips on the system should be used to record any incident firstly that will help track patterns of behaviour, secondly where a behaviour support plan is in place in order to support analysis of the effectiveness of interventions and thirdly to record any incident where physical intervention is required by staff to keep the pupil, other pupils staff safe or prevent serious or dangerous damage to property taking place.

**This is required following any incident involving supportive holding or an incident of a serious nature or any event which may give rise to disciplinary or legal action.**

Incident logs on behaviour watch should be used to record the following details

- A detailed description of circumstances immediately before the incident [circumstances and antecedents]
- What occurred i.e. the behaviours exhibited that required physical intervention
- Duration and nature of any supportive holding used
- Names of pupils and staff involved
- Details of any injury sustained
- Date and time
- injury to persons
- damage to property
- Depending on the severity of the incident, written reports from the witness may also be required from the Headteacher
- It is not possible to prescribe a comprehensive list of what should be included and the Headteacher will exercise discretion in individual cases.
- Accidents incurred during incidents should be recorded in the accident book which is kept in the medical room and on an ACC1 form as necessary [see Deputy Head or senior member of staff for advice]
- In the case of exclusion, the formal LA procedures will be followed where a fixed term exclusion may be considered necessary

### **Physical Intervention**

Physical contact which may be reasonably expected to be used at Redbridge High School would be either in the context of pastoral care or as an intervention in a challenging situation.

#### **Physical contact during pastoral care**

Pupils at Redbridge High may have a need for some physical demonstration of our support and care. This will usually take the form of:

- A comforting arm around a pupil if distressed or ill
- Positioning, personal care and facilitated prompting for a number of pupils.

Not to give such contact would be to deny the learning needs of our pupils and would be counter to the supportive ethos of the school but age appropriateness should always be borne in mind e.g.

kissing, sitting pupils on knees, hugging etc is not acceptable. We will always encourage pupils to behave in an age appropriate way when greeting other people or when displaying emotions.

### **Behaviour Support plans**

A behaviour support plan (see appendix 1) should clearly and positively describe:-

- A profile, of the person being planned for, which supports a positive reputation and outlines a person's interests and strengths.
- A description of any current challenges that may affect a person's ability to access events, activities or affect their relationships.
- Describe 'things to avoid' that make the chances of any behaviour occurring more likely.
- A list of 'proactive' strategies that help a pupil manage all aspects of their school day
- 'Active' strategies that describe early signs of agitation and what can be done to rectify situations that are beginning to go wrong for the person.
- 'Reactive' strategies that give very clear and precise steps of what to do when a pupil hits a crisis point and an intervention becomes necessary.

### **Physical Intervention- the legal framework and guidance**

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Use of reasonable force Advice for Headteachers, staff and governing bodies. (2013)
- Searching, Screening and Confiscation Advice for Headteachers, staff and Governors (2015)
- Behaviour and discipline in schools Advice for Headteachers and school staff (Jan. 2016)

If all strategies in a pupil's behaviour support plan have failed to diffuse a situation and physical intervention is required it must be applied under the following guidelines in accordance with, 'The use of force to control or restrain pupils', (1998) and 'Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders'. (2002)

Copies of these documents are on display in the staffroom.

It is our aim that all staff at Redbridge High School are trained in the 'Leafe' method of positive intervention accredited by BILD. 'Leafe' training ensures that all skills taught in its training programme are in accordance with the human rights act 1998.

**This is the only method of management approved by the Headteacher and Governing body.**

Staff are trained by two of the Assistant Head teachers; Ben Farley and Cormac Burke and David Johnson, who are trained to Principal Instructor standard. This trainer training is updated annually. Staff require the minimum of an initial day course followed by an annual refresher. Only staff having



reached the required pass standard may use the techniques. Untrained staff are not allowed to use intervention but, can act in a support role by sending for immediate assistance in the case of an emergency.

The Assistant Head teachers are responsible for the review and updating of staff training in this area.

When using physical intervention, the **minimum** level of force required is the **maximum** permissible.

Some examples of situations which may require physical intervention are:

- Injury to other pupils, or staff e.g. pupil throwing furniture
- Repeated attempts to hurt other pupils
- Pupils putting themselves in a dangerous situation e.g. sitting down in the road.
- Planned intervention – where pre-arranged strategies and methods are planned for in a behaviour strategy and form part of a risk assessment.

Staff should understand that some of our pupils may act in ways which are potentially dangerous either to themselves or others without understanding the possible consequences.

### **After Physical Intervention**

Where physical intervention has been used in challenging situations, this should be recorded using 'Behaviour Watch'.

In all cases where supportive holding is necessary, minimum reasonable force should be used to avert an immediate danger or personal injury to pupils and staff and the supportive holding should be withdrawn as soon as possible.

**Every effort should be made to communicate and negotiate with the pupils to assist them to calm down during supportive holding.**

Staff should not hesitate to act in an emergency. However, the element of force involved must not be more than is reasonably necessary in the circumstances.

In the event of rare unforeseen outbursts of aggressive behaviour, every effort should be made to de-escalate the situation and calm the pupil. Future strategies for managing such behaviour will be planned after discussion between home and school and approved by the Headteacher/Deputy.

### **Monitoring and review**

The effectiveness of individual behaviour support plans will be monitored by the Deputy Headteacher in a termly review of incident logs and a six monthly review of risk assessments and support plans for pupils requiring intervention.

In order to ensure effectiveness, the behaviour policy will be monitored and reviewed bi-annually. Channels of communication within school, and between school and parents, governors, the community and outside agencies will be constantly reviewed.

### **Complaints procedure**

1] If a complaint is made to teachers or support staff by parents or any other party on any matter arising from the situations described in this policy, they should immediately refer the person concerned to the Deputy or Headteacher.

2] The Headteacher or Deputy will deal with any serious complaint according to the Code of Practise agreed by Liverpool City Council and Safeguarding Procedures relating to the school and L.A.

3) This policy is linked to the complaints procedures policy and the Reduced Education Provision policy as needed.

### **Conclusion**

Staff at Redbridge High School are proactive in responding to the needs of individual pupils and develop a wide range of support strategies that motivate and develop all pupils. Responses to instances of challenging behaviour will continue using the guidelines outlined in this policy.

Policy reviewed bi-annually

Ben Farley

Reviewed August 2022

# APPENDIX 1



## Redbridge High School-Behaviour Support Plan

<u>Pupil name:</u>	<u>Class:</u>	<u>D.O.B</u>	<u>Date of Plan:</u>	<u>Class Teacher:</u> <u>Class Team:</u>
<p><b><u>POSITIVE REPUTATION:</u></b> <i>Identify what a person likes and enjoys.</i></p> <p>My favourite person is? •</p> <p>My favourite TV programme is? •</p> <p>My favourite place is? •</p> <p>My favourite music is? •</p> <p>My favourite film is? •</p> <p>My favourite food is? •</p> <p>I like and am really good at? •</p> <p>I am really interested in? (special interests) •</p> <p>I am most happy when? •</p> <p>I am most motivated by, and my reward would be? •</p>				
<p><b><u>CURRENT CHALLENGES:</u></b></p> <p>Health issues/illness (e.g. epilepsy) •</p> <p>Medications currently being taken •</p> <p>Disrupted sleep patterns (general patterns of sleep) •</p> <p>Changes at home (change of address, new baby, looked after provision) •</p> <p>Anxiety, fears, intolerances including food •</p> <p>Sensory challenges •</p>				
<p><b><u>Additional support Pupil receives:</u></b> (tick as appropriate)</p> <p>CAMHS [ ]</p> <p>Respite [ ] Where?.....</p> <p>Additional 1:1 in school [ ]</p> <p>Requires a safe space [ ]</p> <p>Requires additional spaces [ ]</p> <p>Has OT sensory assessment [ ] When?.....</p> <p>LAC [ ]</p> <p>CIN [ ]</p>				



## Redbridge High School-Behaviour Support Plan

<u>Pupil name:</u>	<u>Class:</u>	<u>D.O.B</u>	<u>Date of Plan:</u>	<u>Class team:</u>
<u>Behaviour:</u>				
<u>Reason for behaviour:</u>	<i>(Using Motivation Assessment scale-Durand)</i>			
<u>Long term goal:</u>				
<u>Short term objective:</u>				
<u>Pro-active strategies</u>	<p>Language Level 1</p> <ul style="list-style-type: none"> <li>• Sensory observations and equipment</li> <li>• TEACCH, Visuals</li> <li>• Communication, PECS, choice boards, AAC etc</li> <li>• Asking for help/Go strategies</li> <li>• Waiting skills</li> <li>• Traffic light system</li> <li>• Intensive Interaction</li> <li>• Social stories</li> <li>• Transitions and time managers</li> <li>• Rewards and Motivators</li> <li>• Things to avoid</li> </ul>			
<u>Active strategies</u>	<p>If pupil shows agitation by:-</p> <ul style="list-style-type: none"> <li>•</li> </ul>			

	<p>Then:  'Go' strategies-(to be taught when calm).</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<u>Reactive strategies</u>	<p>If above has been tried and pupil continues to show agitation by:-</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p>Then:</p> <ul style="list-style-type: none"> <li>•</li> </ul>

Signature Headteacher. ..... Date. .....

Signature Teacher. ..... Date. .....

Signature Parent. ..... Date. .....

## APPENDIX 2

For some pupils the provision of spaces in school where they can withdraw to in order to feel secure, take the opportunity to reduce anxiety and gain control over their behaviour again is a necessity.

For a small number of pupils, a safe space is required for those incidents where an escalation in aggressive dangerous behaviour can potentially lead to injury to either the pupil themselves other pupils or members of staff and withdrawal to a safe area is the safest and best course of action for all.

The underlying principle where behaviour is seen as communication is still paramount. The opportunity to use a quiet or safe space to reduce anxiety and gain control of behaviour will facilitate the interaction between staff and pupil to ascertain what the cause of the episode of challenging behaviour is.

**Space spaces and quiet rooms are there to support pupils. They will not be used to isolate pupils as a punishment or for prolonged periods of time.**

Any pupil assessed as requiring access to a quiet space will have their behaviour support plan amended to include the circumstances where it will be used. All behaviour support plans are agreed with parents/carers or responsible adult on behalf of the pupil.

Where pupils can articulate that they want to withdraw themselves to a quiet space they can do but if that request is extending the amount of time they spend away from class staff will work with the pupil on developing strategies to remain with their peers whilst always having the option of accessing a quiet space. Pupils using augmentative or assistive communication will be given the means to communicate their wish or need to access a quiet space.

**At no time will a pupil be left to use the safe space without supervision, this may be out of sight of the pupil on those occasions when the pupil may have chosen to access the space to be on their own for a short period.**

Once the pupil has accessed the quiet area they will be given an opportunity at the earliest opportunity to indicate they wish or are ready to return to class. In those instances where the quiet/safe space has been used to diffuse a period of aggressive behaviour where people were at risk the pupil will be given the opportunity to demonstrate they are calm first by engaging in an activity with staff in the quiet space then near the environs of the quiet space i.e. next to or by the entrance. For each pupil the de-escalation process may vary and should be noted in their behaviour support plan with clearly indicated signs for staff to look for demonstrating the pupil is now in control again, ways to help them to do so and what to avoid to prevent the pupil losing control again.