



## **Behaviour Management Policy**

This policy and its guidelines are designed to safeguard both pupils and staff and apply to every member of staff and all other persons having contact with our pupils.

Pupils with learning difficulties can be very vulnerable. Everyone is safer if expectations are clear and approaches are consistent.

Most pupils behave reasonably well most of the time. However, there will be times when our young people do not have the necessary self-control to maintain a safe, positive environment and staff need to be prepared to intervene and take temporary control for them. All staff recognise that the physical intervention approaches described will generally only be appropriate as a last resort. They are not a substitute for the full range of professional approaches to behaviour management and techniques to minimise or avoid confrontation (Positive Behaviour Management). In this context, the importance of training and professional development in minimising the need for physical intervention is essential.

The ways in which we take control have been designed to be effective, respectful and safe and as non-intrusive as we can make them. We do not punish inappropriate or challenging behaviour; rather, we seek to reinforce positive behaviour.

### **Values and Attitudes**

Our Behaviour Management Policy is based on maintaining a positive and respectful attitude towards young people, parents and staff.

Ways in which we show respect for one another:

- Look for the positive aspects of each person
- Reward good behaviour and appropriate responses
- Share examples of the above with carers and parents
- Listen to each other
- Ensure that everyone's right to privacy, independence and dignity are upheld.

### **Definition of Inappropriate Behaviour**

- Inappropriate behaviour is behaviour that is significantly disruptive or is likely to compromise our young peoples' social and public integration
- Behaviour that is significantly disruptive to activities that other people are engaged in
- Behaviour that is socially unacceptable e.g. undressing in public. Culturally abnormal behaviours of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to ordinary community facilities

## **Appropriate Behaviour**

In order to define appropriate behaviour it is necessary to first state acceptable standards of behaviour. The school will promote and reinforce all acceptable behaviour.

**Pupils** will be encouraged to:

- Show concern, care and respect for others
- Recognise the right of others to learn
- Accept responsibility for their actions (within the individual pupil's ability).

## **Objectives**

Positive behaviour management is an integral part of the curriculum which teaches appropriate and relevant social skills, thus allowing pupils to participate fully in the life of their home, school and community.

A positive behaviour policy is necessary to:

- Ensure the safety and wellbeing of the pupil
- Ensure the safety and wellbeing of members of staff and the public
- Protect the environment
- Protect the pupil from self-harm
- Divert the pupils from inappropriate behaviour
- Curb or divert obsessive behaviour in order for learning to take place
- Teach self-control and accountability
- Teach choice and that choices have consequences
- Allow pupils to develop and demonstrate positive abilities and attitudes.

## **Rights and Entitlements of Pupils**

All pupils have a right to:

- Feel valued by staff
- Experience a teaching and learning environment which is supportive and where pupils' efforts are recognised, encouraged and celebrated
- Feel safe in an environment which meets their intellectual, physical, emotional, social and spiritual needs
- A school which recognises rights and responsibilities and where respect for others is paramount
- Express their feelings in an open, honest and polite way.

## **Principles**

*Personal Privacy and Independence* – All pupils can expect that at all times their 'personal space' will be left undisturbed and free from intrusion or public attention. However, there will be occasions when it may be necessary to invade a pupil's personal space in order for that pupil to participate in an activity and learn to interact and make progress. Some intimate care is carried out by one staff member alone with one child. This practice is actively supported unless the task requires two people.

**Staff will:**

- Provide good role modelling
- Establish positive relationships
- Be consistent and fair

- Maintain an environment which is supportive and conducive to learning
- Celebrate strengths and achievements
- Ensure all pupils experience success
- Accept pupils as unique individuals
- Create a positive atmosphere
- Encourage courteous behaviour
- Praise appropriate behaviour and work
- Admonish the behaviour not the person
- Plan lessons to maintain pupils' interest
- Minimise the opportunities for disruption by arranging the classroom carefully giving thought to pupil grouping
- Match the pupils' ability to work given
- Be aware of body language, tone of voice etc.
- Give clear expectations for behaviour in the school
- Continually observe class and individual behaviour
- Analyse own classroom performance and learn from it.

**Parents are expected to:**

- Support the school ethos
- Ensure their son/daughter attends school regularly so work and behaviour patterns can be established and maintained
- Be encouraged to speak in the first instance to the teacher about any concerns and if appropriate to make an appointment to speak to the Head Teacher
- Bring to the attention of the school any unusual behaviour or changes in expected behaviours.

**Bullying**

Bullying is one of the most malicious forms of unacceptable behaviour within the school environment. Bullying usually takes place away from the supervision of adults and the misery and distress that it causes must not be underestimated. Children have a basic right to receive their education free from humiliation, oppression and abuse. The pupils at Mill Water School should feel confident in the knowledge they will be protected from bullies and staff ratios and practice ensure that bullying within our school is minimised.

There are many definitions of bullying, but most have these three things in common:

- It is behaviour designed to deliberately hurt another
- It is repeated, often over a period of time
- It is difficult for those who are bullied to defend themselves.

Bullying can take many forms, the most common are:

- Physical (hitting, kicking, taking belongings, money extortion)
- Verbal – name calling, insulting or racist remarks
- Indirect – spreading unpleasant stories, exclusion from social groups.

There are a number of reasons that bullying must be dealt with. These include:

- The safety and happiness of pupils
- Educational achievement
- Providing a model for appropriate behaviour
- To maintain our reputation as an effective, caring school

Parents should feel reassured that Mill Water School will demonstrate through policy and action that it will respond positively and effectively to bullying. Any incident of bullying is recorded on an Incident Form.

## **Framework**

In implementing a positive behaviour policy it is recognised that the curriculum acts as a useful vehicle to impart and reinforce the principles of the policy.

The emphasis of the management of positive behaviour at Mill Water School is in encouraging positive social behaviours using incentives and rewards.

It is important that pupils, where they are able, take as full a part as possible in monitoring the management of their own behaviour.

A range of strategies will be implemented if behaviour or behaviours give concern. An initial assessment will be made by the class team and appropriate professionals. This will be followed by a written individual behaviour management plan, co-ordinated by the class and agreed by parents. The teacher will be responsible for informing all staff of the strategies in order to maintain consistency. All staff will be expected to follow the strategies. The behaviour management plan should go with the pupil on transfer to a new class. A copy of the plan should be accessible to the Head teacher. Each plan should be monitored regularly and a review date should be built in.

There will be times with a small number of pupils where some form of physical intervention will be necessary if they are to avoid harming themselves, others or property. At Mill Water School physical intervention is used only:

- As a last resort
- Where any other course of action would be likely to fail
- When staff have good reason for believing that immediate action is necessary
- When all other courses of action have been used or the situation has developed so rapidly and to such a degree that physical intervention has to be employed as the only justifiable response.

Physical intervention will not be used to punish, cause or threaten harm, or to oppress, threaten, intimidate or bully.

Incidents will vary in severity and this is reflected in the recording of them.

## **PIPS**

### **Processes and Skills**

PIPS is a training programme that promotes positive behaviour management and minimal physical handling techniques. This approach provides planned, systematic and graded strategies that are effective, safe and as least intrusive as possible. At Mill Water School staff will receive training in the use of PIPS preventative strategies and physical techniques. No other physical intervention techniques are permitted.

### **Emergency Response**

At Mill Water School we recognise that there may be occasions when staff intervention might need to be an emergency response and therefore not have recourse to the planned intervention as previously outlined.

All staff are trained according to the provisions set out in the Department for Education Use of Reasonable Force in Schools 2013. Force will be appropriate if the circumstances of the particular incident warrant it. Any response should however be consistent with the legal obligations and responsibilities of Mill Water School and their staff and the rights and protection afforded to our young people under law.

### **Reasonable Force**

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend upon the circumstances of the case.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of the physical force and the situation could be resolved without using force.
- The degree of force employed must be in proportion to the circumstances of the incident and seriousness of the behaviour or the consequences it is intended to prevent. Any force used must always be the minimum needed to achieve the desired result.

### **Elevated Risk**

In any physical intervention staff must be aware of Elevated Risk. Staff must monitor the young person's Hypoxia (diminished availability of oxygen to the body tissues), Acidosis (the body fluids contain too much acid), and Positional Asphyxia (a form of asphyxia which occurs when someone's position prevents them from breathing adequately). Examples of things to take into consideration when monitoring are: Position during intervention; prolonged struggle; obesity; respiratory syndromes including asthma and bronchitis; cardio vascular disorders; prescribed drugs.

### **Risk Reduction**

Since it is well established that a young person's behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the young person in question from the audience. At Mill Water School we recognise the benefit of time and space to de-escalate a crisis situation. Helping a young person to access an outdoor space or a preferred calming area may help them more quickly.

Staff are expected to apply professional judgement to determine the level of danger to the young person or to the others, including themselves. Staff should make a dynamic risk assessment during any incident to ensure safety of everyone involved.

Physical intervention, when applied, should be passive in intent. Its purpose must only be to limit the young person's ability to hurt him/herself, others or significant damage to property with minimum application of force. As soon as it is safe to do so the intervention should be gradually eased to allow the young person to regain his/her self-control.

Whenever circumstances allow, assistance should be sought from other members of staff at an early stage. All staff aware of another member of staff in difficulty have a responsibility to provide assistance and support providing that this does not compromise other young people's safety or wellbeing. In some circumstances this may involve the combined efforts of more than one member of staff.

Staff must remember throughout an incident that the purpose is to restore personal safety and security for all involved and to reduce the anxiety of the young person. When appropriate, opportunities should be taken to communicate to the young person, calmly and gently at appropriate stages during any incident and utilising a *Total Communication approach*.

PIPS techniques seek to avoid injury to the young person, but it is possible that injury may occur accidentally. This should not be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

PIPS emphasises positive relationships between staff and young people. It aims to protect and promote this. PIPS stresses that most crisis situations can be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.

### **Planned Intervention**

PIPS acknowledges that there will be times when there is no other alternative but to 'hold' or 'guide' a young person. The manner in which this is planned and then safely and therapeutically carried out is crucial. All young people at Mill Water School who need planned intervention have a Behaviour Management Plan. This document will list the proactive and reactive strategies for behaviour management, as well as listing the most effective PIPS physical interventions to use in response to identified behaviours.

Whenever and wherever possible, situations involving potential conflict or confrontation should be talked through. Young people will need to be in a receptive state for this approach to be successful. Staff present will form a judgment about the suitability of this approach.

### **Recording and Reporting**

A record of all incidents should be recorded on an Incident Form and Accident Form, if applicable. The record should remain clear, detailed, non-judgemental and factual. This will look at what kind of incident it was, including what events happened prior to and during the incident and what took place just after the incident. This report will record who was informed of the incident and what action if any was taken as a result of the incident and must detail any medical attention required and received.

Please see below for more information on Recording and Reporting Behavioural Incidents.

### **Prevention from leaving the premises without permission**

When a child is intent on leaving the building and site without permission, staff must use actions as appropriate to the likelihood of the pupil leaving the school premises.

The sequence of intervention should therefore be:

- Clear verbal instructions and warning of consequences
- Close supervision until the threat of departure has passed
- A permitted form of physical action.

Physical intervention should only be used as a means of preventing a child from leaving if:

- The child is so acutely and seriously troubled that it is clear he or she is in immediate danger
- The child is young and lesser interventions have either not been understood or successful and the child would, on leaving, be potentially in danger of harm
- The child is older but socially immature and vulnerable and consequently potentially at risk
- The use is intended to return a pupil to a less dangerous situation.

## **Exclusion**

The absolute last resort in terms of control of behaviour is signalled by the use of exclusion procedures.

The school would regard any use of exclusion as the ultimate sanction to the pupil, parents and peers that behaviour has reached such an extreme point that it has become necessary to remove the pupil from school.

An exclusion from Mill Water School represents a state of confrontation and challenge by the child that overrides all discussion and dialogue that has taken place and where the child continues to react in extreme ways despite any form of discussion and intervention.

It is not a preferred route for the school but is an option that may have to be taken in extreme circumstances.

Only the Head teacher can take the decision to exclude pupils.

### **Fixed Term Exclusions**

These may be used as a time out or breathing space to help everyone reflect on the situation after all ranges of internal intervention have failed. It attempts to break the cycle and signal the severity of concern.

The child returns to school with the opportunity to start afresh and is reminded of expectations of appropriate responses.

### **Permanent Exclusion**

This is very rarely used unless all other avenues have been explored and failed and/or the school feels that the situation is irretrievable and constitutes a severe threat to the health and safety of others or the smooth running of the establishment.

For all exclusions, parents, chair of governors and the appropriate LA Officers are informed.

The Head teacher will report as and when necessary to the governing body on the use of exclusions.

## **Managing and Reporting Behavioural Incidents at Mill Water School**

Pupils at Mill Water School present with a range of behaviours, some of which can be challenging. Management of this range of behaviours requires a graduated response from members of staff. The chart below shows the strategies the school has in place to manage behaviour at three different tiers.

<b>Degree of challenge</b>	<b>Strategies used by School Staff</b>
Tier 1 (most pupils)	Adequate staffing Small numbers of pupils per class Appropriate groupings within the class Appropriately laid out classroom Differentiated activities Sensory diet where appropriate Appropriate and personalised communication strategies Highly trained staff Use of PIPS strategies
Tier 2 (some pupils)	Positive Behaviour Plan and risk assessments in place All staff working with pupil aware of possible trigger points and preferred/recommended de-escalation strategies
Tier 3 (very few pupils)	Higher levels of staffing Greater range of staff members working with individual pupil Personalised timetable, with adapted activities, locations and staffing Protection strategies for staff, ie arm protectors, rhino pads, padded clothing, head protection

This graduated response aims to minimise both the number and severity of behavioural incidents.

Where behavioural incidents do occur, they are reported as follows:

<b>Complete Incident Form if any one of these has occurred:</b>	<b>Complete locally held behaviour recording chart if:</b>
This is a new behaviour	This is part of the normal pattern of behaviour as described in the pupil's Positive Behaviour Plan
Restraint has been used	No restraint has been used
Member of staff has completed a Green OSHENS form	Staff have not sustained a reportable injury
There has been reportable damage to property	No damage to property has occurred
Other pupils have been injured	No other pupils have been involved