

Behaviour Management Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy agreed by GB on	March 2018
Policy shared with staff on	March 2018
Reviewed & Updated	June 2020

Lisburne School Behaviour Support Policy

This whole school behaviour management policy provides a framework to support our responses to challenging behaviour in school. Stockport Local Authority Care and Control guidance is the predominant document that informs our policies, procedures and practice in school and our school behaviour policy sits within that guidance.

Wellbeing

The wellbeing of all children is central to everything we do at Lisburne. We know that changes to behaviour can often be a sign that a child needs support with their mental health and wellbeing. Having an environment which focuses on children's wellbeing allows us to reduce anxiety behaviours of our children. Please see our wellbeing policy for further information about how we support children to be fulfilled and happy both at home and school.

Challenging behaviour is behaviour which challenges our resources in dealing with it. It can include for example, self-injury, injuring others, screaming, kicking or refusing to take part in an activity.

We should remember that we often mistake the symptoms in our children of unmanaged stress as inappropriate behaviour. Children are reprimanded by teachers and parent for things they do that are really "stress reactions," rather than intentional misbehaviour. Children must always;

- be treated with dignity, courtesy and respect
- have equality of opportunity for learning and therapy
- have planned support to deliver the above

Children may be

- trying to communicate
- frustrated at being unable to communicate
- anxious, vulnerable or misunderstood
- in need of attention
- needing to be empowered by being given choices

Parents and carers

We work closely and in partnership with parents/ carers to support their children's behaviour. Parents/carers will be kept fully informed about all matters relating to this support both through discussion with school staff and (where appropriate) the provision of a written positive handling plan. The written plan must be agreed and signed by parents/carers, the class teacher and Headteacher. The written plan will have a clear review date and be revised and updated as necessary throughout the year.

Identifying triggers

We shall be more successful in changing children's behaviour if we accurately keep records of incidents including what happened immediately before and after an event.

Where appropriate, staff record incidents of challenging behaviour through CPOMS which may then be analysed and shared with other professionals such as the school's Educational Psychologist, CCLDT and HYMS.

Principles underpinning our practice

In dealing with incidents of challenging behaviour we will:

- put the safety of children and staff first
- remain calm
- avoid needless conflict
- take steps to reduce stress – deploy techniques of distraction, de-escalation and diffusion as early as possible
- Team Teach
- maintain support using appropriate communication
- use rewards and sanctions as planned and agreed
- avoid threatening behaviour ~ be mindful of tone of voice, body language and facial expressions
- treat children as individuals eg some children may not respond well to prolonged eye contact or over praising
- recognise when challenging behaviour is for attention, reassurance or comfort and supply these before an incident escalates
- be prepared to assist and support a member of staff dealing with challenging behaviour
- try to make incidents into positive learning experiences by the use of restorative approaches and de-escalation strategies

We recognise that the following may contribute to challenging behaviour and will try to avoid:

- Too much noise
- Excessive waiting before or after activities
- An absence of familiar structure
- Lots of interruptions – visitors etc
- Changes in routine
- Requests or instructions which the pupils may find difficult to understand

Behaviour Management/Positive Handling Plans

For certain pupils at certain times it may be appropriate to formally agree a positive handling plan. This must involve consultation with parents/carers and the Head teacher, Deputy or Assistant Head. The plan will be reviewed after an agreed timescale.

Pupil Support Plans

Some of our pupils have a pupil support plan, this is to ensure staff are consistent in their approach to supporting a child for example, minimal use of language, use of same language (words), distraction techniques.

Physical restraint and intervention

Physical restraints must be seen as the final part of the sequence of de-escalation strategies

Pupils should be restrained only in order to:-

- Prevent them hurting themselves
- Prevent them hurting other people
- Prevent damage to property
- When their behaviour compromises the environment and prevents others from learning

This is only appropriate when all other de-escalation strategies have been exhausted and following discussion with the Senior Leadership Team

- Restraint should involve the minimum physical force necessary to achieve these objectives
- Restraint should never be used as punishment
- Some personal safety disengagement techniques used in response to biting or hair pulling may involve the minimal discomfort to the child involved, but this is proportionate to the risk involved. Parents/carers would always be informed if such techniques were part of their child's Positive Handling Plan.

Recording and reporting

- All restrictive physical interventions must be recorded on the appropriate 'physical intervention report form' and passed on directly to the Head teacher or Deputy Head.
- The numbers of physical interventions are reported to Governors on a termly basis and to the local authority at least termly.
- Parents/ carers are informed of restrictive physical interventions and incidents of challenging behaviour. This information is shared with parents/ carers on an individual basis following an agreed format.

The following sanctions are not acceptable

- Corporal punishment or the use of force as a punishment
- The use of seclusion where a pupil is forced to spend time on their own against their will.
- Withdrawal of education or therapy unless its deemed a health and safety risk as agreed with the SLT

Team Teach

This is the Local Authority's approved approach to dealing safely with incidents which may require staff to use de-escalation strategies, physical interventions when dealing with challenging behaviour.

Lisburne School is a Team Teach trained school. One member of staff in school is also a local authority tutor.

Staff training

Team Teach training is given to all staff in school on a two yearly cycle. New members of staff who work with pupils exhibiting challenging behaviour are given a short Team Teach induction and then at the earliest possible time, have access to the full 12 hour initial training provided by the LA. Until their 12 hour training is completed, they are not authorised to take a lead in physical interventions, they can only support a trained and more experienced colleague.

The Team Teach tutor within school provides regular on-going training in supporting challenging behaviour in addition to emergency training on particular physical interventions as needed.

Support for staff

We acknowledge the stress that may result from working with pupils who display challenging behaviour and at all times aim to maintain the well-being of individual members of staff who are working in challenging situations.

Staff who have become particularly anxious need to be open and prepared to discuss their concerns with colleagues; this is a positive strategy and is not seen as a weakness.

Staff will be supported by further open and honest discussions, a re-consideration of strategies, input from the Educational Psychologist or therapist as appropriate, all within a context that enhances the strength of the team. A de-brief following incidents is always available, with careful consideration given to the timing of this.

Risk assessments

Where there is a foreseeable risk of hazard caused by challenging behaviour the Head, Deputy or Assistant Head will complete a risk assessment in consultation with the class teacher and parents/ carers.

Governors have authorised the intervention of Teaching Assistants and Midday assistants who have completed their full Team Teach training to be involved in physical interventions.

Rewarding and Promoting Positive Behaviour

Our ethos at Lisburne school is to celebrate children's positive behaviour and achievements, in the classroom with peers and teaching staff, the Head teacher, parents/carers and as a whole school.

Please see attached leaflet showing our reward systems.

Bullying

Bullying is a rare occurrence at Lisburne school.

Bullying is defined as:

Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or a group. Bullying may take the form of physical, verbal, emotional, racial, sexual, homophobic, disablist or cyber bullying.

Incidents of bullying are taken seriously in school and reported and recorded. It is a legal requirement for any bullying incidents to be reported to the governing body. Summary information of bullying incidents will be included in the Head teacher's report to Governors. The school follows agreed procedures for dealing with complaints about bullying.

Staff are vigilant to the possibility of intimidation and consider incidents of challenging behaviour between children in terms of whether they fit the criteria for bullying.

Guidelines for staff in the use of the space room

These guidelines have been written following the DfE and DoH publication July 2002

'Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder'

The use of the space room may be appropriate for some pupils, where a pupil is required to go there by staff it should be regarded as a physical intervention. As such we need to consider its use very carefully and take into account the above guidance.

The design of the space room was linked to our previous experiences of children exhibiting highly anxious behaviour and our strong feelings for the need for a quiet calm environment in order for them to de-escalate.

The purpose of this document is to clarify our use of the space room for children in school specifically when it is used as a physical intervention. For much of the time during the school day the space room may be used as an additional low distraction teaching area. However, there will be times in school when there is a need to prioritise the room for one or a few individual children who are in need of a safe environment for periods of time during the school day. The times children are in the space room as an intervention strategy are logged and reviewed by SLT.

For our pupils the space room is:

- A withdrawal area
- A space for de-escalation
- An area to focus on activities without distraction

Planned provision in the facilities for any pupil(s) in school who may need to use it for the reasons stated below

It is used to:

- To reduce anxieties
- To reduce the likelihood of a loss of control
- To calm after an outburst

It is not:

- A time out room
- Used as a form of punishment
- A seclusion area

Time spent in the space room should never be referred to in a threatening manner.

When the space room is used as a form of physical intervention:

- It should be part of an overall behaviour management plan that has been fully discussed by the staff team and both the parents/ carers and pupil should be informed and involved.
- A log book is provided for recording the use of the space room and this should be filled in every time it is used as a form of physical intervention giving the following information: the time, date, length of time and reason for use.
- There will be a clear expectation that the room will be used for these purposes for the shortest period of time.
- Give pupils clear opportunities to stop the undesired/unsafe behaviour prior to using the space room.
- Inform the pupil before taking them to the space room, explain to them why they need to go there and tell them it is to help them calm down
- Children will always be observed and supported
- When safety demands there are times when this supervision may take place from outside of the room, however pupils will not be left alone and unattended.
- No door will be locked or forcibly held to prevent a child from leaving these areas.
- Children's requests to leave these areas must be acknowledged and acted upon if staff are not able to safely support them to calm from inside these rooms – staff teams must have a plan to allow for the safe exiting of the area by a child who may still be in crisis
- Children return to the normal class activity as soon as they are calm and ready to resume their usual or another appropriate activity.
- If it is possible talk to the pupil afterwards about why they were taken into the space room.

It is acceptable to use the space room without going through the above process in response to unforeseen circumstances where a pupil presents an unexpected behavioural change, however this should be immediately reported to the SLT and their behavioural plan should subsequently be updated to include its use.

We will be clear about the need for the use of the space room in a child's behaviour management plan.

We will routinely monitor and evaluate all behaviour management plans, as part of this we will reconsider the appropriateness and effectiveness of continuing to use the space room as a form of a physical intervention.

As professionals working within the 'Every Child Matters Framework' and in the context of The Human Rights Act (1998) we must continually strive to ensure that we question and monitor our practice.

Covid 19 addendum

We remain committed to the ethos, principles and desire to limit the number and severity of physical interventions in school. If a child / young person has any plan which includes potential use of physical intervention, this should be reviewed and updated by staff who know the pupil well to further reduce risk.

All Government guidance has been taken as regards who should be in school and who should not as a result of illness due to covid 19 and therefore in the first instance measures to reduce risks linked to physical intervention include:

1. Considering the impact that lockdown will have had on the individual child's social interaction and mental well-being

- We will consider how their needs may have changed and how we are going to explore this with them upon their return.
- We will find out more about this from their parents/carers.
- We will consider additional or different measures needed to be added to their plan so the above needs are met.

2. Reducing social challenge

- If a child's difficulties lie in this area we may organise their day differently socially to reduce anxiety eg less/more planned play times; more structured play sessions; include in different group.
- We will consider what additional support/scaffolding they will need, eg more adult support; buddy system; extra equipment; social stories
- We will think about what physical spaces can be used safely for calm down/being alone time.

3. Reducing academic challenge

- We will think about how our curriculum will look different for all children and will communicate this so that anxiety around this is reduced upon entry initially.

4. Updating Positive Handling Plans or Pupil Support Plans

- Children who already have a positive handling plan or pupil support plan to keep them safe will have their plan revised and updated in line with the above measures and it will be shared with all staff - **Paying particular attention to any change in behaviour and 'stage 1' behaviours, acting appropriately and in a timely manner to avoid unnecessary escalation.**

In the event that children need to be physically handled for their own safety despite all possible measures put in place, staff are encouraged to bring a change of clothes for changing if necessary. In line with existing policy, physical intervention is an absolute last resort. Physical intervention should be used for as short a time as possible eg move to break out area and release. Where possible, physical intervention should involve a limited number of people eg single person escort. Staff can limit risk from water droplets eg looking away and washing after physical intervention. Rooms and equipment will be cleaned on a regular basis. Staff involved with a physical intervention should inform cleaning staff so that additional cleaning of rooms and equipment can be arranged if necessary.

Government advice is that normal procedures should be followed for children not displaying symptoms. Any children displaying symptoms or living with a person displaying symptoms will not be attending school.