

PROMOTING POSITIVE BEHAVIOUR AT SHOREFIELDS SCHOOL AND COLLEGE

At Shorefields School and College we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment we seek to promote the principle that the School and College is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within Shorefields that enable all pupils to be independent, have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions that is consistent and fair is an integral part of successful management of behaviour. We believe that good behaviour promotes effective learning.

This policy is written in response to 'Essex County Council - Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings'. It is the responsibility of all staff to be aware of the content of this document.

Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst taking into account the needs of individuals recognised by the School and College. The system is there to support the whole School and College community and ensure clear boundaries are established that benefit everyone.

Code of Conduct

The Code of Conduct for Shorefields is promoted and helps to contribute to the positive ethos throughout the School and College. The code sets out expectations as follows:

- Show respect
- Be kind and friendly
- Listen Well
- Work Hard
- Tell the Truth

Support Attitudes to Good Behaviour

The development of the whole child is important to us and as a result, we endeavour to fulfil the School and Colleges core purpose of 'Learn to Live'.

Expectations

In order to promote positive behaviours it is expected that in each part of the School and College there will be:

- Effective presence/supervision/time keeping by all staff.
- Consistency in approach.
- Supportive yet firm approach/style.
- Focused attention.
- High expectations.
- Positive language.
- Effective match of curriculum to the individual.
- Effective use of positive attitudes, language and rewards.
- Team responsibility.
- Good organisation of space/resources/timetable.
- Appropriate forms of communication – verbal and non-verbal including signs/symbols.
- To be a good role model at all times.

Managing Behaviour

Shorefields staff are trained in supporting good behaviour for learning in our School and College through Essex Steps training. This is a therapeutic approach to behaviour management and we all share this ethos as a school.

PASTORAL SUPPORT

Learning Link Advisor:

At Shorefields it is important to us that communication between home, School and College is effective and supportive. This is undertaken by all School and College staff with class teams taking responsibility for:

- Regular liaison with parents/carers.
- Working in partnership with other agencies.
- Supporting pupils with behaviour in School and College.
- Supporting pupils one-to-one with home/School and College issues.

Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in School and College. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes. The School and College acknowledges its duty to accept responsibility for the care and welfare of pupils during the School and College day. Parents can expect:

- Their children to be in a safe environment when in School and College.

- That their child will be treated in a manner that reflects the behaviour policy of the School and College.
- To be informed first of the significant problem or difficulties that may be affecting their child.
- To be informed of instances where their child's behaviour has deserved congratulations.
- To be informed in the first instance when a Restrictive Physical intervention (RPI) has had to be used for their child and/or when a new behaviour requires a RPI.

The School and College can expect parents/carers:

- To trust and respect the work of the staff on behalf of their children.
- To support the School and College in enabling children to develop and progress.
- To support and encourage their child to be a positive member of the School and College community.

Parental Involvement

Parents will be asked to support the School and College behaviour policy by:

- Attending relevant meetings throughout the year or as required.
- Communicating with staff appropriately through home School and College contact. Home School and College contact is agreed with parents/carers and the class teacher. This will usually be through home school books.
- Supporting techniques and routines used in school and trying to carry these on at home wherever possible.

Working with Other Agencies

The School and College is able to provide extended pastoral services to the pupils. A range of School and College staff lead on establishing extended services and provision for pupils within the School and College and the local community. Other activities available to pupils may include:

- After School and College clubs.
- Holiday clubs.
- Individual support e.g. Thrive, Play therapy and Music therapy.
- Liaising with respite facilities.

Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long term goal is that pupils will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise pupils when they '**catch the pupil getting it right**' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has an Individual Risk Management Plan (IRMP) staff will follow the strategies on it and not deviate from the plan.

Positive Language

We ask all staff to consider the language they use with pupils. We expect positive language wherever possible. All of our pupils have communication as an area of need on their EHC plan which means they all have difficulties in this area. A child in crisis will find understanding language even more difficult than they normally do. Therefore we expect staff to be mindful of this, give pupils extended time to process what they are saying, limit the language they are using and support this with visuals or signing if necessary.

Recording and Documenting Students Behaviour

If a pupil's difficult behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- Record the behaviour/incident on a blue form.
- Office staff or Steps team to record incident on SIMS.
- Inform the parent or guardian of the behaviour via the home school book, phone call or face to face.

If a pupil's dangerous behaviour continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property the teacher needs to:

- Record the incident on blue form.
- If RPI takes place record in the bound and numbered book (A member of the steps team will report this RPI to Essex Health and Safety).
- Phone the parent/ guardian to discuss and if deemed necessary invite them into School for a meeting to discuss.
- Highlight behaviour to social worker if the pupil has one.
- Begin anxiety mapping (for minimum of 2 weeks).
- Complete a roots and fruits chart (with their parent or guardian if possible).
- Write or amend a Predict and Prevent or Individual Risk Management Plan with support from Steps team if needed.
- Ensure copies of the previous, current and new IRMP's are kept and saved in the STEPS folder on the staff shared drive.
- Send home the IRMP for parents to read and sign.
- Review annually or as needed if behaviours change

Where a child's behaviour is a risk to themselves, others or property, an audit of need and risk calculator will be carried out to assess the level of risk.

Educational and Protective Consequences

Setting high expectations for behaviour throughout the School and College means that educational consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set. Wherever possible 'logical' consequences for behaviours will be employed. This will

support and encourage pupils to learn how to behave in a prosocial and safe manner. These may be used alongside protective consequences.

Educational consequences used in School and College may include:

- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, repairing a display.
- The use of Visuals.
- Social stories.
- Rehearsing a task or situation i.e. keeping seat belts on.

Protective consequences used in School and College may include:

- A different break or playtime.
- Eating in a different area.
- Not using the mini bus for a period of time.
- Not going into the community for a period of time.

Protective consequences are used until there are changes in the pupils' behaviour or the school environment to ensure they are safe in certain situations.

Small Garden Guidelines (when a child is not able to function as part of the group)

If a pupil needs time out a staff member needs to take the student to a designated area for a set time and monitor them. Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk or the pupil is unable to regulate themselves around others. If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a small garden approach should be adopted, if a suitable area is available, and written into their IRMP.

In setting up a small garden area for a child staff should -

- Identify a quiet area where they can work/settle/be calm.
- Set appropriate tasks or activities for the pupil to engage with and monitor their progress.
- Use a social story or a learning strategy which is appropriate to their ability to help them regulate and make progress within the school setting.

PROCEDURES AND PRACTICE

When difficult or dangerous behaviour is displayed in our School and College, staff will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing behaviour is as follows:

THE SHOREFIELDS SCHOOL STRATEGIES FOR BEHAVIOUR MANAGEMENT

DIFFICULT BEHAVIOUR
De-escalation Differentiate the task set / Tactical ignoring / distract / redirect Sensory input Change of face Seek Support from hub leaders and Steps team Anxiety mapping/predict and prevent Learning consequences to be carried out at an appropriate time if appropriate Contact with parents / carers
Use the panic alarm if you need support when a child is in crisis
DANGEROUS BEHAVIOUR
Where behaviours are dangerous ,causing significant disruption to learning & pupils' well- being a member of SLT or Steps is called. In dangerous situations there are panic buttons in most rooms. Class other pupils from class if able to do so. Removal of dangerous pupil by a trained person following the Steps techniques if needed. Return to class only to take place if the person is calm enough. Phone call to Parents / Guardians and inform social worker if relevant. This situation should be followed up with a review / setting up of an IRMP / monitoring of behaviour

At Risk of Exclusion Meeting

If pupils continue to demonstrate extremely difficult and dangerous behaviour this may trigger a meeting to consider if they are at risk of exclusion. The procedure is as follows-

1. Significant increase in weekly blue incident forms.
2. This will be reported at the weekly SLT meeting and a decision will be made if whether the pupil may be at risk of exclusion and therefore a meeting is needed. The deputy head will email the class teacher the outcome of this meeting.
3. If a meeting is to take place it will involve class teacher, SLT and steps lead. The actions from this may include EP/IP referral, therapeutic referral, discussion around banding, feedback from teacher on staff wellbeing, further steps training, considering environmental changes if possible, meeting with parents/carers and anything else deemed relevant.
4. Minutes will be taken which will include a time frame set for a review meeting and an action plan.
5. If the head teacher feel an exclusion is necessary they will follow the current policy and procedures on this.

Statement on the use of Physical Intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc.).
- In an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding.
- The pupil's individual characteristics and history.
- The location where the contact takes place (it should not take place in private without others present).

At Shorefields School and College members of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so. It is also important you follow the staff uniform policy and wear protective clothing if provided.

If a Restrictive Physical intervention (RPI) takes place then it must be recoded on a blue form and in the bound and numbered book. This will be reported to parents/carers and their social worker if they have one.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Shorefields School and College, we encourage staff that are using touch for comfort or reward to use a 'supportive hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into you.

Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment about their learning or good behaviour.

Picking up and carrying

At School we do not pick up children and carrying them. This is because of staff or child injury where you might trip and fall. Children should never be carried up or down stairs. If a child drops to the floor then the adult should wait until the child gets up, unless they are in danger and it is an emergency situation.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Kissing

If a child goes to kiss you then redirect them into a supportive hug and remind them that kisses are for home/family members. Some of our children have attachment issues and we do not want to confuse them. Encourage them to use high fives or shake hands when they greet other people.

Lap-Sitting

At our School and College we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

We believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

Parents/carers will be made aware of this statement when their child is admitted to this School and College.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff

Incidents which should be recorded include:

- Bullying.
- Stealing.
- Sexual incidents.
- Concern over time of repeated inappropriate behaviours.
- Change in pupils behaviour over time causing concern.
- Unusual emotional outbursts.
- Destruction of property.
- Where a person's behaviour has led to an accident form or 'bump note'.
- Leaving the School and College premises without permission.
- Racial abuse.

(This list is not exhaustive, individual staff may wish to record other incidents)

Purpose of reporting system

- To alert class staff and steps team to changing behaviour
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- Better communication between staff
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual pupils
- To help staff and pupils avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

Training

As a School and College we train all our staff in Essex Step On to support with de-escalation techniques, promoting positive behaviour, recording behaviour and guiding & escorting pupils. All staff members receive six hours initial training. Following this, annual refresher training is carried out every twelve months to ensure that all staff hold a current, valid certificate. When required we use Step Up Training which covers the use of Restrictive Physical intervention (RPI) and behaviour management techniques which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an on-going basis.

The School and College have a current list of staff that are trained to use physical interventions.

Physical Intervention

The School and College is committed to providing Essex Steps training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. All member of Shorefields School and College are expected to treat people with dignity courtesy and respect. The School and College also recommends that where possible there are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individual are involved in an incident involving the use of force. The following systems are endorsed by Shorefields School and College:

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn it is the policy to:

- Record serious incidents on blue form and log on SIMS.
- Report PRI and significant injuries to Essex Health and Safety.
- Complete an IRMP when a pupil demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Pupils requiring an IRMP may also become identified through SLT and Steps Team meetings. Whenever there is a change to a pupil's behaviour IRMP should be amended.
- To keep yourself safe wherever possible i.e. follow the staff dress code, wear protective clothing if provided, use Steps training on body positioning.
- To follow outlined procedures and plans.
- RPI reported in bound and numbered book.
- Report an injury to the office as outlined in the staff handbook.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, **at the very least**, inform a member of SLT what has occurred.

After a serious incident has occurred a pupil & staff must be offered an opportunity for de-brief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes. For some students it could be as long as two hours, other children may need a couple of days depending on the child. This must be taken account of when planning the time of the de-briefing. Appropriate communication techniques must be made available for those students who require this support to aid understanding and communicate effectively. We also recognise as a school that for some pupils a de-brief is not suitable due to their learning levels.