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Positive Behaviour Policy

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1. Aims and Objectives

At Shorefields School 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 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.

2. 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. The system is there to support the whole school community and ensure clear boundaries are established that benefit everyone.

3. Code of Conduct

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

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

4. Supporting Attitudes to Good Behaviour

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

Expectations

In order to promote positive behaviours it is expected that in each part of the school 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.
- Regularly attending training regarding behaviour
- 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 through Therapeutic Thinking formerly Essex Steps training. This is a therapeutic approach to behaviour management and we all share this ethos as a school.

5. Pastoral Support

Home School Support:

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 of the significant problem or difficulties that may be affecting their child in school.
- To be informed of children's successes and wow moments through tapestry and/or the home school book.
- To be informed 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 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 community.

Parental Involvement

Parents will be asked to support the school behaviour policy by:

- Attending relevant meetings throughout the year or as required.
- Communicating with staff appropriately through home school contact.
- Home school 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.

6. Working with Other Agencies

The school is able to provide extended pastoral services to the pupils. A range of school staff lead on establishing extended services and provision for pupils within the school and the local community. These are identified within our local offer. Other activities available to pupils may include:

- After School 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 rewarded 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. Through the pupils individualised targets staff will plan in opportunities to work on individual behaviours, prosocial group behaviours and appropriate behaviours in the community.

7. 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.

8. 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 therapeutic thinking team to record incident on SIMS.
- Inform the parent or guardian of the behaviour via the home school book, phone call, email 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 Restrictive Physical Intervention (RPI) takes place record in the bound and numbered book (A member of the therapeutic thinking 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.
- Where agreed in advance with SLT and parents, the parent may be emailed to inform them of an RPI.
- Highlight behaviour to social worker if the pupil has one.
- Consider approaches/ next steps from the graduated approach document.
- Amend or create all relevant documentation as required.
- Ensure copies of the previous, current and new IRMP's are kept and saved in the therapeutic thinking folder on the staff shared drive.
- Send home the Individual Risk Management Plan/ Reduction Plan IRMP/IRRP for parents to read and sign.
- Ensure Audit of Need is signed by therapeutic thinking and headteacher.
- Review six monthly or as needed if behaviours change

9. Educational and Protective Consequences

Setting high expectations for behaviour throughout the school 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 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 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 consequence are used until there are changes in the pupils behaviour or the school environment to ensure they are safe in certain situations.

Individualised Area 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 individualise area approach should be adopted, if a suitable area is available, and written into their IRMP.

- In setting up a individualised area for a child staff should –
- Identify a quiet suitable area where they can work/settle/be calm.
- Consider all health and safety implications and risk assess around this.
- 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.

10 Procedures and Practice

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

The procedure for managing behaviour is as follows:

Difficult Behaviour	Dangerous Behaviour
<ul style="list-style-type: none"> ➤ De-escalation ➤ Differentiate the task set / Tactical ignoring / distract / redirect ➤ Sensory input ➤ Change of face ➤ Seek Support from hub leaders and therapeutic thinking team ➤ Anxiety mapping/predict and prevent progress ➤ 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 ➤ Some teams to use walkie talkies if appropriate 	<ul style="list-style-type: none"> ➤ Where behaviours are dangerous ,causing significant disruption to learning & pupils' well- being a member of SLT or therapeutic thinking team is called. In dangerous situations there are panic buttons in most rooms. ➤ Clear other pupils from class if able to do so. ➤ Removal of dangerous pupil by a trained person following the Principles of Restraint Reduction techniques if needed (previously step up). ➤ Return to class only to take place if the pupil is calm enough. ➤ Phone call or email where previously agreed 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 Suspension &/or 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-
- Significant increase in weekly blue incident forms.
- 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.
- If a meeting is to take place it will involve class teacher, SLT, therapeutic thinking lead, parent and social worker. The actions from this may include EP/IP referral, therapeutic referral, discussion

around banding, feedback from teacher on staff wellbeing, further training, considering environmental changes if possible, meeting with parents/carers and anything else deemed relevant.

- Minutes will be taken which will include a time frame set for a review meeting and an action plan.
- If the head teacher feel an exclusion is necessary they will follow the current policy and procedures on this.

11. 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 members of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that they 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 they 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, 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 such as reassurance, praise and encouragement.

Picking up and carrying

At School we do not pick up children and carry them. This is because of staff or child injury where they 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.

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 we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within therapeutic training. If a child attempts to sit on a staff members lap, they should explain and ask them to sit next to them.

At times, children may be in such crisis or distress that they hold staff in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen, please ensure that a senior member of staff is informed. This senior leader will ask the member of staff to make a note of this, this will be in order to record and monitor the number 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 staff 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 they do not physically intervene in an emergency situation, staff must take action. The action staff take will be dependent on the dynamic risk assessment that they make at that moment in time. We also have within our behaviour policy, a section on restrictive intervention in line with therapeutic thinking training. Parents/carers will be made aware of this policy/statement when their child is admitted to this School. 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.

12. Incident Reporting

Any incidents which cause concern should be reported and written up by the member of staff involved unless they are physically unable too. Ideally this should still be done alongside/ or with the member of staff involved.

Incidents which should be recorded include:

- Concern over time of repeated inappropriate behaviours.
- Change in pupils behaviour over time causing concern.
- Physical aggression
- Unusual emotional outbursts.
- Destruction of property.
- Where a person's behaviour has led to an accident form or 'bump note'.
- Absconding
- Racial abuse.
- Online safety concerns
- Bullying.
- Stealing.
- Sexual incidents.

This list is not exhaustive, individual staff may wish to record other incidents they feel are significant.

Purpose of reporting system

- To alert class staff and therapeutic thinking team to changing behaviour
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- 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

13. Training

As a School we train all our staff in Therapeutic Thinking Step On training to support with de-escalation techniques, promoting positive behaviour, recording behaviour and guiding & escorting pupils. All staff members receive a full day of 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 Principles of Restraint Reduction techniques also known as Restrictive Intervention Step Up Training which covers the use of (RPI) and behaviour management techniques which help reduce the need for such interventions. Guidance/ training will be given where needed for carrying out physical intervention on an on-going basis. The school have a current list of staff that are trained to use physical interventions.

The school is committed to providing Therapeutic Thinking training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. The school has a risk assessment in place to cover violence and aggression encountered in the workplace and to reduce these situations. Key staff are trained tutors in Therapeutic Thinking (step on) and Principles of Restraint Reduction (step up) these staff are identified in appendix b.

14. 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: 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.
- RPI reported in bound and numbered book.
- Report an injury to the office as outlined in the staff handbook.
- Report RPI and reported 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 Therapeutic Team meetings. Whenever there is a change to a pupil's behaviour IRMP should be amended.
- To keep staff safe wherever possible by following the staff dress code, wearing protective clothing if provided, and using training on body positioning.
- To follow outlined procedures and plans.

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. We appreciate not all our pupils respond well to a restorative conversation; this will be considered on an individual basis.

Appendix A- Graduated Response



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix B- Therapeutic Thinking Tutor Team

		Therapeutic Thinking (Step On Tutor)	Principles of Restraint & Reduction (Step Up Tutor)
Gemma Fowler	Deputy Headteacher	✓	✓
Ryan Bruce	Assistant Headteacher	✓	✓
Kerry Strutt	Therapeutic Thinking Co-ordinator	✓	✓
Jackie Stephens	Class Teacher	✓	
Hannah Mitchell	Class Teacher/ Beach Lead	✓	
Pam Heath	Class Teacher/ Sunshine Lead	✓	

Appendix C- Flowchart of support

