Positive Behaviour Management Policy (SEND)

Date: **March 2021**

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Lime Trust supports the General Principles of the United Nations Convention on the Rights of the Child. We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Introduction

This policy provides the framework through which a positive school ethos for pupils learning and personal development can be created and sustained. The aim of this policy is to promote positive behaviour in order to establish an ethos and environment where we, the adults in the immediate school community, can support and encourage pupils to learn, work and interact successfully together.

A working partnership with families is essential to promote successful outcomes for all pupils. It is recognised that pupils who receive a consistent approach from school and home are most likely to develop strategies that lead to them managing their own behaviour with increasing independence.

Throughout this policy the term staff is used to imply all who work in the school, whether as employees, in a voluntary capacity, or when placed here for work experience. The impact of the policy will require all staff to understand and apply the policy consistently to promote the acquisition of positive behaviour in all pupils based upon unconditional positive regard, mutual respect and supportive relationships.

Aims

- To promote a positive ethos and climate that supports ALL pupils
- To agree and adopt practices which bring clarity and consistency to the ways in which we celebrate achievement, reward effort, and manage pupils positively
- To reduce the frequency and intensity of incidents of behaviours that may challenge
- To develop safer management of pupils and to keep everyone safe
- To improve pupils' self-esteem and their attitudes to learning
- To underpin the climate in which all pupils feel safe and are free from concern for physical or emotional abuse and all forms of harassment
- To ensure all staff recognise that physical restraint may only be used as a last resort, in exceptional circumstances and always in the best interest of the pupil
- To ensure that the environment and staff interactions (e.g. tone of voice, body language used etc.) are carefully planned to promote positive behaviour

Vision

The Vision of Lime Trust is to provide high quality education for pupils through school-to-school collaboration and Trust direction, high challenge and high support. Lime Trust creates sustainable hubs of exceptional, high performing schools that improve life chances for all, especially for the disadvantaged, and that are trusted and respected in their communities.

The Lime Way: always working to be brilliant

- Putting children first
- Setting the standard
- Building capacity rich schools

The Values we embed in our schools are:

- **R**espect
- **E**quality
- **S**elf-worth
- **P**artnership
- **E**njoyment
- **C**ommunication (a voice for all)
- **T**rust

Definition of Behaviour

Behaviour is a means of communication and all behaviour has a functional element. Behaviour that challenges can be described as a communication of 'unmet need'. When supporting someone who is exhibiting behaviour that may challenge us, we need to look at what message the pupil is attempting to convey. We therefore need to interpret these behaviours with care to try and consider the underlying cause (such as pain or distress). Behaviour that may challenge can take a wide variety of forms, from passive isolating behaviour to severe crisis or distress and incidents of aggression. We understand behaviour that may challenge us to be behaviour which:

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects the learning and functioning of themselves and/ or others
- Reduces the pupil's opportunities for involvement in ordinary community activities
- Causes significant stress and additional demands on school family and carers
- Places the pupils or others in physical danger
- Damages property
- Is self-injurious

Positive Behaviour Support

Behaviour is a form of communication. It is important we understand what the pupil is telling us through their behaviour. We adopt a positive, proactive approach to positive behaviour support. We must always focus on what the pupil is doing right. While we acknowledge that many of our students present with behaviours that can at times present as a barrier to their learning, staff should be proactive and skilled in pre-empting possible crisis situations. Staff must look beyond the behaviour to the cause; and plan interventions to help support pupils to modify their behaviour and reduce barriers to learning.

The teaching and learning approaches we adopt are fundamental in addressing behaviours that may challenge. The development of effective communication skills and the careful management of the environment are essential in minimising the incidents and impact of these behaviours that may challenge.

Positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individuals
- An engaging curriculum based on personalised learning
- Exciting learning opportunities that are intrinsically rewarding
- High quality role models of staff with a consistent approach by all

- An understanding of the impact of special educational needs on pupils learning and behaviour
- A total communication environment
- High quality facilities and resources
- High staff: pupil ratios
- Working in partnership with parents and other professionals
- In-depth knowledge of every child's strengths and level of development

We believe that positive behaviour needs to be encouraged and we will seek to:

- Get to know each pupil well; a strong relationship based on trust and respect is one of the most effective preventive measures
- Value all pupils and have high expectations of them
- Provide a consistent approach, set clear boundaries, and manage change so that the environment is secure, stable, and predictable, using methods such as class timetables, daily and individual schedules
- Communicate clearly and at an appropriate level to each individual so that pupils understand what is expected of them
- Provide positive role models and relationships based on respect and dignity
- Establish a curriculum accessible to individual needs, with activities that are motivating, engaging and appropriate to the pupils' age and ability, and that provide a constant challenge
- Develop positive self-image and self-esteem
- Be non-confrontational and provide choices and opportunities for pupils to take responsibility for what they do
- Establish positive group dynamics and class rules devised with pupils
- Teach pupils positive and affective ways of communicating their needs and feelings
- Give time to listen and respond to pupils' communication
- Respond thoughtfully to pupil communications and acknowledge their feelings. e.g. it is not unreasonable to feel cross or unhappy, but it may be unreasonable to kick or bite
- Remain calm under pressure and seek help from AND offer help to colleagues if needed
- Walk away from a situation if we feel we are losing control. Accept help from colleagues
- Ensure all pupils have a voice, individually and collectively
- Review and develop learning environments that meet the needs of learners, and monitor their impact and effectiveness

We follow a personalised approach to positive behaviour support that focuses on looking for triggers and de-escalation techniques. Staff are aware of signs of anxiety, dis-regulation and stress that can cause and individual's behaviour to escalate and have interventions planned and ready to be put in place to distract and redirect pupils when they are becoming distressed or dis-regulated All pupils have an individual digital passport which explains how they learn and what does and does not works for them. In addition, all pupils have a green zone overview and a traffic light hierarchy chart showing potential behaviours and appropriate interventions to be used at each stage. This approach is used across the schools ensuring that there is a consistent approach to positive behaviour support.

Positive Behaviour Strategies

We reward positive behaviour through a robust, individualised reward system. Our approaches are based upon rewarding positive behaviour rather than a sanction-based system.

To maintain a positive culture of reward and encouragement within our school:

- All staff throughout the school day must be involved in encouraging, supporting, and reinforcing positive behaviour whenever and wherever they interact with pupils
- We provide pupils with clear expectations, structure, and routine
- We use clear, simple language allowing pupils time to process and respond
- We use non-confrontational positive language e.g. "we are going to. ……then we are …." Rather than" If you don't.... you won't be able to…." "Don't do ". We avoid negative language
- We use non-confrontational body language (e.g. standing off midline / bringing our self-down to pupil's eye level remaining relaxed.) smiling, having a cheerful disposition, as appropriate
- We provide choices and alternatives in a positive way, e.g. visual schedules, now and next, choice boards
- We praise success and notice and celebrate when pupils are being helpful and cooperative
- We respect personal space
- We provide the space and opportunity for pupils to have an honourable exit and stand down in difficult situations
- Staff may ask a pupil if they want a break if they recognise a sequence of behaviours that may lead to an incident or crisis to try and deescalate the situation. We provide pupils with opportunities to visit calming spaces such as the sensory or soft playroom or to go outside for run around and dispel energy
- We provide support for making the right choices for example: choosing to go to a different learning environment, requesting a sensory processing activity e.g. weighted blanket, ear defenders, providing the opportunity to discuss actions with a familiar adult and work together to find a more appropriate response or solution, requesting a change of activity
- We monitor behaviour carefully and try to avoid escalation by change of environment / activity, diverting, distracting or redirecting, planned ignoring or change of adult
- We celebrate achievement and success
- We use positive reward systems such as praise, confirmation, reward charts, stickers with pupils earning a choice of favoured activities
- We involve pupils in decision making about their school
- We ensure pupils sensory needs are met

All pupils will be given the opportunity to reflect on their actions, as appropriate to their individual needs. We recognise that this will look different for each individual learner. The aim is to support pupils to recognise their feelings and emotions and seek alternative strategies to manage their own behaviour and self-regulate successfully.

The following sanctions are NOT used:

• Corporal punishment (i.e. the intentional application of force as a punishment). The law explicitly forbids staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation

• Time out- segregating pupil out of sight and hearing of staff

• Withholding of food or drink or making a pupil eat / drink something they dislike. It is recognised that there may be occasions where restricting the amount / choice of food or drink may be appropriate. This should only be used where the pupil clearly understands the choices being made

• Humiliation in front of peers /staff or the use of threats, fears or phobias

- Missing out on learning experiences

- Being kept late in school

Behaviour Management

Pupil behaviour is constantly monitored, and the school approach encourages regular conversation with families, especially when changes in behaviour occur.

All pupils have a positive support plan incorporated into their Digital Passport. This includes what works well, what upsets them, possible behaviours that may challenge and strategies to support and manage these. These positive support plans are reviewed and updated regularly.

Any new behaviour or behaviour that is unusual, causes concern or is a risk to themselves or others will be logged on the academy's behaviour management system. SLT monitor all behaviours logged and work with the class team to find solutions.

The initial response to any 'inappropriate' or undesired behaviour will come from the staff directly involved at the time of the incident who will focus on the use of de-escalation and calming strategies.

We will always encourage pupils to make positive choices and take control of their own behaviour. This will be achieved by using appropriate communication techniques (communication book, single word directions, symbols, schedule etc.) Staff will focus on a calm and positive resolution.

As required, another familiar staff member or a member of SLT may become involved if initial intervention by staff is unsuccessful or class staff feel they need additional support.

If the de-escalation techniques are unsuccessful and there is an immediate danger of injury to any person a physical intervention may be necessary. These interventions will always be used with consideration to whether they are reasonable, proportionate, and absolutely necessary. (see below)

On visits in the community staff will carry blue cards to be given the public in the event of an incident. These cards give contact details of the school should a person wish to discuss the incident they have witnessed.

Restrictive Physical Intervention (See Lime Trust Physical Intervention Policy)

We adopt a hands-off approach; however, there may be extreme and rare occasions when restrictive Physical Interventions (RPIs) may be needed. This is always a last resort and is only used if the safety of the pupil, their peers or staff is being compromised.

Staff on site are Team Teach (or the equivalent) trained. If a RPI has been used the Bound and Numbered Book (BaNB) MUST be completed, parents MUST be informed, and a positive handling form or Significant Incident Form (SIF) will be written. All statutory guidance and pro-formas are kept up to date by designated staff and stored within a locked cupboard.

Many of our students have unintentional behaviours that may cause harm to themselves or others. These students all have a personalised risk assessment incorporated within their Individual Digital Passport. This is shared with the class team, other relevant staff and the child's parents or carer.

All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to support, encourage, or guide a pupil; and the use of force that is overpowering or used to restrict movement.

Staff involved in a significant incident will be given time out of the classroom, away from the incident and the opportunity to talk to another member of staff if they wish. Teams are encouraged to debrief at the end of the day. A member of the leadership team is available to join this meeting.

All incidents involving an injury must also be recorded on the school online incident reporting system.

Roles and Responsibilities

School Staff

All staff have high expectations of our pupils in regard to their behaviour and they strive to ensure that all pupils work to the best of their ability.

It is the responsibility of class staff to ensure that the aims and expectations of this policy are upheld in their classes.

The class teams work together to ensure that consistent and positive approaches are in place to support the pupils.

The purpose of this consistent approach is to identify concerns and antecedents to develop targets and positive support strategies that lead to positive behaviour. Parents /carers and the pupils will be involved in this process where appropriate.

The role of the Academy Council

The Academy Council has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour under the guidance and support of the CEO and governors if appropriate.

The governing body have overall responsibility for the policy and can set targets against which to evaluate its effectiveness. The chair of governors will, in accordance with DFE and LA procedures for exclusion, require the Head teacher to report all matters that are heading towards the possibility of exclusion at the time when the parents are advised of this possibility. The governing body will establish an appeals committee in order to hear any appeals against exclusion as laid down in DFE guidance

The Role of Parents & Carers

We are committed to involve parents and carers in all aspects of their child's education including positive behaviour support. Parents and carers will be asked to contribute to each pupils Digital Passport. External support maybe provided to help parents and carers respond to behaviour that may challenge in the home environment.

Maintaining Confidentiality

It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who are not charged with care of the pupils.

Fixed Term and Permanent Exclusions

Exclusion must only be used as a very last resort, once all other school resources have been exhausted. The Head teacher has the responsibility for giving fixed-term exclusions to individual pupils. For more information on DfE guidance in relation to exclusions please refer to:

https://www.gov.uk/government/publications/school-exclusion

Bullying

(Please refer to our Anti-Bullying Policy)
Staff promote a no-bullying approach through:

- Being punctual for lessons and supervisory duties and being highly observant
- Promoting self-discipline and good behaviour
- Providing a positive role model in line with Trust expectations
- Praising co-operative and non-confrontational behaviour
- Responding to and following up all incidents consistently
- Offering the victim immediate support
- Ensuring that all repeated or serious incidents of bullying are reported to the Head teacher
- Helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing
- Discussing bullying in PSHE sessions, where group discussion is possible
- Promoting relationships and opportunities for pupils to share concerns with adults

Each school within the Trust will work together to consistently maintain high expectations and standards of behaviour.

Appendix One - Ideas for Keeping Calm in an Emergency

- Stop/think/assess- Dynamic Risk Assessment to inform your next steps and actions
- Remain calm
- Get help from class team, and know you have support of school team
- Show understanding of emotions & experiences that have triggered situations
- Exaggerate calmness/pace (slow down) -sudden movement escalates situation
- Walk towards an incident in a controlled way. Don't rush in. Take your time
- If more than one person is supporting a pupil, only one person should give the pupil verbal instruction. "One voice"
- Sit down if possible. Physical relaxation- think how, where am I standing?
- Use knowledge of personalities involved
- Give other person space. Stay aware and alert. Duck/dodge/reposition- side stance
- Think about body language and your position, relaxed pose with calm hands
- Remain respectful of person - don't minimise their point of view
- Try and think of 2 ideas to deal with situation - in case first doesn't work
- Be happy to ask for help and receive help - it isn't a failure - it is the right thing to do
- If the help script is used "help is available" followed by "more help is available" or "there is a phone call for you in the office" STEP AWAY, this is the right thing to do even if you feel you are in control of the situation. Your colleague is communication to you that to best support the pupil you need to remove yourself from the situation
- Stop, think, act, but don't react. Don't panic - you have dealt with similar situation effectively and have training/experience
- Change your tone of voice in a controlled way
- Internal "I can do this"- Depersonalise/ professionalism
- Work as a team - don't all try to do the same job
- Negotiation - reward appropriate behaviour - what does this child enjoy?
- Assess if everyone is safe
- Treat pupil with respect/ put the needs of pupil first
- Redirect the behaviour
- Identify why and find an appropriate way for pupil to release feelings
- Begin each day/session with "professional hat" on

Appendix Two - Factors to consider when supporting pupils

Personal Factors Environmental Factors

- Constitutional or Physiological e.g. Diagnosed conditions which can make life difficult e.g. autism, ADHD
- Genetic conditions which are thought to influence behaviour
- Hormonal state
- Hunger, allergies, sensitivities
- Neurological condition
- Drug regimes and illness
- Epilepsy
- Psychoses
- Personality and Characters e.g.
- Extremes of extroversion or introversion
- Emotional state e.g. anxiety
- Relationship "script"
- Sense of humour
- Mood swings
- Arousal patterns
- Coping strategies
- Prejudices

Sense of self e.g.

- Self-esteem – unable to see self as valuable – as "good to be with
- Self-view e.g. "this is how I am" –seeing self as a difficult or violent person
- Degree of self-knowledge

Adverse Childhood Experiences e.g.

- Sexual or physical or other abuse

Communication needs e.g.

- Not able to communicate
- Difficulty with verbal expression
- Difficulty with understanding others, e.g. deafness
- Receptive language needs (unable to understand spoken language)
- Understanding of tone of voice and associated body language e.g. unable to gage when someone is calm or angry

Basic needs and abilities e.g.

- Unfulfilled sexual needs
- Still at early developmental stage
- Still has basic security and social needs etc.
- Hungry, thirsty

Quality of Physical Environment e.g.

- Lighting
- Acoustics and noise levels
- Space available
- Humidity, heating, temperature
- Colours

Quality of the social environmental e.g.

- General social complexity
- Environment not complex enough –unstimulating

Placed in Position of Powerlessness e.g.

- Being goal-blocked
- Unreasonable punishment
- Excessive use of punishment
- Lack of access to decision making
- Lack of access to choices
- Staff stress on compliance and conformity
- Staff reliance on confrontation and win/lose scenarios
- Behaviour constantly scrutinised with frequent interventions

Unpredictable occurrences e.g.

- Being startled/cornered
- Lack of understanding about what is happening in the environment
- Other people's outbursts

Other people's high expectation e.g.

- "Good" behaviour always
- Behave your chronological age
- Staff set unachievable objectives

All Communication Difficulties

- Lack of access to communication system

Communication difficulties between staff

Appendix Three - Environmental Considerations to support positive behaviour

Environmental Considerations - best practice
- Visual timetables and schedules
- Structured Routines
- Classroom expectations or agreed aims on display and accessible to all
- Personal target 'My targets'
- "I can" boards displaying achievements
- Reading/quiet area. Comfortable seating
- Symbol for "change" & "different"
- "No" or "not available" symbol on top of other symbols to indicate activity not available.
- Clear areas for work, e.g. reading
- Encourage use of ICT/talk boxes / communication books or PECS
  where necessary

Qualities we expect of staff to support positive behaviour

- Take a child-centred positive approach
- Talking, not shouting. Talk kindly. Indoor voices
- Open communication/discussion with other staff
- Use of positive, non-threatening language
- Take the initiative and follow written plans
- Be consistent and work with others collaboratively/as a team use of protective behaviours