

Positive Behaviour Policy 2016-2018

Date policy reviewed: Autumn Term 15/16

Date policy finalised: March 2016

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Committee responsible:

Safeguarding Working Group and Pupil Wellbeing Committee

Display/availability: Website

Next review date: March 2017

Policy Objectives:

- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

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KEY BELIEFS

At Swiss Cottage School Development and Research Centre we believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

We adults can support the children and young people in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

KEY BELIEFS EXPLAINED

We believe that:

Children and young people want to behave well

- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

Behaviour and Communication - how children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at Swiss Cottage find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Swiss Cottage we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

Adults can support children and young people by:

The quality of our relationships with each other and them

- a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our children and young people.
- b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat children and young people with dignity and respect at all times eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Invest in your relationships with the children and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children, we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

The quality of our provision:

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group eg equipment, staffing, sensory needs
Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self- esteem, so that they believe that they can succeed

- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. *Focus on what you want the child to do.*
- Know what motivates each child or young person
- Personalized learning to ensure that we meet each child or young person at his/her point of development
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, ie descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

The scaffolding we put in place – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

The scaffolding

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, bike, IPAD, choosing time)

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a break Child or young person is supported by an adult to consider their behavior Child or young person apologises to the group, for his/her specific actions and carries on with the activity.

2. It is important for our children and young people to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, which makes sense to a child.

4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Reparation means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

'I liked the way you came the first time I asked.'

'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff

- Drawing on additional resources from beyond the school, eg CAHMS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised **Team Teach training**, and this is up-to-date

- Should **only** be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
- An **Individual Risk Assessment and Positive Handling Plan** will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using Team Teach strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

Restricting Liberties

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Camden MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used **appropriately** eg pat on shoulder in a public place, in the appropriate context

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature eg the child or young person is led away by hand/arm/around shoulder (using Team Teach practices) or for very young children it may mean more direct physical support – cradling or hugging. Children with complex sensory

needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

Monitoring

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via monitoring and reflection.

Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Swiss Cottage School.

In the event that Swiss Cottage is not able to meet the needs of an individual pupil, we will ***always aim*** to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Appendix 1: Physical Intervention Policy

Staff receive up-to-date behaviour management training; in addition we have a number of accredited Team Teach tutors on the staff. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, ie not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident eg a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance