Positive Behaviour Policy 2019-2020

Co-ordinator	Headteacher
Date of Completion	Summer 2019
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Date to be reviewed	September 2020

Downs View School
Positive behaviour policy 2019-2020

Purpose of those policy:

- To provide guidance and clarity to school staff, parents and carers, governors and stakeholders on how we support our pupils in managing their behaviour and self-regulation and ensuring they feel safe and equipped to learn.
- To set out our beliefs and understanding of behaviour in relation to pupils with a range of complex needs.
- To describe our inclusive ethos and how it relates to our recently broadened and diversified cohort of pupils.

Contents

Introduction

In 2018, Downs View School merged with the Cedar Centre to become the East Hub for special needs education. This merger means that Downs View School now supports and teaches pupils with a broader range of complex needs than ever before, including Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Condition, communication difficulties, sensory needs and physical needs. Some of our pupils also have a secondary need around their Social, Emotional and Mental Health.

As part of the restructure, we felt it important to review our values including our Positive Behaviour Policy, to ensure it meets the needs of all our pupils. This policy has been co-produced with staff.

Brighton and Hove City Council's guidance on "Developing an Attachment Aware Behaviour Regulation Policy" has been considered throughout the drafting of this guidance, as has Swiss Cottage School's Positive Behaviour Policy, which has been cited as an exemplar of good practice by the Department for Education.

This policy should be read in conjunction with the school's policies on:

- Physical Intervention & Restraint
- Behaviour Management Policy and Guidance
- Touch policy
- Reporting Incidents
- Safeguarding & Child/Adult Protection
- Policy on the use of physical restraint in schools (from the Children and Young People's Trust).

Key beliefs

At Downs View school we will promote an ethos of mutual respect for the whole school community. We recognise that our expertise in understanding the complex needs of our pupils will have a positive impact on their behaviour and ability to self-regulate. We know that behaviour is a form of communication and sometimes more challenging behaviour may be the only way a pupil feels they can communicate. It is our intention to focus on the reason for the behaviour and it is through a whole person approach that we can best plan for and meet the needs of our learners.

We expect high standards of behaviour and every member of staff without exception has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of pupils, having respect for all, providing good social role models for students, constantly looking for ways to celebrate achievement, and looking to enjoy and have fun in school.

We have a very clear policy for the development of behaviour management plans which set out the parameters for good practice for each individual pupil.

At all times we will ensure that we observe and consider the potential underlying causes of the behaviour a pupil is exhibiting so that we can best understand it before supporting or intervening. Pupils will be encouraged to think and talk about their behaviour where appropriate and will be encouraged to develop self-regulation and independence.

Our school ethos promotes a therapeutic, proactive approach, with strong relationships between staff, pupils and their parents/carers. It relies on creating a climate that fosters connection, inclusion, dignity, respect and value for all members of the school community.

We believe that:
- our pupils want to behave well
- the complex needs of our pupils impact on how they learn to regulate and manage their behaviour
- pupils who exhibit challenging behaviour need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support
- pupils should be supported to communicate their needs safely and appropriately using their preferred communication method
- the relationship between home and school is key to the success of our pupils;
- being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- we take a non-judgmental, curious and empathic attitude towards behaviour
- to help our pupils feel safe, their educational environment needs to be high in both nurture and structure
- natural and logical rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupils from their peers, school community and family, leading to potentially more negative behaviour

Teachers and class teams can support our pupils by:
- being mindful and reflective on the quality of relationships
- maintaining clear boundaries and expectations around behaviour
- being committed to the continuous improvement of our provision
- planning the support our pupils need to develop their self-regulation skills
- gathering and analysing data on behaviour to ensure interventions are personalised, informed and planned according to the needs of each individual

- allowing safe spaces and opportunities for pupils to practise these skills and learn from their mistake

Our framework includes the following values for success:

Proactive approaches	Positive relationships with pupils	Recognising the Individual	Offer of self-control, patience, consistency, understanding and fairness
School is an adult controlled environment	Primitive strategies and humiliation are never options.	Fresh start after each incident has been resolved	Variety and flexibility in teaching and learning
Shouting and displays of anger are avoided	We create opportunities for success and praise	Risk assessment of activities and resources	We promote purposeful and positive, engaging activity
We work as a team.	We ignore low level poor behaviour; praise positive behaviour and divert from negative behaviour.	We use restorative justice to encourage pupils to make the right decisions.	Classroom seating and planning provides optimum opportunity for success.
Clear rules and expectations help staff and pupils avoid confrontations.	Empathy, connection, trust and co-regulation	Everyone is doing the best they can at the time, with the resources they have.	Pupils are offered unconditional acceptance.

Behaviour is Communication

When working with a pupil, we consider their communication styles, social interaction skills, sensory and emotional needs, pain thresholds and what self-injurious behaviour they could be communicating, as well as levels of stimulation and engagement. The role we play in supporting them to develop and effectively communicate encourages them to self-regulate and behave in a positive manner. Our pupils have a wide range of communication styles and many are pre- or non-verbal, and use Augmentative and Alternative Communication (AAC) systems to communicate. Their effort to manage themselves and their behaviour should be recognised by adults and their peers.

Relationships with parents and carers

We work collaboratively and supportively with parents and carers to establish a better understanding of the pupil so that we can better meet their behaviour needs. It is important to reflect and plan with parents to ensure consistency in approaches between home and school. Behaviour management plans are shared with parents and regularly reviewed.

Communication between home and school is frequent, with teachers and teaching assistants using the most appropriate method of communication for that family. This may be a daily home school book, or a weekly email/phone call. This provides parents/carers with on-going feedback as to how their child is progressing and timely addressing of any issues that arise.

It is also important that we work collaboratively with other professionals (e.g. termly pupil wellbeing meetings, involving an Educational Psychologist, CAMHS, therapists and primary mental health workers PMHW) to ensure their input into planning and strategies.

Practical strategies and resources for promoting positive behaviour

"...Good behaviour is enabled and encouraged if the general community of the school is calm, well ordered and disciplined". Harris, 1995
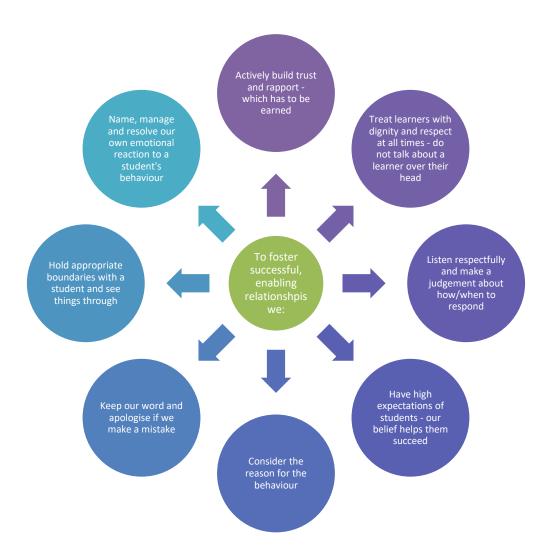
This Behaviour Policy provides a framework through which staff can create a stable and safe learning environment. All staff are equally responsible for the management of behaviour. The school operates as a community with clear values and well understood approaches which are enhanced by the co-operation of the whole team.

Staff are individuals who have their own preferred methods of working which complement their own personalities. However, it is essential that we work in an agreed procedural framework to provide the consistency and stability that our pupils need. We must ensure a whole staff acceptance of standards

Learning behaviour is a task, just like learning to read or write. We must have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.

Mistakes are part of the learning process. We encourage staff to consider the issues that have caused challenging behaviour in our pupils and think about how to respond to that behaviour in a non-judgemental and supportive way. This can be very difficult especially if the pupil is aggressive or targeting others. We support our staff in developing their own resilience through professional support. This can be peer to peer, group or individual support and can draw on expertise within Downs View and externally; lead professionals, educational psychologists, CAMHS etc.

We use a variety of resources and responses to re-enforce good behaviour. We support pupils to self-regulate, especially via the 'Just Right' programme.
We also hold regular behaviour clinics that are led by the subject lead for behaviour and SEMH.

To foster successful, enabling relationshpis we:

- Actively build trust and rapport - which has to be earned
- Treat learners with dignity and respect at all times - do not talk about a learner over their head
- Listen respectfully and make a judgement about how/when to respond
- Have high expectations of students - our belief helps them succeed
- Consider the reason for the behaviour
- Keep our word and apologise if we make a mistake
- Hold appropriate boundaries with a student and see things through
- Name, manage and resolve our own emotional reaction to a student's behaviour

Organising the classroom for effective communication and behaviour

Curriculum and timetabling

- Managing behaviour is embedded within the curriculum itself
- The curriculum is broad and balanced and designed to develop the key skills the pupils will need throughout their lives
- We use timetabling to manage "difficult" times. The timing of lessons is linked closely to the concentration of pupils and the need for risk assessments for certain activities
- Staff are aware of triggers for inappropriate behaviour
- Our grouping arrangements ensure there are appropriate activities for all pupils, particularly at unstructured times – break times/lunchtimes etc

Class rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with pupils
- Communicated in a way that pupils can understand (including social stories)
- Stated in the positive – things we are going to do
- Regularly referred to by the class team
- Appropriate to the developmental range of the students

Routines

Consistent routines support our pupils to understand expectations, manage anxiety, and prepare themselves for the day – allowing them to learn how to self-regulate, engage with learning and manage behaviours positively. These routines must be explicitly taught for all activities; there should be no assumption that students know these routines.

Class teams should however also reflect on how they support pupils to adapt to and prepare for changes to routine; this is an important life skill.

The language of choice

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour are within the pupil's control. Therefore the language of choice is not always appropriate.

The language of choice does, however, help our more cognitively able pupils to take responsibility for their behaviour (when they are in control of it). We actively encourage our pupils to choose the right thing to do and, where appropriate, explain the consequences of their choices.

We use specific descriptive praise when they make a good choice.

Rewards and consequences

The rewards below are linked to positive choices and achievements. They focus on specific behaviours we wish to improve:

- Descriptive praise – using signs and symbols when appropriate
- Symbolic rewards (e.g. certificates presented at assemblies, good work stickers)
- Communication with parents and carers to inform them of behaviour or achievement
- Special responsibilities/privileges
- Preferred activity above and beyond scheduled daily activities
- Physical tangible rewards (e.g. favourite toys, games)

Consequences
1. We do not believe in sanctions or punishment
2. It is important for our pupils to clearly link a specific behaviour with its consequence
3. The consequence needs to be either a **natural** or a **logical consequence**, to support the pupil's understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this pupil?

Natural consequences and logical consequences[1]

A consequence is a result of something a person does. Letting children experience the natural or logical consequences of their actions is one way to teach responsibility.

Natural consequences are the inevitable result of a child's own actions. For example, if a pupil doesn't put on their coat on a cold day to go out to play, despite the teacher urging them to do so. The natural result is that the pupil gets cold. This result is a consequence of a choice the pupil made. In this example, natural consequences are:
- The responsibility of the child — the pupil decided not to wear their coat.
- Not administered by the adult — the teacher didn't send the pupil outside without a coat.

Logical consequences happen as a result of a child's action, but are imposed by the adult. For example, a girl rides her bike into the street after she was told not to. The logical consequence for her mother to impose is to take her bike away for the rest of the morning. It is important to make sure that logical consequences are

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[1] https://extension.umn.edu/encouraging-respectful-behavior/using-natural-and-logical-consequences#steps-for-using-logical-and-natural-consequences-511960

reasonable and related to the problem, and to let both the child and the adult keep their self-respect.

Natural and logical consequences result from choices children make about their behaviour. In effect, they choose the consequence they experience. By allowing children to experience the pleasant or unpleasant consequence of their behaviour, we help children learn what happens because of the behaviour choices they make. Using consequences can be an effective discipline tool for pupils whose cognitive profile allows them to understand the concept of consequence.

Steps for using natural and logical consequences:
1. Identify reasons for the behaviour
2. Explain to the child why the behaviour needs to change
3. Offer choices and talk to the child about their choices in a positive way
4. Let the child know when they have behaved well or made a positive choice
5. If possible, let the child help decide the consequences.

Positive action in times of conflict
- Keep all conflict and confrontation to a minimum.
- Remind pupils of expectations and the school rules.
- Act non-confrontationally in reminding pupils of the consequences and allow 'thinking and processing time'. This allows pupils an opportunity to rectify the situation without further intervention.
- Confrontational approaches will result in confrontation back from pupils which we must avoid as the end result will not be positive.
- Separate the behaviour from the person; show the pupil we are fair and consistent in our expectations; be respectful no matter what they have done.

Reparation

Reparation means making good in some way. We use reparation wherever possible as we believe that our pupils 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 pupil's mind on the punishment and leads to them feeling angry about the punishment, rather than thinking about what he or she did.

Our staff reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently next time.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved. Unresolved conflicts can make pupils very anxious; this can cause behaviour to escalate or

become habitual. Even pupils with complex difficulties can be supported to repair. This looks different for each student.

Descriptive praise

Descriptive praise involves telling people exactly what it is that we like about what they are doing and reinforces the behaviours we want to promote e.g.

- "I liked how you were helping Sam at break time"
- "I noticed how well you were working in class today"

This positive feedback raises self-esteem and leads to improved behaviour.

Pupils with exceptional behavioural needs

Some of our pupils need additional support to learn to self-regulate and manage their behaviour. We provide that support by:

- Working in line with this policy and the Just Right programme
- Putting in additional support, tailored to the specific needs of each pupil
- Drawing up a Risk Assessment and Behaviour Management Plan
- Working closely with the family
- Multi-agency working
- Observations in a range of contexts
- Making routines and strategies more detailed

As with all our pupils, we work to understand the reasons for the behaviour and consider the person as a whole, including their life history, physical health and emotional needs.

Some pupils need very specific planning, which could include, off-site education or home based learning. This would only be for a fixed timeframe until the pupil feels ready to return to school. We always plan these adaptations with parents and carers and the other professionals involved.

Many pupils with challenging behaviour will shout threats to staff as a means of trying to destabilise situations or gain control but have no real intention of following through what they are saying. This may be a reaction to a perceived threat and could be learned behaviour. Staff should remember to focus on the behaviour they want to achieve and where possible ignore secondary behaviours, unless unsafe. Every situation must be assessed on risk and with a knowledge of the pupil informing decisions made.

Bullying

Some pupils may use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences.

All pupils are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response (which often results in a reduction in the behaviour) or to tell staff/parents in order that they deal with it.

- We do not tolerate bullying.
- All pupils have the right to be educated in a non-threatening environment.
- All instances must be recorded.
- It is the responsibility of all staff to highlight bullying concerns immediately at the end of each day and to raise these with pupils when they occur.
- Where there is a pattern of bullying, staff must inform parents and record the incident.
- Each case will be dealt with on an individual basis.
- All individuals involved will be given appropriate support and guidance.
- Parents/carers of the individuals will be kept fully informed of the events and may be invited to take part in the investigation and any follow-up work.
- The pupil will need to take responsibility for their actions, apologise and agree to change the behaviour causing concern. A meeting will be held with the pupil in which the issues will be discussed.
- If necessary the designated safeguarding lead (DSL) will be informed.
- Pupils need to be supported to gain e-literacy appropriate to their developmental level so that they can keep safe online.

Positive relationships between pupils and appropriate social interaction are consistently promoted through all our work, lessons and tutor time as well as the pro-social modelling of staff in the school. Anti-Bullying Week is highlighted each year through a programme of activities and sessions which raise the profile of this topic.

Abusive and Discriminatory Behaviour (e.g. racism, homophobia, transphobia, disability, ableism)

All incidents of racism and other forms of discriminatory behaviour are dealt with seriously and are regarded as unacceptable behaviour that will be dealt with in accordance with this behaviour policy.

Abusive and discriminatory behaviour are discussed in form periods as well as through cross-curricular themes as well as through our PSHE curriculum.

Whilst abusive acts and incidents are clearly recognised as bullying, the Local Authority requires that they are logged and monitored annually.

Exclusions

At Downs View School we do not believe that exclusions are the most effective way to support pupils with SEND. We will always try to adapt and personalise

provision so that every pupil can access education. Exclusion can only be considered after every avenue to support the pupil in changing their behaviour has been explored and exhausted. The Headteacher has day to day responsibility for maintaining high standards of behaviour and has sole responsibility for excluding a pupil. It is not an option to send a pupil home unofficially. This must be treated as a fixed term exclusion.

Any exclusion must be the decision of the Headteacher or the Deputy in their absence, although the views of all staff will be sought and taken into account where possible.

Fixed term exclusions

An exclusion for a fixed term would only be considered in the rarest of circumstances such as:

- 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.

Exclusion can also be managed internally and a pupil 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 Downs View School.

In the event that we are not able to meet the needs of a pupil, we will always aim to work with the family and the Local Authority to identify a suitable alternative placement for a managed move.

All exclusions will be reported to the Governing Body, Local Authority and, where applicable, the allocated social worker and Head of the Virtual School.

Understanding self-injurious behaviour

Self-injurious behaviour is when a pupil physically harms themselves. It is sometimes called self-harm. This might be head-banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The pupil may have no other way of telling us their needs. It may be a way of telling us they are frustrated, in pain (or be a way of coping with pain), a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. It might help them cope with anxiety or excitement, or could be because they are bored. Staff should

work collaboratively with the pupil, parents or carers and other professionals to try to find ways to prevent or replace this behaviour.

- Respond quickly and consistently when a pupil self-injures, it is never appropriate to ignore severe self-injurious behaviour.
- Keep response low key – limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral, steady tone.
- Reduce demands, the pupil may be overwhelmed.
- Remove physical and sensory discomforts.
- Redirect: tell them what they need to do instead of the self-injurious behaviour.
- Provide light physical guidance e.g. gently move their hand away from their head, with as little force as possible, and redirect to another activity. This must be used with extreme caution as it could escalate behaviour.
- Place a barrier between the pupil and the object causing harm.
- Consider physical restraint if there is a serious risk of harm. Physical restraints should always be used under the guidance of a specialist/therapist to ensure they are done safely. They do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills to address the reasons for the behaviour.

Positive handling/Restraint, touch and restricting liberties

Contingent touch

Positive touch looks different for each pupil - see Touch Policy.

Holding

Holding may be used appropriately. By this we mean providing physical direction similar to contingent touch but more directive e.g. the pupil is led away by the arm/hand, for very young pupils it may be more direct physical support such as cradling or hugging. Pupils with complex sensory needs may also request squeezing or deep pressure. This will be document in their EHC plan and pupil profile.

Positive Handling or Restraint

Positive handling or restraint is the positive application of sufficient force to ensure, by physical means, that a pupil does not cause injury to themselves or another person, or significant property damage.

Successful behavioural intervention relies on skill and relationships, not physical size or gender. The use of physical intervention should only be used as a last resort once all other options have been exhausted. Staff will always risk assess

any situation for their own and others' safety before physically intervening. It should only be used if the pupil is putting him/herself or others in danger and where failure to intervene could constitute neglect.

Staff are trained in ProAct SCIPr UK with annual refresher training for all. There are clear criteria for circumstances where it is permissible for staff to physically intervene in a situation. Having appropriate training and understanding of the uses of physical intervention equips staff to provide a duty of care to safeguard both the pupils and staff within the school community. This is outlined in the Physical Intervention Restraint Policy.

Staff generally work in teams. This protects staff from having to manage dangerous situations alone. It also prevents them from being open to allegations. If a member of staff is working alone they need to have a walkie-talkie if on site or mobile phone if off site (see new lone working policy).

If a situation is escalating, assistance should be called. It is the responsibility of all staff to ensure the safety of all members of the community and this means that they should not be reliant on the Senior Leadership Team to take the lead in physical interventions.

Physical intervention should never be used as punishment or to elicit compliance with requests. Where a pupil is causing major disruption to the school there may be occasions where this intervention is necessary. However, if a pupil is refusing to leave an area, the first action should be to relocate other pupils to an alternative classroom and remove the audience, which often results in a diffusing of the situation.

In cases where a pupil has cause significant disruption to the school or when a criminal act has been committed, the police may be involved and charges pressed. Clearly this applies only to those cognitively able to understand right and wrong at that level. The decision to do this will be made following serious consideration of other options such a restorative justice or reparation for damage caused.

In any situation where pupils are fighting or one is assaulting another, staff are expected to intervene and separate the pupils to prevent further harm. Staff have a duty of care to ensure the safety of all pupils in the school. The pupils should then be separated and statements taken where appropriate before staff facilitate a restorative justice meeting between both parties to resolve the situation in a safe environment at an appropriate time.

If positive handling is used, it must be recorded in an incident report before the end of the day. An Individual Risk Assessment and Behaviour Management Plan will be drawn up or amended. Once the incident has been de-escalated and

the pupil is regulating well again (this may not be the same day), we will consider what appropriate repair work needed to maintain the positive relationship with the pupil.

Restricting liberties

Pupils should never be:

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

In exceptional circumstances a pupil may be secluded in a safe space to reduce the 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, it must be shared with parents/carers and the Local Authority must be notified. A multi-agency strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The pupil's risk assessment must be updated.

Health and Safety

Managing students, particularly those who exhibit severely challenging behaviour, is a physically, emotionally, and mentally demanding task. Working with students with these needs can engender high levels of stress which must be recognised and managed appropriately.

Class teams are the first point of support with effective team discussion playing a major part in reducing anxiety and stress. The best opportunity for support is the daily class based time at the end of each day once the pupils have departed which can be used for debriefing and problem solving.

All incidents of violence are logged using official forms – the school has a clear policy for the reporting of incidents at different levels and logging restraint. The Headteacher and Behaviour Lead monitor and analyse the data on a regular basis to inform behaviour management strategies and to monitor the wellbeing of both students and staff. The required information and/or duplicate forms are sent to the Health and Safety Department at Brighton and Hove Council.

Staff training

Our staff are committed to developing their practice and sharing their skills as part of their professional development. We encourage all adults in school to consider the reason for a child's behaviour, rather than focussing on the behaviour itself. We want all school staff to feel confident and empowered to support our pupils when their behaviour is challenging.

Training for staff in the management of behaviour takes several guises but is always high on the agenda. Training occurs through:

- staff induction
- daily debriefing meetings where staff share good practice
- staff meetings where individual pupils and strategies are discussed
- individual staff attendance on courses in response to training needs identified
- performance management
- INSET Days, whole school development and twilight sessions (e.g. Restorative justice training; Resilience workshop; PROACT SCIPr UK, Just Right)
- Clinics

Review

This policy will be discussed with staff at one of the first staff meetings in the new school year when safeguarding procedures are discussed.