POSITIVE BEHAVIOUR Policy

Date established by governing body
Autumn Term 2022
Date for full implementation
Immediately
Date for review
Autumn Term 2024

Rationale:

At Cleaswell Hill School we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner, so they are ready to engage in learning.

We consider that behaviours of concern always happen for a reason and might be the only way a learner can communicate – it can arise for different reasons which are personal to the individual.

Learners who display behaviours of concern, which may become challenging, may require posivitive behaviour support as well as some form of restrictive physical intervention. Any restrictive intervention must be legally and ethically justified and be absolutely necessary to prevent serious harm.

At Cleaswell Hill we believe that:

- Our learners want to behave well
- Behaviour is a means of communication, and we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication system.
- Learners can learn to self-regulate and manage their behaviour with the right support and intervention.
- All our learners have learning difficulties and other complex needs which impact on how they learn to regulate and self-manage their behaviour.

Class teams must be given the opportunity to:

- Learn, understand and have insight into why our learners become dysregulated, and reflect on how & why it impacts their behaviour
- Work collectively with our learners, their families and other professionals to develop strategies as part of a consistent approach plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams can support our learners by:

- Being committed to continuously improve the quality of our provision
- Reflecting with parents / carers and other professionals to gain insight and understanding of individual needs.

- Promoting the development of self-regulation skills through appropriate support and scaffolding.
- Working in close partnership with SaLT, OT, CYPS etc

Legislation and Statutory Requirements:

This policy takes account of the following legislation:

- SEND Code of Practice (2015)
- The Education Act (2011)
- KCSIE (2022)
- The Equality Act (2010)
- Reducing the need for restraint and restrictive intervention DfE & DHSC (2019)
- Getting the simple things right: Charlie Taylor's behaviour checklist
- Behaviour in schools – advice for head teachers and school staff DfE (2022)
- Use of reasonable force in schools DfE (2013)
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance that schools should publish their behaviour policy and antibullying strategy online

Procedures and Practice:

At Cleaswell Hill School we use the NAPPI approach to positive behaviour support, which includes the Five SMART Principles, a framework of considerations when interacting or intervening with a learner who is becoming distressed.

The Five SMART Principles are:

- ***Stay One Step Ahead*** - provide effective support using a person-centred approach.
- ***Move One Step at a Time*** - communicate at a level and pace that the learner can understand, especially when under stress.
- ***Attend 100%*** - review how negative attitudes can affect the language that employees may use to describe learners and their behaviour.
- ***Refocus the Attention*** - change the direction someone looks, thinks or moves.
- ***Together*** – working as a team as well as with each individual learner and their family.
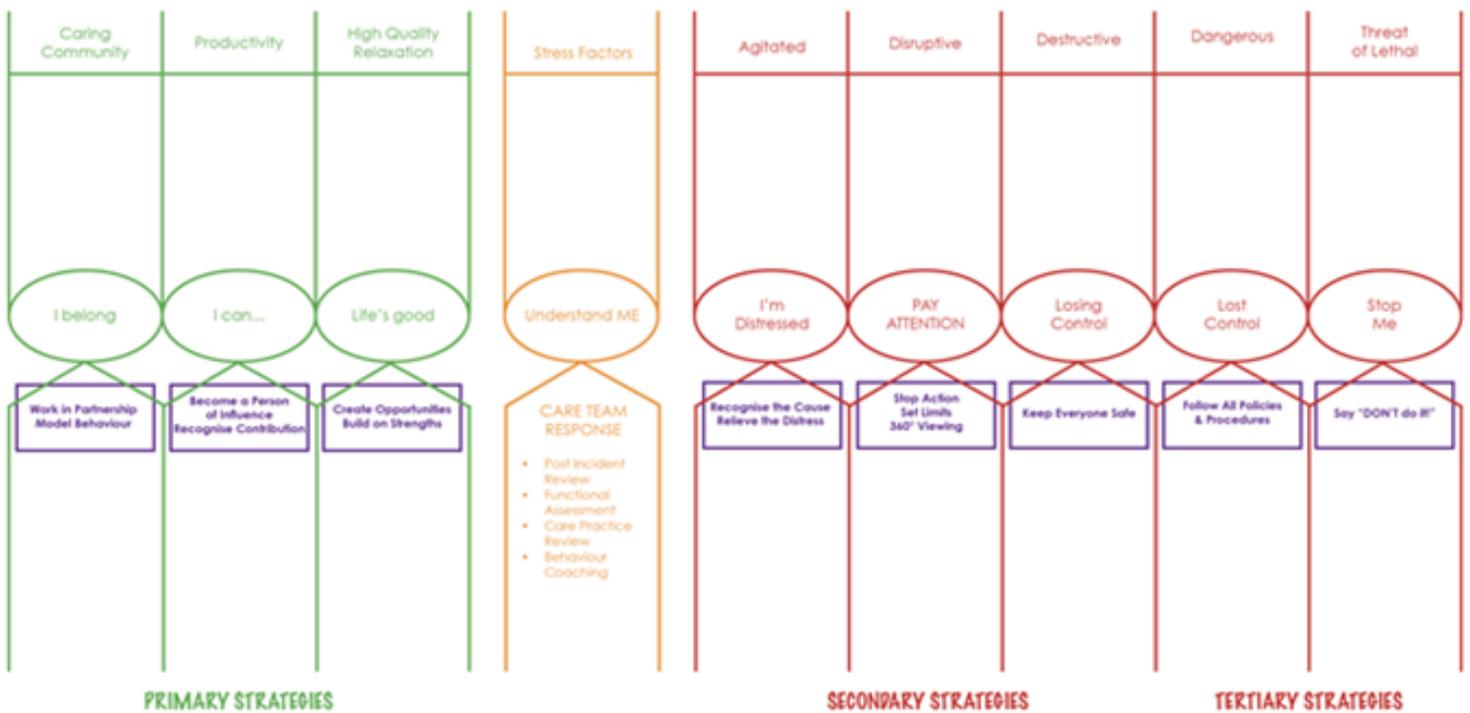
Positive Behaviour Support strategies are supported by the principles of applied behaviour analysis, and lead to the identification of the function or purpose of behaviour, as well as the development of alternative methods of communicating. Ultimately such strategies aim to reduce behaviour of concern and increase quality of life.

The PBS traffic light system makes it easy to use and feeds directly into each learners Consistent Approach Plan.

The Amber Section identifies reasons why a learner becomes distressed. It is the start of the model and records stress factors, the triggers that may lead to distress such as communication difficulties. Increased awareness of how a learner is affected by stress will enable us to provide proactive support that will reduce stress and will increase quality of life.

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The Red Section is used as a tool to assess the level of behaviour of concern. It is populated with a wide range of behaviours from slight changes in facial expression, to extremely challenging presentations. Behaviour is understood as a form of communication, with each level being associated with a differing degree of self-control. The appropriate selection and effective use of bespoke responses to behaviour will support the learner's return to safety and psychological comfort.

The Green Section is populated by activity that represents quality of life. Understanding the positive impact of quality, and negative impact of the absence of quality is essential to fully understand a learner and any associated escalation of their behaviour. When quality of life increases, the need for restrictive practice decreases.

| Caring Community | Productivity | High Quality Relaxation | | Stress Factors | | Agitated | Disruptive | Destructive | Dangerous | Threat of Lethal |

| I belong | I can... | Life's good | | Understand ME | | I'm Distressed | PAY ATTENTION | Losing Control | Lost Control | Stop Me |

Work in Partnership Model Behaviour — Become a Person of Influence Recognise Contribution — Create Opportunities Build on Strengths

CARE TEAM RESPONSE
- Post Incident Review
- Functional Assessment
- Care Practice Review
- Behaviour Coaching

Recognise the Cause Relieve the Distress — Stop Action Set Limits 360° Viewing — Keep Everyone Safe — Follow All Policies & Procedures — Say "DON'T do it"

PRIMARY STRATEGIES   **SECONDARY STRATEGIES**   **TERTIARY STRATEGIES**

Consistent Approach Plan

Consistent approach plans are a working document which summarise the needs of each individual learner. They aim to reduce the likelihood of behaviours of concern occurring through:

- Providing concise details of preferred communication methods, social interaction skills, sensory and emotional needs.
- Describing the likes and dislikes of the learner.
- Identifying and managing stress factors to prevent escalation of behaviour.
- Outlining clear guidelines for recognising early signs of agitation and distress.
- Addressing environmental contributory factors.
- Supporting development of skills, especially communication, daily living skills, coping and tolerance skills and resilience.
- Increasing opportunities for meaningful activities and social inclusion.

- Identifying approved physical intervention techniques to manage behaviours of concern.

Recording & reporting:

All behaviour incidents are recorded on the PBS Cloud and staff teams are encouraged to:

- Reflect on the underlying issues that may lead to behaviours of concern.
- Think about ways of responding to behaviours of concern in a non-judgmental and supportive way.
- Develop their own practice, and that of others, through the sharing of skills and experiences.
- Update consistent approach plans if necessary.
- Highlight any training needs where appropriate.

The Quality of our Provision:

If we are to meet the needs of each learner, it is more likely that behaviours of concern will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when a learner is presenting as dysregulated. This is their 'voice' and should always be accessible, especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access strategies that may allow them to de-escalate and return to a better state of regulation.
- Accurately assess and understand the learners needs by referring to their EHCP, PLIM and Consistent Approach Plan.
- Support learners to develop high levels of resilience and self-esteem.
- Have high expectations for every learner.
- Frequent positive reinforcement when things are going well and minimum feedback for frequent low level undesirable behaviours.
- Know what motivates each learner and use as positive reinforcement.
- Personalised learning to ensure that we meet the needs of all learners.
- Where appropriate, include learners in target setting and evaluation of progress.

Use rewards and motivators such as:

- Descriptive praise
- Certificates or sticker
- Celebration assemblies
- Communication with parents & carers through phone calls, pupil diaries, postcards home.
- Now & next boards.
- Working towards cards.

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A more detailed information sheet outlining strategies for effective communication and behaviour is shared with all staff. This provides guidance on how to support learners to self-regulate, manage their behaviour and feel safe so they are ready to learn. (Appendix A)

EXCLUSIONS

Fixed term exclusions

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

In exceptional circumstances it may be necessary to exclude a learner 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 learner, other learners or staff is seriously compromised.
- Incidents of deliberate use of weapons, including knife crime.
- Incidents of sexual violence/
- Incidents of significant deliberate damage to property.

Decisions to exclude learners 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 learner.

Exclusions can also be managed internally, and a learner may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a learner at Cleaswell Hill School.

If Cleaswell Hill School is not able to meet the needs of an individual, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, other outside agency professionals.

Monitoring Arrangements:

This policy will be updated annually.

Links to other Policies:

- Physical Intervention Policy
- Peer on Peer Abuse Policy
- Anti-bullying Policy
- Teaching and learning Policy

- Equality.

Author: Julie Brown
Headteacher: Mike Jackson
Chair of Governors: Tim Chrisp
Date: October 2022

STRATEGIES FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners.
- Communicated in a way that the learners 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 the class team with learners.
- Appropriate to the activity / lesson and developmental range of the learners.

Routines

Consistent routines support learners to understand expectations, manage anxiety, mentally and physically prepare themselves for the day – allowing them to learn how to self-regulate, engage with learning and manage their behaviours positively. However, adapting to changes in routine is also an important life skill and staff should reflect on how they support learners to do this and practice it.

Communication and Social Interaction

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (coping with changes to routine) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout the school day. To support a learner that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the learner to become distressed. Have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

For example:

- Communication aids and strategies should work both ways: to give instructions and allow pupils to have a voice, make choices and express needs.
- Give pupils time to process information.
- Some pupils have difficulty with understanding verbal and non-verbal communication.
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty in predicting what will / could happen next – this can cause anxiety.
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and interactions with peers

Communication systems as visuals:

- Are permanent – spoken words disappear.
- Allow time for language processing.
- Prepare students for transitions allowing them to feel less anxious.
- Help build independence, confidence and self-esteem.
- Are transferrable between environments and people e.g. trips, home
- Are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory Processing Needs

Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input form the environment. Sensory processing difficulties can impact on learners' ability to self-regulate.

Class teams should ensure that they:

- Organise the environment clearly with visual cues and signposts (written information, symbols, objects of reference etc)
- Speak clearly, slowly, calmly and give pupils time to respond.
- Ensure sensory needs are supported through embedding sensory diets and sensory equipment that support self-regulation (chewy toys, fidget toys, adapted seating, weighted vests etc)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy.
- Take social demands of working with other learners into account
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

Understanding Self-injurious Behaviour

Self-injurious behaviour is when a learner physically harms themselves. 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 learner may have no other way of telling us their needs, wants and feelings. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace the behaviour.

- Respond quickly and consistently when a learner self-injures. Never ignore.
- Keep responses low key: limit verbal comments, facial expressions and other displays of emotion. Speak calmly and clearly, in a neutral and steady tone of voice.
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: tell them what they need to do instead of the self-injurious behaviour e.g. "John hands down" Use visual cues to support instructions.
- Provide light physical guidance e.g. gently guide their hand away from their head using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again.

- Use barriers: place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and the hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, pupils may need held until calm, which may reduce the sensory experience and frequency of the behaviour. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour.

The Language of Choice

This helps our learners to take responsibility for their behaviour. Actively encourage them to choose the right thing to do and, where appropriate, explain the consequence of their choices, both positive and negative.

Link consequences to the choices they make, to help them make the best choice. This communication:

- Increases learners' 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.

Repairing Relationships

Give learners the opportunity to repair ('make good') rather than be punished. Punishment focuses the mind onto the punishment rather than what they did and leaves learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

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

Where developmentally appropriate, support learners to take responsibility for what they have done and to repair it with the other person(s) involved / affected. Learners with complex learning difficulties can be supported to repair, although will look different for each learner.

Unresolved difficulties can make learners anxious, and this can cause behaviour to escalate or become habitual.

Descriptive Praise

Descriptive praise supports behaviour for learning by telling learners exactly what we like about what they are doing. It reinforces the behaviours we want to promote, for example:

- 'I like how you used your communication book to tell me how you are feeling'

- 'I liked that you asked for a break when you needed it'
- ' I noticed you were being a good friend by helping Sam'
- 'Thank you for coming back to your work so quickly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.