

## Clifton Hill School

<b>Document</b>	Management of Behaviour Policy
<b>Content</b>	Guidelines for staff on student behaviour
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### **Setting**

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

### **Rationale**

This policy outlines the underlying philosophy, nature, organisation and management of student behaviour. It is a document designed to enhance the development of positive relationships between students and adults working in the school, parents and other members of the wider school community. At Clifton Hill we believe that by managing behaviour that challenges in a consistent, dignified and positive way this will enhance and reflect our values.

The policy is the result of consultation with staff, students, parents and governors. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Students have contributed to the behaviour policy through their involvement in the development of the whole school rules and the individual class rules.

## **GUIDANCE**

### **How we encourage acceptable behaviour**

At Clifton Hill we expect students and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. Students are expected to understand and keep the school rules, which have been developed in consultation with them and contribute to the positive ethos of the school. It is the responsibility of everyone in school to adopt and promote a positive approach towards students; the students to be helped to make positive choices about their behaviour, learn to take some responsibility for their own actions, and promote the development of positive self esteem and well being.

Young people with learning difficulties often do not gain an understanding of socially acceptable behaviour as quickly and/or as incidentally as others. Therefore, at Clifton Hill we consider this to be an area of extreme importance. It impacts on the student's school

career, their present and future well-being and that of their families, carers, peers and friends. Learning how to behave appropriately is highlighted and encouraged, and, for some, their behaviour is their curriculum.<sup>1</sup>

**There is an expectation that all members of the school community will endeavour to support and promote these principles and values.**

## **SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR**

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students, developing the concept of critical friends. The curriculum supports students to develop their skills in self-awareness, motivation, empathy and social skills. Through the PSHE curriculum the fundamental rights of all those in school are also reinforced.

Rewards are used consistently and we celebrate student achievement by the student sharing his/her work or new skills to peers and staff in class or assembly. More formal recognition of achievement is by the award of stars in the Lower and Upper school or certificates in the Sensory school. Stars can accumulate and lead to a merit. Merits are acknowledged by the Head teacher and they can be spent or saved by the students to purchase prizes displayed on display in the hall.

Every student has a Record of Achievement, (R.O.A.), which allows for recording success.

Sanctions are used only in a measured way and as part of an agreed management strategy involving parents /carers and the wider multi professional team where applicable. Our ethos is about teaching and guiding rather than punishment.

At Clifton Hill School we promote positive behaviour by:

- Following the County Behaviour Management Guidelines.
- Managing the physical and social environment effectively.
- Having regular class team meetings to review Proactive Intervention Plans and identify systems to manage the behaviour positively avoiding confrontations and teaching the students to communicate in acceptable ways.
- Ensuring new staff are familiar with our policy and procedures (a copy of which is referenced in the staff handbook).
- Regular training through staff meetings, class discussion and other formal and informal training.
- Having open relationships with parents. Offering termly opportunities for parents to discuss student's Individual Education Plans with a member of the senior leadership group and class teacher, to promote continuity.
- Having general guidelines for staff.
- Having written programmes for behaviour management that also addresses the student's positive behaviours, Proactive Intervention Plans (PIP's).
- Setting achievable goals working with the student's strengths and likes to develop the habit of behaving appropriately and encouraging them to take responsibility for their own behaviour whenever possible.
- Consulting supporting professionals as appropriate.
- By setting up home/school agreements.
- Ensuring staff are appropriately trained to manage behaviour through MAPA Positive Options.

### **Programmes for managing behaviour that challenges**

Sometimes students may engage in behaviour which is inappropriate in a learning situation as it 'challenges' the service which we provide.<sup>3</sup> It may range from low-key and non-disruptive self-stimulatory activities, for instance, to more extreme, even violent, outbursts.

Reasons for these behaviours are diverse and include communication difficulties, the implications of autistic spectrum disorder, temporal lobe epilepsy and undiagnosed pain.<sup>2</sup>

Any risk assessment and management plan for challenging behaviours, must be in writing in consultation with parents. It may include an agreed method of recording.

**We seek to manage such behaviour as follows:**

- ensuring safety is a major priority for all, according to the Health and Safety at Work Act, 1974<sup>3</sup>;
- using positive and consistent approaches;
- involving parents/guardians/carers in discussions about behaviours causing concern;
- requesting multi-agency collaboration where solutions, such as pharmaceutical possibilities, advice on behavior strategies from MAPA or Occupational Therapy may need to be pursued;
- seeking reasons for the behaviour in question with an emphasis on the function it serves for the individual<sup>4,5</sup> – often it is a reaction to and an expression of their ‘state’, a communication which he/she has a right to have understood;<sup>6,7</sup>
- teaching the student methods of managing his/her behaviour, and where appropriate, providing him/her with an alternative, more acceptable, behaviour;
- helping the student to understand the consequences of his/her actions and ultimately, where possible, to take responsibility for them.<sup>9</sup>

**Criteria for Behaviour Programmes**

All students will have a Proactive Intervention Plan (App 1) which serves to identify:

- systems which support the students positive behaviours;
- strategies for maintaining the students in this state;
- strategies to adopt to respond to low level disruptive behaviours that impact on the teaching and learning of the student or other students;
- any critical behaviours or behaviours that have raised concerns which need to be addressed through Expression of Concern(App 2) and Risk Assessment and Management Plan (App 3).

The criteria for whether a student is on a written Behaviour Management Programme is as follows:

- The student is exhibiting specific behaviours causing concern, which puts their ability to access full time education at risk.

**REWARDS AND SANCTIONS**

**The following sanctions are prohibited:**

- **corporal punishment;**
- **deprivation of food and drink;**
- **withholding medical treatment;**
- **any sanction with intent to humiliate or ridicule.**

Teaching strategies include learning new skills, providing alternative stimulation, encouraging independence, avoidance of ‘triggers’, and relaxation techniques. The more unusual and extreme the behaviour, the more thoroughly the student requires consideration of his/her needs and provision of highly individualised planning to meet them. Outside agencies, such as members of the Child and Adolescent Mental Health Services, (CAMHS),

MAPA, OT services or the County Educational Psychologist may be called upon to give advice.

Behaviour at Clifton Hill is managed primarily by promoting a positive ethos and rewarding appropriate behaviour. The school star, merit and prize system and sharing achievements in assemblies are used to promote a positive ethos and build up both individual and group self esteem throughout the school.

#### *Sanctions*

Use of sanctions should be administered in a calm and controlled manner and be part of an agreed Behaviour Management Plan. Staff should give a measured response and not through an emotional reaction. The staff should ensure that sanctions are seen as inevitable and consistent (students should know that when a sanction is mentioned it will be used).

The use of sanctions should be immediate in order to aid the comprehension of the students.

The concept of sanctions should be linked to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others.

### **Touch and use of Restrictive Physical Intervention**

#### **Definition of restrictive physical intervention**

The Law allows for teachers and other persons authorised by the Head Teacher to use Restrictive Physical Intervention to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence ( subject to mental capacity)
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline of the school.

Restrictive Physical Intervention is the term used by the DFE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head Teacher has to, in specific circumstances, use “reasonable force” to control or restrain students. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the student prescribed by medical colleagues to prevent self-injury). It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

At Clifton Hill school we believe that students need to be safe, know how to behave, and that the adults around them are able to manage them safely and confidently. For a very small minority of students the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

#### **Acceptable forms of intervention**

There are occasions when staff will have cause to have physical contact with students for a variety of reasons, for example:

- To comfort a student in distress (so long as this is appropriate to their age and understanding).
- To perform personal care on the student
- In an emergency to avert danger to the student or students
- In those circumstances when Restrictive Physical Intervention is warranted.

In the event of the need to physically intervene when a student is exhibiting behaviour that challenges, the County led intervention approach of Positive Options (MAPA) will be used. All staff receive training in this approach before they can use it. This training is updated annually.

If a student is deemed to require physical intervention this will be described in their Proactive intervention Plan. The plans will be kept with the students' records. The Behaviour Management Co-ordinator will have access to all PIPs. When Positive Options is used, it will be recorded using the online behaviour and reward tracking system known as SLEUTH. All Clifton Hill teaching and teaching support staff will have a unique log on to the recording system. Staff using the recording system will be given training in its use. The legal requirement is that any physical intervention should be recorded on SLEUTH and parents/carers informed about it on the same day, or in exceptional circumstances, as soon as possible.

### **Recording of Accidents and Injuries**

An incident involving injury or accident to a student is recorded on an accident/incident slip and kept in the school Office - see Handbook. This must be signed by the person witnessing the incident (usually the class teacher and a senior member of staff.) Staff who have been involved in an accident or have suffered an injury will record this on the accident form and report this to the Deputy Headteacher or the Headteacher. The information is uploaded to OSHENs on line recording system which is then sent to County.

### **ROLES AND RESPONSIBILITIES**

The Behaviour Management Co-ordinator has responsibility for appraising, agreeing and holding the copies of any programme that is written to deal with behaviour that challenges before it is implemented. The Behaviour Management Co-ordinator has responsibility for monitoring incidents and sanctions and following up any issues that arise. Teachers, Welfares/STA's and teaching assistants, have responsibility to write Proactive Intervention Plans when the need arises, taking into account the individual student. The Proactive Intervention Plans should have a regular review cycle, usually on a termly basis or when there is a significant change in the students' behaviour.

All staff have a responsibility to be aware of and follow Proactive Intervention Plans as they are written. All staff have the responsibility of recording incidents, accidents and injuries to students and themselves.

#### **It is the responsibility of the governing body**

- to assess the risks to staff and students arising from the use of physical interventions;
- to monitor safe systems of work;
- to ensure staff are adequately trained;
- to ensure staff have access to appropriate information about the students with whom they are working;
- to have a current behaviour policy, including reference to physical intervention;
- on a termly basis to examine the (anonymized) Behaviour Report presented to the Full Governing Body meeting;
- to carry out an annual behavior walk;
- to ensure that the climate of the school encourages a peaceful, calm and non-physically threatening atmosphere/ethos;
- to make appropriate resources available for the policy to be fully implemented.

### It is the responsibility of all staff

- to be aware of the contents of the behaviour policy and follow the guidance it contains;
- to follow the Proactive Intervention Plan of a particular student and, given adequate training, to carry out physical intervention as required under their duty of care towards that student. (A duty of care requires that reasonable measures are taken to prevent harm to students);
- to record the behaviour(s) of a particular student as required, especially where physical intervention is involved;
- to act as good, positive role models;
- to ensure that they contribute to the creation of a safe working environment for all.

### Parent / Carer Involvement

Full and open discussion of their child's education is offered to parents and guardians and their contributions are valued. If parents have any particular concerns regarding behaviour, (or any other matter), they are encouraged to make an appointment to discuss this at the earliest opportunity with any of the senior staff or their child's class teacher. Learning new skills can often be very difficult for our students and learning new ways to behave is no different. The longer a child practises a behaviour, the more entrenched it becomes and the harder it is to replace. At Clifton Hill we endeavour to work as a team together with parents, in order to help the young person to learn.

Parents are kept informed of their child's progress in the following ways which are standard for all students:

- Annual Reviews of their child's Statement of Educational Needs;
- parents/teacher meetings;
- evaluations of their child's Individual Education Plans (IEP's)

As well as being encouraged to phone school, parents are welcome to use any of the above as a means to voice any concerns regarding their child's behaviour.

### It is the responsibility of parents and carers

- to ensure they support the creation of a safe, non-oppressive working environment in school;
- to support the school behaviour policy;
- to act as good, positive role models;
- and, as far as it is possible, to encourage attitudes in their children which avoid the use of physical intervention.

Consultation with the whole school community is sought in formulating the behaviour policy. Generating collective responsibility both within and outside school will promote its effectiveness.<sup>8</sup>

The Governing Body has overall responsibility for the policy.

The Headteacher has overall responsibility for the management of the policy.

The behavior co-ordinator, has responsibility within the school for the management of behaviour in conjunction with and supporting teachers in drawing up and monitoring Risk Assessment/ Management Plans. The Headteacher and Behaviour co-ordinator has responsibility for formulating and reviewing the policy annually.

Line Managers have responsibility for discussing, formulating, monitoring and reviewing behaviour programmes with class teachers in their departments and supporting class teachers in their work on behaviour.

Class teachers have responsibility for initial team discussions on behaviour, formulating behaviour programmes / management plans and sharing these with class staff; also the primary management, assessment and recording of behaviour programmes / management guidelines.

All staff are responsible for encouraging high standards of behaviour and upholding good, fair practice in behaviour management throughout the school and for supporting each other, as well as students, in times of stress.<sup>9,10</sup>

## **MONITORING**

### **Proactive Intervention Plans**

#### **Behaviour Programmes**

All students will have proactive intervention plans describing their individual behaviour continuum. The plan will identify strategies used to identify key behaviours, triggers and key strategies of each individual student. These plans will be reviewed termly by the class teachers in discussion with the class teams, or more frequently as appropriate.

All new staff to a class should be made aware of and have access to the PIPs.

An Expression of Concern may be completed for behaviours which have raised concern, identifying possible strategies and support.

For students for whom a risk is identified or for those who may require a level of physical intervention a Behaviour Management plan will be completed, reviewed termly, or more frequently if required, as part of the termly Individual Education Plan meeting cycle with class teachers, parents and Senior Leader where a meeting for this specific discussion will be built into the meeting cycle. The programmes will then be amended as necessary and copies given to the relevant parties.

This policy is brought to the attention of students, staff and parents by the Head, Deputy Head and Behaviour Management Co-ordinator when it is formally reviewed along with the values and principles that underpin it annually. Rewards and sanctions are monitored each term by the Behaviour Co-ordinator.

#### **Complaints**

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of physical intervention by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.

#### **Success criteria**

Clifton Hill School will provide a safe environment for all students to learn.

#### **Links to other policies:**

Anti-bullying Policy  
Policy for Managing of Incidents and Accidents  
Policy on Health and Safety  
Child Protection and Safeguarding  
Equal Opportunities

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