



**Livity School**  
Every Learner Matters

# # **Positive Behaviour Policy**

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## **Introduction**

At The Livity School we cater for a range of children and young people who have significant needs and disabilities, such as Autistic Spectrum Disorder, severe and complex learning disabilities and associated medical and physical needs. We recognise that these difficulties can significantly affect how a person perceives and is able to interact with the world around them. We understand that at times, this can mean that our pupils act out in a way that could pose a risk of harm to themselves or others in order to get their needs met and voices heard.

At The Livity School we recognise that behaviour is a form of communication and a signal for support. We understand that our pupils are vulnerable, and we aim to ensure that every child and young person is recognised as an individual person, putting them at the centre of their support and providing them with choice and control of their lives. We respect that there are variables which can impact on a person's wellbeing, such as medical needs, sensory impairments, relationships and history of trauma or neglect.

We aim to support our pupils to have control over their lives and develop the skills they need in communication and daily living tasks that could enable them to become independent for their future. We aim to have a positive relationship of trust with all our pupils through a nurturing and structured approach to learning and the school day.

## **Aims of the Positive Behaviour Policy**

Our aims for this policy at The Livity School are:

- To support our pupils to maintain engagement and be ready for learning
- To enable our pupils to have positive and meaningful relationships with others and access a range of life opportunities.
- To ensure that all pupils achieve their best outcomes and are able to access a range of opportunities.
- To ensure that all staff work confidently to support our pupils with their positive aims.
- To work in partnership with parents and carers and all those who are part of the support and care plans for our pupils

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2024](#)
  - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
  - [Use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)
  - [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy was also written with reference to:

- Training documents provided by Team Teach
- Training documents provided by the British Institute of Learning Difficulties (BILD) as part of the training in Positive Behaviour Support
- Ofsted Positive environments where children can flourish (2021)

### **What is Behaviour of Concern?**

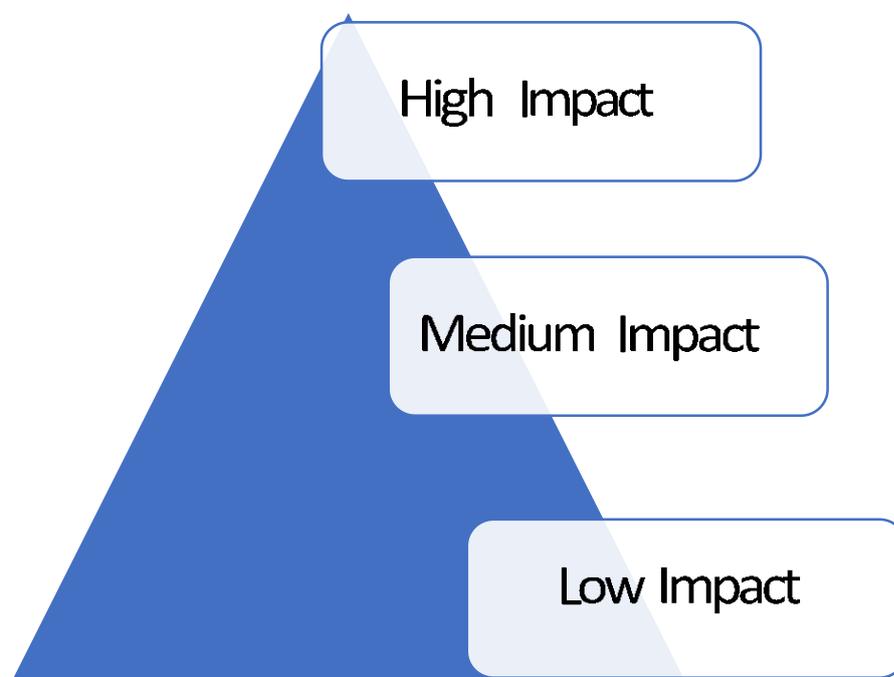
At Livity School we define behaviour of concern as any behaviour (passive or active) which:

- Reduces the quality of an individual's life.
- Reduces access to learning and other life experiences with the school and wider community.
- Puts a child or young person at risk – physically or emotionally.
- Put the people around the child or young person at risk – physically or emotionally.
- Leads to responses from other people which restrict opportunities for social contact and enjoyment.
- May lead to responses that are restrictive or result in exclusion.

### **Levels indicating the extent to which behaviours of concern impact a person's life**

At The Livity School, our pupils can exhibit a wide range of behaviours of concern, and we recognise each pupil as an individual and as such our practice remains person centred. We recognise that pupils need change over time, and our support should be adaptable to this. In understanding the impact of behaviours of concern we have developed an assessment level adapted from the

work of BILD and the definition of challenging behaviour found in 'Challenging Behaviour – A unified Approach' RCPsych, BPS, RCSLT (2007))



**High Impact on Quality of Life** – Pupils who display high risk behaviours of such intensity, frequency, or duration as to seriously threaten the quality of life and/or the physical safety of the pupil or others. This includes any whose plans include last resort strategies that are restrictive or may result in exclusion or limit their access to ordinary community activities.

**Medium Impact on Quality of Life** – Pupils who have some behaviour support needs that are likely to impact on theirs or others quality of life.

**Low Impact on Quality of Life** – Pupils who are not formally considered to have behaviour that challenges, but who, due to their learning disability may at times, use behaviours which are not considered as socially acceptable as a means of communicating. This is likely to include almost all pupils with a learning disability who require support to live their lives.

All our staff consider the individual pupil's age and stage of development when judging whether a particular behaviour is a cause for concern, as well as when planning the best strategies to support them.

## **Positive Behaviour Support**

The Livity School works with the principles of 'Positive Behaviour Support'. Positive Behaviour Support (PBS) is based on an understanding that children and young people's behaviour has a communicative intent. It involves understanding the reasons for behaviour and considering the individual circumstances of each child or young person and using this to implement tailored ways of supporting the child or young person to develop alternative response strategies.

Communication may take the form of speech, sounds, actions or body language. Withdrawn or passive behaviour is also a form of communication. Our staff learn through observation to understand what our individual pupils are communicating. They will use their knowledge to respond to pupils so that children and young people learn that they have a 'voice' and can exercise control.

For support considered to be Positive Behaviour Support it must include these elements:

- An understanding of the reasons for the specific behaviours of concern based on an understanding of the pupil's functional assessment
- A value base where pupils are treated with respect and the voice of the pupil is heard and valued
- A focus on the long-term quality of life outcomes for the pupil
- A commitment to change from everyone involved in supporting the pupil and the wider school community.

Our pupils work hard to maintain positive behaviour for learning and at The Livity School we recognise their achievements, in assemblies. With certificates and good work stickers, by informing parents and commenting regularly on children who are employing successful strategies and achieving goals. We reinforce clear expectations in ways which our pupils can understand and respond to, and model positive behaviour with our own interactions.

## **Supporting Behaviour for Learning**

At The Livity School we believe that supporting pupils to develop behaviour for learning starts with creating and maintaining a supportive ethos (See Appendix 1).

Pupils are most likely to develop a positive attitude to learning and behave in adaptive ways in school when they experience:

- Relationships built on trust with the adults who support them.
- Respect for each pupil as a unique individual, incorporating their diversity including ethnicity, gender, sexual orientation.
- Adults as positive role models.
- Opportunities for choice and control.
- Consistency of routines.
- Clear boundaries of what is expected of them and what they expect of us.
- Positive praise and recognition for their achievements.

### **Active Support**

As part of each pupil's educational plan, the class teacher will include the key skills which will support the pupils to develop positive behaviours and help them cope with situations that they find difficult. Some examples of key strategies we will implement could include:

- Developing techniques to reduce anxieties such as relaxation, exploring sensory objects, communication about feelings (Zones of Regulation), time away or social stories.
- Developing social interaction skills.
- Developing skills that fulfil the function of the behaviour of concerns such as learning to 'high five' as a greeting rather than pulling on another person's arm.
- Developing access to leisure opportunities.

### **Recognising and responding when difficulties arise**

There will be times when our pupils may find some situations more difficult to cope with and at these times, they may be less able to regulate their behaviour.

Recognising that the experiences of the pupil can impact on how they are feeling that day and as such can affect their behaviour, is key to managing our responses to the behaviour displayed. Positive and meaningful early intervention from adults can significantly change the outcome for pupils.

Adults supporting the pupils will need to know the 'triggers' for the pupils and the behaviours they are likely to demonstrate behaviours which show that they are becoming anxious or uncertain. This will part of the ongoing observation and understanding of the function of the behaviour.

Staff will observe pupils closely for any signs that may indicate a concern, both related to change in behaviour that may indicate a safeguarding concern, as well as warning signs that indicate the pupil is becoming frustrated, overexcited, dysregulated etc that may escalate to a difficult to manage situation.

Staff will consider their own behaviour, language and body language when responding to these behavioural escalations, aware of what they may also be communicating, remaining calm and avoiding raised voices, or potentially confrontational positions, facial expressions and words.

In all situations, adults will seek to de-escalate and divert as their first response.

### **Developing Behaviour Support Plans**

In order to support our pupils effectively, a Behaviour Support Plan (BSP) will be developed with the pupil and their parents/carers. BSPs are an essential written record of the pupils needs and the strategies that we will use to support them to learn more appropriate ways of communicating and strategies for coping in situations they may find difficult to cope with. The BSP is written by the class team and agreed in partnership with the families of pupils and the Assistant Headteacher for Inclusion/Inclusion Co-ordinator. They will be based on the knowledge and observations of all the adults who support the pupil in school and home.

Advice from other professionals such as Occupational Therapists, Speech and Language Therapists, Educational Psychologist or CAMHs will inform the discussions around the support needed.

Wherever and however a pupil is able to express their views on the BSP these views will be incorporated into the plan. If the pupil is not able to participate then this will be noted and the adults who will make the decisions will consider what is in the pupil's best interests.

A Behaviour Support Plan will include:

- The reason for the plan.
- The aims of the plan.
- A description of the identified triggers, warning signs and behaviours of concern.
- A clear description of the proactive strategies to be used to develop new skills as well as preventing escalation of the behaviour of concern.
- The responsive strategies that should be used once things have escalated ('Red Zone' strategies).

- Any restrictive physical intervention that is likely to be used if the behaviour of concern escalates to a 'crisis' and is posing a risk to safety will be detailed separately on a Positive Handling Plan (PHP).
- Details of the review date.
- Authorisations from the pupil (where possible) and the parents/carers.

BSP's are 'live' documents and should be updated as often as is necessary. After each update the changes must be discussed with parents/carers and their agreement should be recorded on the revised plan.

### **Time Away**

At The Livity School 'time away' for us means guiding a pupil away from a situation which they may find difficult into a 'preferred place' and giving them time to calm. Preferred spaces will be identified for individual pupils as part of their BSP. They may be indoors or outdoors. Staff may offer the pupil a calming or distracting activity such as going for a walk or running around the playground. It may also be that it's in the pupil's best interests to reduce interactions and step away when the pupil is in their preferred space – allowing some supervised space. It may also be necessary to use physical intervention to move the pupil away from the immediate situation where their behaviour is likely to harm them or others.

Pupils may also make their own choice to withdraw to a preferred safe space for a short period of time and staff will respect this as well as support the communication skills needed to express this need.

A member of staff will be present in the 'preferred space' to support the pupil and observe and help them calm. A pupil may indicate that they do not want the staff member with them, and this will be respected. Staff will then observe from a short distance and interact with the pupil as soon as this seems appropriate.

### **Restrictive Physical Intervention.**

The Livity School aims to reduce any need for restrictive practice. At times, it may be used to ensure that all staff and pupils are safe in situations in which all proactive and responsive strategies have not been successful.

Classroom staff will be trained in the use of Team Teach physical interventions that support the use of minimum force for the least amount of time. Restrictive Interventions will only be used as the last resort to ensure safety and well-being.

**Please see Restrictive Physical Intervention Guidance.**

## **Recording, Monitoring and Evaluation**

### **Pupils**

- BSP and pupils' one-page profiles are kept on class files and are shared with any adult working with an individual pupil.
- BSPs are written by the classroom teams with the support of the Inclusion Coordinator and Assistant Headteacher for Inclusion.
- BSPs are reviewed and amended following regular discussion with parents/carers and at annual reviews.
- All behaviour incidents are recorded on the Livity School safeguarding platform under the 'Incident' tab. The Inclusion Co-ordinator and Assistant Headteacher for Inclusion, monitor the whole school incident database.
- Those incidents that have involved restrictive physical intervention, will be reviewed by the Inclusion Co-ordinator and the Assistant Headteacher for Inclusion.
- The Senior Leadership Team will review the frequency, duration and type of intervention used for the individual pupils with the Team Teach Instructor and whether there is evidence that the strategies being used are effective.
- Wherever possible, pupils will be involved in the discussion of their behaviour and development of their BSP.

If a pupil's behaviour continues to cause significant concerns and has a measurable impact on the safety and well-being of the pupil or others, a multi-disciplinary approach involving parents and carers and external agencies will be convened to discuss the best options for the pupil. The meeting will review the way forward and discuss if there are alternative strategies or resources that may help the pupil engage in behaviour for learning. It will also consider if we at The Livity School are the best place to meet the pupils needs.

## **Whole School Evaluation**

- We use whole school data to analyse the impact of the positive behaviour approach across the school
- Families and carers are asked for their views to input into the pupil's behaviour support meeting.
- It is important to us that we work jointly with parents/carers to ensure consistency
- In our approaches at home and school. We invite parents into school to meet with our inclusion co-ordinator to promote consistent behaviour approaches at home and school.
- Information about behaviour for learning is captured during lesson observations and discussed by the Senior Leadership Team at the end of each term.

## **Supporting and Training Staff**

At The Livity School we want to ensure that all our staff have the necessary training, skills and support to ensure that pupils are able to implement their strategies to engage in behaviour for learning. All our staff receive regular behaviour support/ Team Teach training led by fully accredited instructors.

- Training for permanent staff will cover the principles of Positive Behaviour Support via Team Teach. Staff who join us during the school year attend the next available Team Teach training after they are appointed.
- Supply staff are briefed on positive behaviour support as part of their induction session and are offered to attend further induction and other training sessions where appropriate.
- Further training on Team Teach and other behaviour support training takes place as refresher training on a rolling programme and can be linked to the staff appraisals.
- The Senior Leadership Team will ensure that appropriately trained staff are deployed to the class time, using the BSPs for the class. Training will be arranged for the team if there is a particular need to support a pupil.
- The Livity School offers training to staff from outside agencies – such as kitchen and transport staff- who are involved in the care of pupils attending The Livity School.

If a member of staff feels that they require additional training or emotional support, we encourage them to seek help at an early stage, particularly if they are experiencing stress or anxiety when working with our pupils. The ability to seek help and support is seen as a sign of professional strength.

### **Responding to concerns or complaints**

The Livity School encourages pupils and their families/carers to share any concerns so that we can work together to agree a solution. Where it is not possible to agree a resolution informally, complaints should be made to the Executive Headteacher Joanna Tarrant in the first instance within the normal complaint's procedures (See Elm Court Livity Federation School Complaints Policy & Procedure)

**Approved by The Governing Body on 10.7.24**

**To be reviewed annually**

## **Appendix 1 –Written Statement of Behaviour Principles**

We believe that everybody at The Livity School should actively contribute to a school ethos that:

- Ensures a warm and welcoming atmosphere for pupils, parents/carers, staff and visitors
- Promotes positive relationships and behaviours
- Provides effective teaching and learning experiences so that each pupil is given the fullest opportunity to achieve his/her full potential
- Encourages a pupil-centred approach, where the focus is on preventing the cause of negative behaviour rather than simply dealing with the symptoms
- Ensures that intervention and prevention are key to our school's approach rather than punishment
- Encourages understanding of the needs and behaviours of individuals
- Promotes equality of opportunity and tackles all forms of discrimination
- Ensures that our pupils have the fullest opportunities to integrate into the wider community

We believe that our school's ethos is powerfully communicated by an aesthetically pleasing environment. Consequently, we will strive to ensure that all parts of the building are kept clean and tidy with up-to-date displays that demonstrate what our pupils can achieve.

We also believe that all staff have a duty to communicate the school's ethos and values by treating pupils, parents/carers and visitors with respect at all times. This begins with the school entrance and staff on reception duties: students and staff can expect a courteous response at all times and visitors will always be greeted with a smile and receive an efficient service

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2 – Legal Powers**

### **Restraint and Physical Intervention**

School staff may use proportionate physical restraint to:

- Prevent children and young people from harming themselves or other people
- Prevent damage to the environment
- Prevent significant disorder

### **Power to Search Pupils without consent**

Head of Schools and staff can use reasonable force to conduct a search for the following ‘prohibited items’:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for other items which are banned under school rules.
- Corporal punishment is illegal and will never be used.