

# **The Livity School**

## **Behaviour Policy**

**The Livity School's Behaviour Policy must be read, understood and consistently implemented by all staff in the school.**

Good behaviour in a school is a reflection of good relationships, with mutual respect between staff, pupils, parents and carers. It is encouraged by high expectations of pupil's academic and social abilities, curriculum and teaching methods well matched to pupils' needs and nurturing of pupil's growing maturity and self esteem. This behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

**Everyone attending or working at Livity has a right to:**

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

**Pupils attending this school and their parents have a right to:**

- be encouraged to make choices concerning their education and their lives
- be aware that physical interventions should only be used in the pupils' best interests
- opportunities for learning which are appropriate to the pupils' interest and abilities
- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- be informed about the school's complaints procedure
- the school being a place of safety for them

**The Aims of the Behaviour Policy**

At the Livity School we aim to create a secure and happy environment which promotes self-discipline, hard work and consideration for others.

**We aim to enable our pupils to:**

- be healthy
- stay safe
- enjoy and achieve in their learning
- make a positive contribution.
- access the full range of learning opportunities in a calm, positive environment.

- achieve through appropriate expectations of work and behaviour with praise, reward and celebration and calm, clear and consistent responses from adults
- behave appropriately in a wide range of social and educational settings

### **The principals of this Behaviour Policy is to:**

- work within a positive, proactive reflective approach to behaviour management
- ensure that the school ethos in managing Challenging Behaviour is followed
- promote/develop empathy and respect for self and others.
- develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- develop an awareness of and adherence to appropriate behaviour.
- encourage pupils to value the school environment, its staff and its routines.
- ensure that pupils are confident in the way they are supported.
- empower staff to determine and request appropriate behaviour from everyone.
- acknowledge that the maintenance of good behaviour within the school is a shared responsibility.
- ensure that positive behaviour is always recognised.
- raise pupils' self esteem.
- ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

### **Expectations of the School Community**

At The Livity School, staff have a clear understanding and expectations of how we want our pupils to behave. **This is reinforced constantly through:**

- reference to the school rules which should be presented visually
- PSHE units of work
- children having a positive behaviour support plan which is regularly reviewed and jointly agreed with parents and carers
- some children having a positive handling plan which is agreed with parents and carers and consent given for specific positive behaviour management strategies to use used with their child
- some children having a positive handling plan which is agreed with parents and carers and consent given for specific positive behaviour management strategies to be used with their child.
- the use of visual symbols, schedules, timetables and social stories
- staff being appropriate role models for the pupils - staff must consider their own behaviour and the image they present to pupils, as disciplined adults, with regard to speech, manner and dress. Everyone in the school is expected to be polite, courteous and to show kindness and respect towards others.
- the acknowledgement and use of appropriate praise and rewards for good behaviour - classes use systems of rewards with stickers and certificates to mark a broad range of achievement; the weekly assemblies afford pupils the opportunity to share good work, progress, achievement and behaviour.

- maintaining good effective communication with pupil's homes and families, including discussions at the annual review with parents and carers regarding improving behaviour, keeping open dialogue through Home / School books and phone calls - acknowledging all achievements and challenges.
- pupils being involved in decision making and having some responsibility for the care of their class and the school – each class has representation on the school council
- teachers providing an effective learning environment, - a calm, purposeful working atmosphere

**The School has an expectation of how staff relate to pupils in order to consistently support challenging behaviour, pupil learning and to encourage pupils to manage their own emotional regulation.**

**All Staff Should:**

- remain calm and positive with pupils
- use behavioural strategies consistently, and use strategies that can be replicated by all staff.
- give a new strategy time to become established and maintain the strategy even when the behaviour appears to have reduced.
- give pupils time to respond and time to calm
- keep all verbal interactions when managing challenging situations calm and suitable for the level of learning need of the pupil
- always use a quiet positive voice, indicating to the child that they are calm and in control. ( good modelling)
- only used a raised voice occasionally in an emergency if a child is at immediate risk, e.g. “NO, STOP, DANGER” though this may not be the best approach even in this type of situation.
- feel confident to swap with colleagues if a child is exhibiting prolonged challenging behaviour in order to maintain the positive calm approach expected by the school.
- always be mindful of how their body language appears to a child who is distressed and anxious.
- be open to different strategies and ways of working that the SLT or EP recommend.

**We believe that having an appropriate curriculum which meets the needs of all pupils, with teachers planning effectively, delivering, motivating, challenging lessons will both, encourage and contribute to good behaviour.**

However many pupils attending The Livity School, have needs which require further support to manage and improve their behaviour. We therefore need staff to have understanding of some of the possible causes of challenging behaviour for our pupils, including for example an awareness of behaviour being a communication need / an expression of frustration / a sensory need / a need for attention / or a learnt response

For these pupils it is the responsibility of the class teachers with their teams to identify challenges and in consultation with the Educational Psychologist to identify and act upon these challenges

### **Class Teams Should:**

- inform Senior Managers about the challenging behaviours so they are able to support the following process, through involving Key School Staff / Educational Psychologist / Clinical Psychologist / Parents / Carers as appropriate
- make observations and ABC charts related to the behaviour
- hold class meetings to discuss and analyse the potential causes of the behaviour
- talk to parents / carers about the challenges
- plan proactive interventions to try and avoid the challenges occurring
- decide upon consistent responses for all to follow when the behaviour occurs
- discuss strategies with the Educational Psychologist who can write the decisions of discussions up in the form of a Behaviour Support Plan
- share the plan with parents / carers
- inform the whole school about the programme so that every one can act consistently
- regularly review and amend Behaviour Support Plans

### **Support for the School Community**

The school provides support for all adults working with pupils with Challenging Behaviours

It is school practice to discuss behavioural issues in order that the staff feel supported and for there to be a multi agency cohesive approach

Staff having difficulties analysing / managing a specific behaviour should discuss this with the Headteacher or Deputy Headteacher so that appropriate support and advice can be given.

Staff who require training in managing challenging behaviour will receive this, via Inset Day training or specific training courses The school endorses and follows the principles outlined in **Team Teach** for positive handling and intervention. Training is provided for staff in this on a regular basis.

### **Support Systems for parents/carers**

School has an open door policy where parents and carers are encouraged to Visit to discuss any relevant issues. However booking an appointment is preferable to ensure the availability of key staff.

Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Professionals working in the school can offer support to parents and also make referrals to other services who can offer support for challenging behaviour within the home.

### **Monitoring and Review**

Behaviour management is under constant review throughout the school on a class and individual basis. If any pupil requires handling above that which can be considered as normal practice or physical intervention, this must be written up as a specific Positive Handling Plan for the individual pupil, including a detailed

description of when and how the pupil, should be handled. This programme must be agreed by the Headteacher and the Parent / Carer.

The issue of behaviour of individual pupils will be discussed at senior and whole school staff meetings on a regular basis.

This policy will be reviewed annually.

**Reviewed Summer 2018**

## The Livity School Behaviour Policy with Regard to Physical Intervention

### Minimising the need to use force

At Livity School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. We have a total communication environment and staff use a range of strategies, e.g. signs, symbols and photos, to support pupils in communicating effectively without the need to resort to challenging behaviour. In addition to this, pupils who present with challenging behaviour have an individual Behaviour Support Plan/Positive Handling Plan. Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence. Staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. Pupils' Behaviour Support Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The term Team Teach describes a broad spectrum of risk reducing strategies. It is a holistic approach involving policy, guidance, management of the environment and deployment of staff. Restraint is only a small element of the approach. The philosophy is that 95% is concerned with avoiding Physical Interventions and 5% concerning PI.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document. However staff should use their risk assessment and if PI is used it should be- **Minimum force for the shortest time.**

## Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The Daily Management/preventative strategies section of a pupil's Behaviour Support Plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – **a non-confrontational, calm but assertive approach is generally most effective.**

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

## Primary Prevention

This is achieved by:-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development
- Good use of space
- Appropriate stance posture and gesture
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

## Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI.

## Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self-injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
- A clear positive statement should be given to tell the pupil what it is that you want them to do – ie give a positive instruction
- Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance – use the alarm to summon help

- Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

## 1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. See the document [Guidance for safer working practice for those working with children and young people in education settings October 2015](#)

## 2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

## 3. Supporting Interventions

- Staff should be confident to ask colleagues for help by saying “help please”
- Staff should offer help to colleagues by saying “help is available” and respond accordingly
- Staff should intervene if a colleague is having difficulties in managing a situation by saying “more help is available” which means that they are going to take over from them, as they can see that their colleague requires a break.

## 4. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** in the Physical Intervention Book. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Senior Leaders as soon as possible, and by the end of the school day at the latest. The pupil’s parents will be informed of any significant incident concerning their child as soon as is practicable after the incident using the Significant Incident Report Form.

**The level of compliance from the pupil determines whether or not the interaction is a positive physical intervention or a restraint/RPI.** Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person’s free movement.

**When unacceptable challenging behaviour becomes a long standing or serious problem we:**

- **devise a behaviour modification programme with the support of other professionals including the clinical psychologist and the educational psychologist.**
- **involve parents /carers and plan a joint approach to the management of the behaviour.**

Where children’s behaviours are of an extreme nature, possibly involving risks to other pupils, staff or themselves, it may be necessary to ask a parent / carer to keep a child at home for a specified amount of time in line with the Local Authority’s Directives and Advice.

The school will have sought and taken multi-agency advice, monitored the behaviour and recorded it.

The Headteacher has ‘duty of care’ to other pupils and staff and must take everything into consideration when looking at an individual’s behaviour.

The Local Authority Policies on Suspension and Exclusion are fully documented and are available from the Headteacher.

We do not use physical punishment of **ANY** sort.

**It is sometimes necessary to use physical intervention to protect a pupil or others. Staff are trained in Team Teach**

All Staff should be aware that the use of physical intervention could be misinterpreted by people unfamiliar with our work and that in using physical intervention they are vulnerable to accusations being made against them. Therefore, on occasions when the use of physical intervention is necessary, members of staff should ensure that the incident is always recorded and, reported to Senior Leaders.

All staff should make sure that they do not put themselves in situations which may leave them or the pupils vulnerable to such risks or accusations.

This policy is informed by, “The use of force to control or restrain pupils: guidance for schools in England”, published in 2013

**Review Date : Summer 2018**

**Headteacher.....Date.....**

**Chair of Governors..... Date.....**