

Horton Lodge Community Special School

'Working Together – Achieving Potential'



Behaviour Policy

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1. Principles

At Horton Lodge we promote good behaviour by creating a happy and stimulating school environment where everyone feels valued, respected and secure and are prepared for life outside school. Wellbeing is paramount. We believe that pupils want to behave well and can learn to improve their behaviour. Positive achievement and behaviour is a priority in order to raise self-esteem and ensure that pupils achieve their full potential. Praise and motivators are a fundamental feature of delivering a positive environment. Natural consequences and verbal reminders are utilised when required. All staff have a responsibility to manage behaviour and provide positive role models. We are committed to ensuring an effective partnership between school, parents and the community.

In addition to this attached to this policy are the following important appendices:

- Individual Rights and Dignity (Appendix 1)
- Touch Policy (covers Physical Intervention) (Appendix 2)

2. Aims

Our overarching ethos and aims:

- Relationships between staff and child, child and child and staff themselves should be based on mutual respect, politeness and individual rights.
- Children should be valued equally regardless of background, ability and temperament.
- Success and achievement should be judged as being relative to the individual and celebrated in a variety of ways.
- Members of staff should set high standards of behaviour and provide a positive encouraging and friendly atmosphere in which pupils can be involved in their own learning with confidence and support.
- Members of staff should establish a warm and trusting relationship with the children for whom they have immediate responsibility.
- Bullying in any form is deemed unacceptable behaviour at Horton Lodge School. Relationships in school and bullying is a standing item on the weekly safeguarding team meeting agenda. All bullying observed or reported, or any concerns raised, will be investigated and dealt with appropriately.

The aims we have for all pupils are:

- To develop self-respect and to value others and the environment.
- To develop social and communication skills enabling full participation in society.
- To take responsibility for one's own actions.

3. Legislation and guidance

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy

It is also based on the special educational needs and disability (SEND) code of practice.

4. Roles and responsibilities

4.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss behaviour in school.

The governor who oversees behaviour as part of SEND link role is Alison Lee.

All governors regularly monitor behaviour incidents as part of the Headteacher termly report to governors.

4.2 The Headteacher

The Headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school and prevent bullying;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- work with the School Council to encourage good behaviour and respect for others;
- report to the Governing Body on the effectiveness and development of this policy;
- publicise the school behaviour policy to staff, parents and pupils;
- regularly review policy and practice.

4.3 The SENCo / behaviour lead

The SENCo / behaviour lead at Horton Lodge is Sarah Latham

The SENCo / behaviour lead responsibility for the implementation of policy and practice through:

- Supporting the Headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the class teams and external agencies to address any behaviour issues or incidents
- Ensuring that significant behaviour incidents are logged on MyConcern and records of known behaviours are kept within class (see **appendix 4**) and are dealt with appropriately in line with this policy
- Ensuring that any incidents of bullying are logged on MyConcern and dealt with appropriately.
- Ensuring staff training needs are addressed
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on behaviour in school to the governing board

This list is not intended to be exhaustive.

4.4 The staff

School staff are expected to:

- encourage good behaviour and respect for others in pupils by modelling and demonstrating respect and care for others;
- deal appropriately with behaviour using positive behaviour support;
- apply rewards fairly and consistently;
- contribute to staff meetings and discussions;
- provide well planned, interesting lessons. If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease;
- attend training on behaviour management when requested;
- ensure the health and safety of the pupils in their care;
- encourage involvement and co-operation of parents
-

School staff support pupils by the quality of our relationships with:

Each other:

- This is supported and developed by our Staff Code of Conduct.

Our pupils:

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- actively build trust and rapport;
- demonstrate belief in the pupil – that s/he can succeed;
- treat the pupil with dignity and respect at all times e.g. by saying ‘thank you’; by listening carefully;
- hear the message behind the word/behaviour; ask yourself why the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom;

This list is not intended to be exhaustive.

4.5 The pupils

As individuals, members of teams, members of the school community pupils are expected to:

- be calm, polite and kind;
- try their best;
- take care of their own and other people’s property;
- respect themselves and other people;
- make suggestions about school behaviour via the School Council;
- understand the school’s approach to behaviour;

- support their peers to improve their behaviour, in line with our policy.

4.6 Parents

Parents are encouraged to:

- to support the school's approach to supporting positive behaviour in line with this policy;
- to support their child in learning to manage his/her own behaviour;
- to take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour support;

to attend meetings as required

4.7 Visitors, volunteers and members of the community

Visitors and members of the community who come to the school will be made aware of this policy and expected to read and follow it.

5. Positive Behaviour at Horton Lodge

Rules:

Each class displays class rules which support positive behaviour which are devised with the children in the class. The class teacher regularly reminds and displays the 'rules' in a way that is appropriate to the pupils.

Routines:

Routines support our pupils by fixing desired behaviours in their minds and developing familiarity and security.

Rewards:

Many of the activities at school are highly rewarding to the children and they will serve as motivators for considerable lengths of time. There are however a wide range of other types of rewards available for motivating children further and more importantly for establishing trusting relationships between them and staff. There can never be too many of these! The use of rewards and motivators is used on an individual basis. Examples include:

- Social rewards such as smiles and thumbs up
- Praise (see separate section) including signing and symbols
- Symbolic rewards such as stickers, certificates, class 'star / Pioneer' of the day. Where possible awards should be given immediately.
- Notes to parents or messages on voice output switches
- Special activities such as a favourite game
- Special responsibilities
- Rewards should be given consistently by all members of staff. Celebration of achievement and effort is acknowledged at the end of all lessons and activities.
- Successes and achievement is the focus for the whole school assembly at the end of the week in which certificates are awarded
- There is an 'Oscars' award celebration assembly at the end of each academic year

Praise:

We are committed to the development of a positive environment in which praise is a fundamental feature. At Horton Lodge we use **descriptive praise**:

- Phrases such as 'Good boy / girl' or 'Naughty boy / girl' are discouraged as expressions of approval / disapproval. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g. 'I liked the way you ...'

Natural consequences

In the event that a pupil demonstrates inappropriate behaviour strategies include:

- Praise students nearby showing appropriate behaviour
- Verbal reprimand and expression of disapproval (firm disapproval – not shouting)
- Ignoring a child who is demonstrating inappropriate behaviour
- A quiet reminder of expected behaviour
- Natural consequences must not interfere with the basic human rights of a child (see appendix 1)
- If a child is disrupting an activity then it might be appropriate for that pupil to be withdrawn for a short period. During such times, the child must be supervised and must be offered ample opportunities to rejoin the activity as soon as possible
- A child's behaviour which might harm or hurt another child must be tackled immediately. The pupil(s) in danger of being harmed is moved away. Please see 'Restrictive Physical Intervention' section
- No other sanction should be administered to children. We never use the following:-
 - Corporal punishment – it is illegal
 - Any withdrawal of a child's primary care, for instance refusing to give someone a dinner

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss cyber-bullying with their classes, and the issue will be addressed in assemblies.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

Behaviour Principles and Policy January 2019

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#).

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

7. Training

Behaviour management forms part of continuing professional development and is delivered by those deemed competent to understand positive behaviour support in the context of Horton Lodge and may include training from instructors from PROACT-SCIPr-UK® as appropriate.

A training matrix of staff is kept up to date.

8. Monitoring arrangements

The SENCo and DSL monitor the major incidents of behaviour logged onto MyConcern. They also monitor other behaviours in conjunction with class teachers.

This policy will be reviewed annually by the Behaviour Lead. At every review, the policy will be shared with the governing board.

9. Links with other policies

This behaviour safety policy is linked to our:

- Child protection and safeguarding policy
- Online Safety policy
- Staff behaviour / Code of Conduct
- PSHE and SMSC

Appendix 1: Pupil's rights to dignity, care and respect

When seeking to help a child with a disability it is important to remember the following key principles.

A child with a disability has the same value as anyone else in society, and their dignity should similarly be respected.

A child with a disability has needs, wishes and rights which are just as important as those of people of the same age who are not disabled.

A child with a disability has a right to lead a decent life, as normal and full as possible. This includes as normal a living environment as possible and opportunities to participate in all social, creative or recreational activities.

A child with a disability should have as much independence as possible, including as much power to make decisions about their own lives as they can handle safely.

A child with a disability should receive the same professional services as will allow their individual abilities and personalities to develop to the full.

A child with a disability should be protected from exploitation, discrimination, abuse and degrading treatment. At Horton Lodge we believe that any punishment for a pupil with SEND could be viewed as degrading.

Adapted from John Preland in 'Overcoming Difficult Behaviour'

Appendix 2: Touch at Horton Lodge (covers physical intervention)

Within Horton Lodge School most pupils will, at some stage, experience a physical intervention from staff. The purpose of this policy is to identify the range of physical intervention from frequent actions in support of some pupils with dressing through to unforeseen and emergency actions such as a restrictive physical intervention. At all times throughout the day pupils are encouraged to be as independent and as active as possible. However manual facilitation is still very often necessary to ensure safety and increase learning opportunities. Each pupil has an Individual Education Plan, a Manual Handling Risk Assessment and Care plan in which specific, individual details are documented.

This policy reflects national standards which form part of 'Positive and Proactive Care: Reducing the need for restrictive interventions,' Department for Health 2014.

This policy deals with the need to consider the circumstances in which a physical intervention may take place, recognised school procedures including planning and recording. It should be read in conjunction with the school Behaviour Policy.

Physical interventions may be defined as:

- Touch as part of the learning programme
- Touch for care and management of physical/medical needs
- Touch or restrictive physical interventions as responses to challenging behaviour

At Horton Lodge School all aspects of physical interventions are recognised as sensitive issues.

Key aspects of our practice are:

- training
- recording
- reporting
- monitoring

Training

Appropriate training is provided for staff as follows:

- Manual handling training by an appropriately qualified professional

- Medical training from school nurse, specialist medical professionals for intimate care, medical procedures and administration of medication
- Advice on assisted eating programmes for individual pupils is sought from school nurse and parents initially and subsequently from dietician, speech and language therapist etc

Wherever possible, training needs for staff specific to an individual pupil are identified and met prior to the pupil starting at school.

Recording

All pupils have statements of special educational needs or an Education Health Care Plan (EHCP) which are reviewed annually with parents/carers and other professionals. A review meeting provides the formal opportunity to indicate any physical interventions that are used with an individual pupil. Individual education plans and individual care plans are developed bi-annually and these contain any new need for physical interventions if they were required.

Each child has a personal Manual Handling Risk Assessment procedure. This assesses each change of place and position in terms of least possible risk to the child and helper. Positive Behaviour Support Plans (PBSPs) are reviewed frequently and updated as the situation changes.

Physical interventions that may form part of a daily learning programme.

This includes:

Manual facilitation across the day

- Horton Lodge School delivers the curriculum using the principles of Conductive Education. All children take part in a variety of physical programmes and are taught in a holistic manner (multi-disciplinary teams working together). During the lessons and programmes children are likely to need varying degrees of support from staff. Support includes hand over hand facilitation.
- When pupils are placed in wheelchairs, on the toilet or in supported seating it is necessary for staff to manually facilitate. The specifics of how each child is seated are recorded in the individual pupil records.

Task Series.

- The majority of children take part in the task series each morning (see task series policy). This may be carried out in lying position or standing position, in all cases some manual facilitation will be necessary. This facilitation will always be kept to the minimum possible level and children will be encouraged to participate as actively as possible.
- Facilitation is provided in order to keep the child in a secure and safe position (e.g. to prevent falling from a stool or a plinth) or after the child has initiated a movement which he / she can then not complete independently.
- Facilitation is also necessary in order to achieve and maintain postures that are beneficial to the child.
- During the Task Series facilitation will often consist of encouraging the children to carry out movements or maintain positions which are different from those they would carry out naturally.

Passive Stretching

- The majority of pupils need to have passive stretches in the morning. This is a series of physical movements carried out on the child by a member of staff to stretch the muscles and loosen them ready for activity throughout the day.
- These passive movements are carried out in groups and are specified by the physiotherapists. They are recorded in each child's physical management programme.

Accessing the toilet

- Pupils may use supported seating on toilets to give them maximum possible independence and safety. In this way they are able to have some privacy when going to the toilet.
- Pupils will need support in getting on and off these toilets. This is done with regards to safe manual handling procedures. Pupils will be told what is happening and will be handled with dignity. Some pupils (including younger ones on potties) will need manual facilitation when on the toilet / potty in order to prevent falling and to maintain correct procedures. This facilitation will be issued at shoulders, hips or knees as necessary.

Mobility

- Pupils are encouraged to be as independent and active in mobility as possible. In order to do this they are given opportunities to move in a variety of ways at different times during the day. For example they may use an electric wheelchair sometimes and at other times takes a few steps, holding onto a ladder and receiving facilitation from one or two members of staff.
- When stepping pupils may need facilitation at hips, between their knees, at their shoulders and / or at their elbows. The minimal possible facilitation will be used.

- Pupils (particularly younger ones) may choose to do some mobility activities on the floor, rolling, crawling and / or pulling themselves along. If facilitation is necessary for these activities it will often be at the hips, knees and / or elbows.
- Pupils often use trikes at school and will usually need facilitation in mounting and dismounting. This will be done in ways which encourage maximum active participation from the pupil and within manual handling safety guidelines. They may also need foot sandals to maintain their feet on the pedals and a waist belt for security.

Supported Seating and the Use of Splints

- Children are encouraged to sit as independently and as actively as possible. However some children need to be in supported seating for at least some elements of the day. Some will also wear leg and / or arm splints to help them achieve extended limbs, maintain a safe grasp and keep themselves successfully supported in sitting. These are not to be used for purpose of restraint.
- Arm and leg splints are only used to encourage, increase and aid extended arm and / or leg positions. This decision is made under guidance from the physiotherapists.
- Supported seating is used with the minimal possible number of straps. When and how the pupil will use this method of seating is recorded in the individual physiotherapy records.

Mealtimes

- At mealtimes pupils are learning how to be as independent as possible but may need some assistance. Each pupil has an individual meal time plan that outlines specific details of the mealtime routine. It is the responsibility of the class team to update these checklists.
- Pupils will be seated so that they can be as independent as possible at mealtimes. This may involve supported seating or the use of an arm splint in some cases.
- Pupils are encouraged to assist with their eating. Therefore they will often hold the spoon with a member of staff's hand over theirs to help maintain the grasp and guide the spoon. However it is the pupil that initiated the movement of the spoon and the member of staff responds to this. In this way the pupil dictates when and how much food is wanted.
- Drinking is carried out in the same way as eating, with the minimal possible amount facilitation.

Medication

Physical interventions detailed on care plans include:

- administering emergency medication such as epilepsy, oxygen and suction in accordance with their Medical Care Plan

- epi-pens for anaphylactic reactions
- inhalers, nebulisers

Intimate Care

Support includes:

- personal hygiene support for continence, menstruation
- support for developing independence skills in personal hygiene
- insertion of catheters, naso-gastric tubes etc
- supporting pupils at meal/snack times where there may be physical or behavioural difficulties

Restrictive Physical Intervention

Our pupil population has vulnerable pupils with complex medical needs and physical disabilities. It is however acknowledged that on occasion and as a last resort staff may find themselves in unforeseen or emergency situations when they are required to use reasonable force to manage a crisis. Pupils whose behaviour may be very challenging would be looked at on an individual basis to ensure correct placement and identify if additional staff training is required.

The following information on Restrictive Physical Intervention is taken from Staffordshire County Council Health and Safety Guidance on Restrictive Physical Intervention for Schools, Children and Young Peoples Services (Version 4 December 2015) which reflect national standards which form part of "Positive and Proactive Care: Reducing the need for restrictive interventions," Department of Health 2014 & Department for Education "Use of reasonable force – Advice for Headteachers, staff and governing bodies" July 2013. It provides a background and context to RPI:

Guidance on the use of Restrictive Physical Intervention

Types of incidents when Restrictive Physical Interventions may be appropriate.

Situations in which restrictive physical intervention may be appropriate or necessary fall into three broad categories:-

- Planned Interventions
- Unplanned/Emergency Interventions
- As part of a Therapeutic or Education Strategy

Examples of situations where a restrictive physical intervention may be appropriate are:-

- To prevent a young person/pupil from running towards a busy road;
- To prevent a young person/pupil from self injuring or injuring another person;
- To prevent a young person/pupil from causing serious damage to property.

School staff may also use reasonable force where a pupil is affecting the maintenance of good order and discipline. Examples of which include:

- Removing a disruptive pupil from the classroom when they have been instructed to leave but have refused.
- Preventing a pupil behaving in a way that disrupts a school event or a school trip.
- Preventing a pupil leaving a classroom or school where allowing this would risk their safety or lead to behaviour that disrupts the behaviour of others;

The decision to use reasonable force is a matter for professional judgement however staff should be aware that research clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. Before physically intervening staff should, wherever practicable, attempt to resolve the situation by using other methods. Information about strategies is available in section 3.5 of this guidance.

There are occasions when physical contact, other than reasonable force, with a child is proper and necessary. Examples are:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together on an outing
- when comforting a distressed individual
- when congratulating or praising the young person
- to demonstrate how to use equipment or a skill e.g. a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

Restrictive physical intervention for the protection of property must only be for extreme circumstances. There must be an assessment on whether or not it is worth the risk of injury, to protect the property.

Post-incident support and reporting

If an incident required the use of restrictive physical interventions we understand that this could be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. If restrictive physical intervention is used, (action by a member of staff that is

against the will of the child) staff should report this to the Senior Leadership Team and a record will be made using the Staffordshire County Council format. The school ensures that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales. Unplanned physical intervention will trigger a risk assessment possibly followed by a Care Plan if future incidents are expected.

Positive behaviour support

All staff at Horton Lodge should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem.

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It is best practice that behaviour management plans are formally agreed and signed by staff and parents. Copies of plans should be shared with other provisions such as respite. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur
- Support the family to manage their child's behaviours

Use of physical interventions in unforeseen and emergency situations

It is recommended that:

- Before using physical interventions – staff attempt to use diversion or diffusion to manage the situation
- When using physical interventions – staff must use techniques and methods with which they are competent, confident and permitted by the school.

- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with the section “School Expectations”.
- Staff should always report and record use of restrictive physical intervention that occurs in unforeseen or emergency situations, using school procedures.
- Pupils should be given opportunity to comment on instances of physical intervention using comment sheets. Completed sheets to be attached to record sheets.

Principles

- Wherever possible physical interventions should be used sensitively and with respect for cultural expectations and pupils attitudes towards physical contact.
- Any physical intervention that is purposefully aversive, inflicts pain or injury is unacceptable
- Any restrictive physical intervention must employ only the minimum amount of force needed to avert injury, damage to property or to prevent breakdown of discipline
- The scale and nature of any physical intervention is proportionate to the behaviour and the nature of the harm that might be caused
- The use of force to push food down the throat of a child is not acceptable
- Physical interventions must not be used that involve:
 - clothing or belts to restrict movement,
 - holding a pupil who is lying on the floor to restrict movement
 - extending or flexing joints or putting pressure on joints
 - pressure on neck, chest, abdomen or groin area
 - forced feeding