The Lindon Bennett School

Behaviour Support Policy

My Requests

Give me the dignity and respect I deserve

Always give me time to respond

Remember I like to make choices, please help me to do so

Always look out for me and keep me safe

Always remember to tell me what is happening next

Stay calm and be patient with me

Give me the opportunity and time to communicate for myself

Talk with me, not about me

Please take the time to understand what I am trying to tell you

Please don't judge me

Opening Statement

- The Behaviour Support Policy has been prepared for the support of all those who come into contact with our pupils and is fully supported by the Governors, Head Teacher and Senior Leadership Team who are responsible for ensuring all national and local safeguarding procedures are laid down and carried out by the school. This policy aims to show how we support children at Lindon Bennett School and the roles of staff to create a safe environment for learning

Values

-The Behaviour Intent at Lindon Bennett School is based on the philosophy of Positive Behaviour Support which aims firstly to develop a child's quality of life, and then secondly to minimize occurrences of behaviours that challenge. As part of KCSIE, we aim to provide a safe environment in which pupils can learn.

- The policy and practices will follow the relevant legislation regarding behaviour and restraint, including that on use of reasonable force. We are proactive, taking action to prevent challenging behaviours occurring and we react calmly if they do arise.
- We aim to understand our children, their behaviours and challenges; to enable us to best meet their needs, be more aware of what they are communicating, and spot signs of distress at an early stage where support can be given before a crisis occurs
- We aim to teach children to find other ways to communicate their needs, to be able to manage any sensory needs, and to learn ways that they can self-regulate.
- We aim to build trustful and respectful relationships and maintain/restore positive relationships when dealing with incidents. We know that how we act has an impact on the children.
- Staff are trained in Team Teach methods for the promotion of de-escalation strategies, the reduction of risk and restraint, and a range of positive handling strategies and interventions

-

Definition of Challenging Behaviour

- Professor Eric Emerson, defines a behaviour that challenges as:

"Culturally abnormal behaviour of such an intensity, frequency, or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities" (Emerson 1995)

- At Lindon Bennett School we understand that behaviours that challenge are mostly attempts at communication that serve as a function or a purpose for the individual pupil. They also could be shown because the pupil is in pain, or experiencing sensory overload, or is being confronted with situations they do not understand or environments in which they cannot easily cope, which cause anxiety or fear, and for which they are unprepared. So if a child is showing challenging behaviour it could be for a number of reasons, such as:

- To get attention
- To get a tangible item or activity or to object to one finishing (it isn't bad to want things, problems arise when children act inappropriately to get them)
- To get a sensory sensation, stimulation, sound etc, get cooler/hotter etc or due to pain. Sensory issues may vary day to day.
- To escape from or avoid undesirable situation or one they are anxious about e.g. people (are we causing the behaviour unnecessarily?), activity, noise (behaviour may be to avoid something current or something about to happen)
- To self-regulate – may be a coping strategy
- To comment on the environment, emotions etc (even one not at that time)
- From habit – may originally have been due to one of the above.
- Changes in behaviour may be linked to the child suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

The Whole School Approach for Behaviour Support

- The whole school approach to supporting behaviour at Lindon Bennett School has been developed from the philosophy of Positive Behaviour Support. Positive Behaviour Support aims at firstly, developing the pupil's quality of life, and then secondly, minimising occurrences of behaviour that challenges.

The Whole School Framework for Behaviour Support

- Positive Behaviour Support involves understanding the pupil and their likes and dislikes, and their need to communicate, so we can best support them. It takes into account the whole child including their mental wellbeing.

- Positive Behaviour Support focuses on developing positive relationships to improve the pupil's quality of life and consequently, improve their behaviour.

- Positive Behaviour Support focuses on adapting the pupil's environment so as to improve the pupil's quality of life and consequently, improve their behaviour.

- Positive Behaviour Support aims to teach new skills and alternatives to inappropriate behaviour by encouraging communication and choice-making skills and developing the pupil's independence.

- Positive Behaviour Support emphasises the importance of using prevention as a behavioural strategy, understanding how we can support the pupil to meet their needs in more appropriate ways and recognizing early warning signs of behaviour occurring, as opposed to waiting for the behaviour to occur.

- Positive Behaviour Support aims to make the inappropriate behaviour irrelevant, inefficient and ineffective by using a low-key response whilst ensuring the child is safe, and then positively reinforcing appropriate behaviour.

- Positive Behaviour Support emphasises long term change as opposed to short term fixes.

- Positive Behaviour Support aims to de-escalate situations to try to avoid the need for restraint

If a Pupil Begins to Display Behaviours that Challenge

- Refer to their Positive Behaviour Support Plan and Risk Assessment. If they do not have these or they need modifying, then work as a team with support from the Assistant Head responsible for behaviour, to produce or adapt these and give Risk Assessments to the Head teacher for signing off.
- Try an ABBC (Antecedent, Behaviour, Consequence and Communication) chart to look for reasons for behaviour and any patterns that suggest triggers. Parents/carers may have information they can share to help understand the behaviour. Pupils' mental wellbeing also needs to be considered.

- Look at how to help the pupil say what their behaviour is trying to convey, in a more acceptable way.

Good Practice in Supporting Behaviour that Challenges

o **Aim at supporting the pupil's arousal level and not controlling the pupil.** During an episode of behaviour a pupil's arousal level may go up and down and be out of their control. Increase the pupil's control over their behaviour by trying to stabilise their arousal level to a calm state. During the time that the pupil is highly aroused aim to reduce demands.

o **A calm environment helps calm a pupil.** A pupil will respond to the environment around them. Creating a calm environment can help pupils to be calm.

o **Know the pupil.** Each pupil is unique. What calms one pupil will excite another. Always find out what calms, distracts, motivates, interests and distresses an individual pupil as well as considering the pupil's sensory needs. Knowing the pupils will help in recognizing early warning signs so action can be taken before a situation escalates.

o **Be calm.** Being calm allows you to be in control of yourself and helps to calm the pupil. If necessary, ask if you can take a break for a few minutes or swap with a member of staff from another class for a time.

o **Be self-aware.** Your stance, positioning, attitude, movement, facial expression, tone, language (speed, sentence length), etc. all change when you are stressed or anxious. Try to speak slowly, using a low tone. Use few words, and positives not negatives.

o **Be environmentally-aware.** What factors in the environment (staff, changes in routine, lots of demands, weather, crowds, noise, etc.) might be contributing to the pupil's behaviour?

o **Clear expectations and encouragements.** Have clear expectations of what is not acceptable in terms of behaviour. Teach and reinforce these with the children so they are aware of what is expected. Using a positive motivator such as praise or reward to change behaviour has been found to be more effective than using a negative motivator such as a reprimand or taking something away.

o **What works today may not work tomorrow.** Aim to be open-minded, flexible and adaptable when supporting a pupil with behaviours that challenge.

o **Ask for assistance**. It is a professional strength to be able to ask for help. What appears to be a manageable situation now may develop into an unmanageable situation later.

o **Reflect.** Reflecting on the pupil's and our own, behaviour is really helpful. Debrief as a team after an incident. It may be useful to have someone who was not involved in the incident included in the debrief. Any of the Team Teach trainers or your department leads would be happy to join a debrief.

o **Use visuals and predictability.** Use of visuals supports understanding and helps with communication and reduction in stress and anxiety for pupils. Keep using them with pupils and don't assume they can manage without them (think how much we rely on visuals as adults)

o **Teamwork.** Aa empathetic team is essential when supporting behaviour. It is vital to support each other.

o **Stick to the plan.** A Positive Behaviour Support Plan will only succeed in helping the child if everyone sticks to the plan. Consistency is key. Behaviour support plans will typically detail the responses for when a child becomes anxious, aroused or distressed, and which aim to prevent the situation escalating into a crisis. They will also include responses for when a child's behaviour further escalates to a point where they place themselves and/or others at significant risk of harm. Plans should be kept under review as the child grows and develops (please annotate these as a working document), and based on evidence of what has worked and what has not worked in practice. Share these with staff who might not usually work with the pupil.

o **It's not personal.** Never take behaviour personally. It is not about you, it is about how the pupils are feeling (although do reflect on your behaviour too) Bullying (including cyber bullying) is defined as repetitive, intentional harming of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time, and difficult to defend against. Although our children usually do not have the understanding to intentionally bully anyone or to enact child on child abuse, do be aware of any child who may be impacted, possibly because of their reaction, and highlight this in recording on Solar so that action can be taken. In exceptional circumstances one of the children may move to another class.

- o **Safety first.** During a serious incident you have one goal - a safe outcome. Keeping pupils safe is a legal duty of all staff Each situation will be different so you should dynamically risk assess all situations

- o **Involve the child/family.** It is important that the child and their parents/carers, where possible, are involved in actions for supporting positive behaviour, including use of individual behaviour support plans, which should be shared with parents/carers.

.

Reinforcements

- Using positive reinforcement techniques can naturally teach the pupil more appropriate behaviours, i.e. using praise, rewarding behaviour, etc... In general, our pupils learn by association, and cause and effect rather than an understanding of right and wrong.

- Using a punishment may appear to stop a behaviour, but may actually encourage the behaviour.

- In general, reinforcements need to be given relatively immediately after the desired behaviour for the reinforcement to be linked to the behaviour and therefore be effective in changing and improving behaviour. However this is dependent on the pupil's developmental age and understanding, i.e. when using a delayed reward.

Sanctions

- At Lindon Bennett, we do not use 'Time out' rooms or chairs. We aim for pupils to be engaged in learning for the maximum possible time. Pupils may go to engage in an activity with an adult in a different place or be in a different place within the room but where they still can be learning in the session.

- Staff should not force a pupil against their will into a room alone that he or she is unable to leave. This is Seclusion and when performed unlawfully, could be deemed as False Imprisonment and against the Law. Seclusion may be illegal except in specific circumstances described in legislation such as The Mental Health Act (1983) or in preventing a criminal offence. Seclusion must only be used in the most severe cases of emergency and for the shortest possible time, and where all other

alternative strategies have been exhausted and the safety of other people (not property) is at high risk. Seclusion can be used where it is necessary in order to control aggressive behaviour but only for so long as is necessary, proportionate and the least restrictive option likely to succeed, and in accordance with a risk and restraint reduction plan and support plan designed to safeguard the child's psychological and physical health

- Withdrawal involves removing a child from a situation which causes anxiety or distress and going with them to a safer place where they have a better chance of composing themselves. Staff would stay with the child to support them and monitor their progress until they are ready to resume their usual activities. Withdrawal generally should only involve the use of non-restrictive physical intervention techniques. In the event of a pupil becoming so highly aroused that the pupil might need withdrawing from the environment in order to ensure the safety of all the pupils, it is generally safer to call for assistance and guide all other pupils away from the environment and allow the highly aroused pupil to remain in the environment with two staff members. Where a pupil is taken out of the classroom to regulate his or her emotions for example, because of identified sensory overload as part of a planned response, this is not removal as a sanction but an action to support the pupil.

- Where withdrawal is against the individual's will ('imposed withdrawal'), it is a form of restraint carried out under a setting's duty of care to protect the pupil from harm, or risk of harm, to themselves and/or others. Any use of force by staff in those circumstances must be reasonable, proportionate and necessary. In the case of an emergency, as stated in more detail in the Restrictive Intervention policy, the use of "reasonable force" to move a pupil is justified if the force used is proportionate to the possible harm of the situation. Always use the least intrusive and least restrictive intervention first e.g. distract with favourite object.

- In some cases, a child may actively choose to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and 'self-regulate' their behaviour, averting the need for restraint. Staff should take steps to support them and monitor their progress.

- Positive reinforcements will always be preferred to sanctions. However, on the occasions that a sanction is deemed appropriate to be a part of a positive behaviour

support plan, to be effective, a sanction must be: immediate and meaningful to the individual pupil. When using a sanction it is important to remember that a sanction only teaches "what not to do", a sanction does not teach "what to do". Also, the pupil may only demonstrate appropriate behaviour when the sanctioning staff member is present or a certain sanction is used.

- Exclusions :See the Exclusion policy

- By Law, and in accordance with the Human Rights Act 1998, it is completely forbidden to use:
  - Any form of corporal punishment
  - Any form of degrading treatment e.g. verbal or physical ridicule
  - Any form of deprivation, e.g. food, drink, educational entitlement

Staff must not cause deliberate pain to a child in an attempt to force compliance with their instructions.

Recording and monitoring of incidents

- Incidents are recorded on the online system, Solar . This recording will include strategies used to de-escalate and to aid recovery, as well as triggers, type of incident, learning and action, and any restraint (see Restrictive Intervention Policy).
- Incidents are sent immediately to all of senior and middle leadership and are analyzed by the Assistant Head responsible for behaviour in order to guide support, intervention and training. Analysis allows identification of particular triggers, times or places, as well as any children who show challenging behaviour frequently. Data is analysed with an objective lens and from multiple perspectives, drilling down further to identify possible factors contributing to the behaviour where persistent challenges are identified.
- Information from weekly analysis of incidents is shared at Senior Leadership meetings so that leadership are aware of any pupil who is showing ongoing challenges or whose behaviour reflects a sudden change from previous patterns of behaviour.

Staff responsibilities and training

- All staff must read the Behaviour Support Policy and then clarify with any Senior Leader anything they do not understand within the policy (staff members with Dyslexia or any other such impairments may have the policies read to them if they wish).
- As part of KCSIE, all school staff have a responsibility to provide a safe environment in which pupils can learn.
- All new permanent staff must receive induction behaviour awareness training which is based on positive behaviour support.
- All staff must receive updates in positive behaviour support training, including where necessary physical intervention training. Team Teach training is offered in school which uses a positive behaviour support approach.
- Staff without fixed employment at Lindon Bennett School, but working long term at Lindon Bennett School also should receive a minimum of Induction Behaviour Awareness training.
- Behaviour support information is shared with new staff as part of the transitions process between key stages and classes. Behaviour support plans are sent on to the children's new schools to help with transitions

Staff Support Structures

- At Lindon Bennett School the Governing Body and Senior Leadership Team acknowledge that for the staff to support the pupils effectively, the staff must be supported effectively. Therefore, if a staff member is experiencing increasing levels of stress they are to seek an appointment with a member of the Senior Leadership Team to discuss strategies to reduce their stress level.

Parent Support Structures

- Parents can be offered home visits by staff as agreed with department leads or Assistant Head with responsibility for behaviour, to support them with behavioural challenges and parental support is offered at school, for example, at a parents' evening.

Professional Code of Conduct

- At Lindon Bennett School the discussion of pupils and their behavioural issues is to remain confidential to the school environment and only to those presently employed by the school or with professionals associated with Lindon Bennett School.

- At Lindon Bennett School the use of professional language is considered of vital importance in creating an empathetic, positive and professional environment in which to support the pupils. We do not label our children as lazy, naughty etc because there are other reasons for their behaviours. Language used to describe our children , or their behaviour, must always be of a professional nature.

Use few words and use positives not negatives.

What is the child trying to say with that behaviour? Help say it another way.

Support each other - we are a team.

Managing behaviour

Be calm and consistent.

In a crisis, safety first.

Use visuals to support.

Look at the child's sensory needs.

Signed: Date:

Signed: Date: