

Policy Connections

This policy **must** be read in conjunction with **The Loyne Specialist School Policy on Care and Control of Pupils**, the **Policy on On-line Safety**, the **Policy on Anti Bullying**, and the **Supplementary Guidance for Policies** (covering Philosophy & Purpose; Audience, Monitoring & Evaluation; Assessment, Recording & Reporting; and Supporting Learning Beyond the School).

Audience

This document is intended for all staff with classroom responsibilities, school governors, parents, advisers and school inspectors. Policies, schemes of work and mapping can be found on the T Drive and are shared on the school website as required.

Positive Behaviours

Encouraging positive behaviours

A pupil is less likely to exhibit difficult behaviours if his / her self-esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated.

All staff have a duty to show all pupils that they are liked, respected and welcomed. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils. Daily routines with a clear structure to the day and each lesson help pupils to feel secure. Consistent boundaries also enable pupils to understand expectations. Staff should model appropriate behaviours and in particular how to express their emotions.

Rewarding good behaviour

Good behaviour is positively rewarded and staff use verbal praise frequently. This is reinforced with Makaton signing and visual cue cards for particular pupils. We also use a structured system for merit awards using the house system. Pupils from Key Stage 1 upwards can gain house points whereby they receive an instant reward and an acknowledgement of this achievement at a Friday assembly. When a pupil earns ten house points they receive a certificate of merit and a reward from one of the 'Golden Chests'. Records of these achievements are kept in class and in individual files. For pupils in Smart Start their achievements are celebrated by "Star of the week" and by stickers. In addition, for exceptional work, pupils are encouraged to see the Headteacher for a special sticker and reward. In FE, the 'Student of the week' receives a certificate. Some pupils also require additional individualised rewards that are more meaningful to them.

Catch them being good It is very important that we respond to good behaviour. Some pupils do not pick up on body language, tone of voice or facial expressions. It is imperative that staff praise pupils in a way that they understand.

The Loyne Specialist School positively encourages desired behaviours through:

- Defining behaviours and making expectations clear
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for pupils having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Minimising attention given to inappropriate behaviour
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Teaching the social skills required to participate fully in the school

Ways to value pupils

- Accept the pupil for what he/she is
- Use an appropriate level of language or communication method for pupil's level of understanding
- For certain pupils, on some occasions it is more appropriate to ask & give a reason rather than directing
- Allow pupils time to process
- Show respect for pupils in the way you listen and talk to them
- Seek every opportunity, no matter how small to value the good things that a pupil does
- Enable a pupil to succeed as 'nothing succeeds like success'
- Don't emphasise failings and short comings
- Avoid humiliating and embarrassing pupils
- Think before you speak – casual comments can kill confidence
- Always criticise the behaviour, not the pupil
- Avoid using anger to control a pupil
- Match responses to the severity of the situation, avoid escalation
- Ensure response to behaviour is predictable – that the pupils knows what the sanction will be
- Decide in advance how you will respond when misbehaviour occurs

Pupils gain a sense of themselves by the way people around them respond to them

Challenging Behaviours

What to do when behaviours challenge us

Incident recording

When an "incident" occurs it must be documented, this usually, but not exclusively relates to difficult behaviour. When in doubt as to whether the incident warrants recording, it is best to err on the side of caution.

Staff should record all incidents on CPOMS*, as soon after the incident as possible and always on the same day.

In unusual circumstances where a pupil has frequent episodes of challenging behaviour these may be recorded on a timetable with an individualised key system devised by senior managers. At the end of each week these timetables should be scanned & uploaded to CPOMS and a record of each individual incident briefly recorded with date and time and a referral to the uploaded timetable.

Some incidents will require reporting to RIDDOR for example where a pupil is taken to hospital following an incident. This will be carried out by the School Business Manager in liaison with the Headteacher.

This paperwork is monitored regularly by the Health and Safety Committee and the school adviser.

Personalised Learning Plan

All pupils have a Personalised Learning plan (PLP) This documents each pupil's learning style and all that staff need to know about enabling the pupil to learn and cope with day to day issues. This document records specific behavioural traits and strategies that may be successful when working with a particular pupil, e.g. a pupil may need copious reassurance when trying something new.

*Child Protection Online Maintenance System – any incident that concerns a child's wellbeing and/or welfare (including behaviour) is recorded by staff.

Individual Behaviour Plans

A number of pupils at The Loyne frequently exhibit challenging behaviours and these pupils need a clear plan for the management of their behaviours. This is to ensure that all staff are aware of particular behavioural issues and that a consistent approach is adopted. If restrictive physical intervention (RPI) is likely to be necessary, it should be risk assessed and clearly noted with specific strategies on the plan. Remember that Physical Intervention is the last resort and other forms of behaviour management should be tried first.

These plans are agreed and /or modified at Annual Review with parents / carers; and then copies are sent to respite homes and shared with passenger assistants. When appropriate these are shared with all staff at morning briefings, in order that all staff are aware of particular strategies, These must be reviewed regularly by the class team and updated at least annually; these plans form part of pupil's Care Plan and are circulated to all involved parties at Annual Review time.

Steps in dealing with challenging behaviour

Some of our pupils at points in their school career may exhibit challenging behaviours. At the Loyne Specialist School we are expected to be clear about what this is and methods to employ when dealing with such behaviour. A pupil who does cause significant concern due to difficult behaviour, should have some reference to this in their Annual Review reports and an appropriate target should be set. It is important to be aware that challenging behaviour is often a way for an individual to communicate their needs, for example he/she may be trying to tell you that they are in pain, unhappy, hungry, angry or bored. Some students may also have behaviours that are related to personal circumstances, such as low self esteem, or social issues. Sometimes different people find different behaviours challenging. It is therefore essential that the team who work closely with a pupil carefully consider what the actual problem behaviour is. The Iceberg model can be helpful to to identify all inappropriate behaviours, prioritise those to be worked on and then to workout the possible underlying reasons. Antecedents, specific behaviours and consequences (ABC) should be considered in order to analyse the reasons or triggers and to develop a careful plan for managing risks and teaching more appropriate ways for each pupil to communicate their needs.

Behaviour management strategies

A whole range of approaches may be needed to deal with a particular problem. It may be necessary to ignore a behaviour displayed by one pupil but to intervene and try to prevent another pupil from performing the same behaviour. This suggests that for each individual pupil we must apply strategies and adapt them as necessary.

Non-aversive techniques are often useful for recurring behaviours – some examples are:

- To distract, divert or redirect the pupil
- To ignore the behaviour
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour (teach pupil to communicate desire to stop activity instead of up-turning table)
- To reinforce acceptable behaviours that are incompatible with the problem behaviour (e.g. teach stroking to replace smacking)
- To offer limited choices
- Time needs to be spent in a 1:1 discussion with many of the older or more able students helping them to talk through any issues. They may need specialised programmes or interventions such as anger management

Most difficult behaviours can effectively be dealt with by sensitive and **consistent** use of these techniques, sometimes combined with disapproval or reprimand. The level of interaction should be kept to a minimum and the staff should always be aware of the next step, should it be necessary – these would include diversions, rule reminders, positive directions, use of positioning in the classroom and proximity to the pupil.

Some behaviours that may appear ‘naughty’ are typical of specific developmental stages such as mouthing, climbing or throwing and may last longer with pupils with severe learning difficulties. It is advisable for staff to discuss specific incidents and experiences together to develop a consistent approach to managing the behaviours.

Confrontation and response to serious problems

Remain CALM at all times, be objective ask yourself

What caused the flare-up?

What is actually happening?

What do you want to happen?

- If possible remove the pupil from the audience or if this is not possible, remove the audience , then summon help if needed.
- Talk quietly in a calm manner; let him/her express anger, but encourage him to be calm
- Do not rush things, do not be in a hurry to discuss the pupil’s behaviour as this can be done later
- One member of staff should remain with the pupil as long as necessary and the pupil will only return to the group when he/she is ready
- It may be helpful to discreetly observe the pupil from a distance (planned ignoring), while they take time to calm themselves without an audience.
- Remind the pupil what it is you want him to do in order to return to the group e.g. When you are quiet you can return to the computer
- Rotate supervision / handling of pupils to lessen the strain on staff; some staff may be able to cope with the challenging behaviours better than others – a team approach is very important
- Using an appropriate level of language explain what you are doing and why you are taking sanctions such as removal, to the pupil to help him understand what he has done wrong
- Passing staff may offer assistance but should refrain from intervening unless requested to do so by the staff dealing with the pupil.
- Explain the procedures to visitors / students so that they do not misinterpret the situation

Monitoring and observation

The frequency of the targeted challenging behaviour must be carefully monitored. An annotated timetable can be helpful to record and review frequent incidents, as can CPOMS. It can also be helpful to use a member of staff outside the class team to spend time in the classroom and help to ascertain potential triggers. A “critical friend” can sometimes see antecedents that class staff are too involved to see. Consider too the use of filming a particular situation in order to give additional information, this can reveal small and often imperceptible triggers.

How to decrease outbursts of challenging behaviour

The information gathered by the above processes can then be used to inform practice. It is expected that class teams firstly discuss and try to resolve the outbursts of challenging behaviour. Reflecting on the pupil's Personalised Learning Plan or Behaviour Management Plan, if they have one will be part of this process. At this point a dialogue with colleagues and parents is invaluable. It is essential to consider the environment and trigger conditions. Often changes in the pupil's physical or social environment can have striking results.

It may be helpful to consider the following:

- Improving the activity level
- Decreasing conflict
- Increasing pupil control/ choice
- Improving structuring and organisation
- Reducing staff turnover/ class interruptions
- Reducing noise levels.
- Social stories to explain desired behaviours in a visual way

Alternatively if a pupil indulges in an obsessive behaviour which is deemed to be challenging, try to bring this under control by teaching pupil when and where to do it.

For example:

- specific time or place for talking about obsessive interest
- hobby box for materials that pupil has a passion to use
- certain behaviours may be appropriate in a private place such as a bedroom or bathroom.

It may also be appropriate to set up an individual reward system for the pupil. This use of positive reinforcement can be effective; **if** the programme is clear and **all** staff use it consistently. The time period should be at short intervals where a motivating reward can be used when problem behaviour has not occurred. It is helpful to consult parents and care staff when considering what reward is to be used.

More able pupils may be able to respond and understand a personal contract, provided it can be written in terms they are able to understand. Self monitoring is also an option for some pupils.

If making small adjustments is not sufficient it is then appropriate to involve a senior member of staff. Staff teams should not hesitate to ask for assistance from senior management in managing severely challenging behaviours. Pupils with the most challenging of behaviours can make staff feel very de-skilled. It is not a sign of inadequacy to request the perspective of someone from outside the class team. Following the involvement of senior staff an in-house meeting may be called, this can involve parents and paramedical staff. Also consult respite care staff to see if they are experiencing similar difficulties. Strategies recommended by the meeting should be noted and their effects documented.

If the challenging behaviour persists and staff feel additional help is required expert help can be brought in. This can include practitioners in the field of a particular disability, (e.g. RNIB. Consultant or an Educational Psychologist.

Good practice when working with pupils with challenging behaviour

- Prioritise and clearly define the target behaviour.
- Assess the behaviour as thoroughly as possible.

- If at all possible prevent the behaviour from occurring in the first place, consider positive interventions, setting conditions etc. Sometimes it is possible and appropriate to eliminate the trigger.
- Avoid needless confrontation.
- Use diffusion or diversion to detract from challenging behaviour. Humour, success reminders and distraction can be helpful
- Always have regard to the feelings of the pupil concerned, (and of course the staff).
- Maintain a consistency of approach and expectations. A script or plan for staff to follow at crucial times, can enable everyone to keep calm and ensure a consistent approach.
- Ensure the individual behaviour plan is being followed by all.
- Fully record all incidents of challenging behaviour and use the information to inform future practice.
- Use positive reinforcement rather than relying on punishment.
- Some pupils may benefit from time spent in a designated calm and quiet area
- Pupils with an appropriate level of understanding may benefit from working through a 'Reflection Sheet' and this is then reviewed with them as a learning exercise.
- Consider specialised teaching approaches such as, Social Stories, TEACCH programme, A Sensory Processing Diet

Issues regarding physical intervention

Staff should **never**:

- use violent or aggressive behaviour towards pupils, whether of a physical or verbal nature
- hit, slap, shake, pinch or kick pupils.
- subject pupils to torment, ridicule or fear

However, in the case of violent or aggressive pupils the law does recognise the justification of the use of restrictive physical intervention in exceptional circumstances. **In such circumstances staff will need to follow guidelines in the policy document relating to care, control and handling of pupils.**

No member of staff may introduce a restraint procedure without prior consultation with the Headteacher / Deputy Headteacher/Assistant Headteacher and the parents, except in an emergency. A discussion with TLR with responsibility for whole school behaviour will ensure that there is always a careful monitored plan and that the use of RPI is a short term/emergency strategy that is reviewed frequently.

Why might a pupil require physical intervention?

Guidelines issued by the LCC Education Sub-Committee (Memo M9/ 7/82) stated that:

"The Authority recognises that there are occasions when it is appropriate for teachers to use physical control where restraint is necessary to prevent a pupil either putting itself in physical danger or endangering others and has total confidence in the teachers exercising appropriate judgments in this respect."

There are some situations, therefore, where restrictive physical intervention may be considered necessary. These are to:

- protect a pupil from encountering physical danger
- protect a pupil from self-injurious behaviour
- protect another pupil from violence
- protect an adult from violence
- calm an excessive emotional outburst

If restrictive physical intervention is to be used it should be as a last resort, after other strategies have been tried. Please see Care and Control Policy for more information.

The following are examples of sanctions that are *not* allowed:

- Corporal punishment, (see above).
- Deprivation of food and drink normally available.
- Withholding medication.
- Intentional deprivation of sleep, (however gentle awakening of pupils who use sleep to opt out would be allowed after discussion with parents).
- Requiring pupils to wear distinctive or inappropriate clothing as a punishment.
- Intimate physical searches.
- The use of accommodation to physically restrict the liberty of a pupil. A pupil may have to be isolated in a classroom/area to protect people or property, but no area should be specifically designated for such use. A pupil may however choose a quiet calm place to calm down in.

Anti Bullying.

Please see the **Anti Bullying Policy** for detailed information regarding all aspects of bullying.

Bullying can occur in various forms. Verbal bullying may involve name calling, threats of physical violence. Physical bullying can include deliberate jostling, bumping, pushing or shoving; (note it is a criminal offence where it involves assault, actual bodily harm, or wounding). Manipulative bullying occurs when someone manipulates social networks with the intention of ostracising individuals or spreading malicious accusations. Raising pupils' self esteem is crucial in ensuring that a bullying culture does not develop.

How the Loyne Specialist School combats bullying.

- All staff work hard to ensure that pupils are kept safe, and learn how to make effective relationships with others, (a key element within PSHE, Citizenship and SEAL programme).
- Pupils are listened to carefully and sensitively.
- When there is appropriate cognitive understanding, pupils are taught that it is acceptable to say "no".
- Class rewards are used to promote achievement, including behavioural progress too.
- Equal opportunities and PSHE issues are identified and taught directly and indirectly throughout the school day, (particularly because bullying often focuses on individual differences).
- Staff (including Welfare Assistants) remain vigilant at all times, pupils are always supervised.
- Any form of bullying is dealt with appropriately and in line with the pupil's cognitive level and understanding, and recommendations in the Individual Behaviour Management Plan.
- Issues relating to bullying are shared with all staff and relevant parents and carers.
- Incidents of bullying are recorded.
- If necessary, and where dynamics/ combinations of particular pupils create situations where bullying may occur, then consideration is made if pupil can be separated physically in class/ lunch/playtime.

Role of Parents/ Carers

Parents should be aware and wherever possible help develop strategies the class team employ with their pupil. Parents must be informed of any major incident, particularly where the pupil has received any marks or injuries or if restrictive physical intervention has been used. Judgement however is needed in the frequency of informing parents of minor incidents

of problem behaviour. It can be difficult for the parent if they are bombarded with negative tales of their pupil's behaviour. However parents must be kept aware of general issues so that nothing (especially major incidents of problem behaviour) comes as a surprise. Endeavour to have a frequent two-way dialogue with parents when one can share the good and the bad and most importantly learn from each other. Home visits by the class teacher and TA can be a useful opportunity for discussing behaviour. Where there are specific issues parents often value additional visits and support from an experienced member of staff, in the form of a discussion or written guides on how to manage specific behaviours

Staff feelings

It is accepted that staff can become emotionally drained when dealing repeatedly with challenging behaviour. It is important that staff support each other during these times; it can be therapeutic for staff to let off steam without being negatively judged, (e.g. "that never happened when X was in my class" etc.). Similarly it is acceptable for a member of staff to see a senior member of staff and have a short break following a difficult incident. It is better to nurse bruised feelings and bodies with a cup of tea than continuing to struggle and lose control with the pupil concerned.

The County Council provide an Employee Welfare and Counselling Service, which is available to give **Counselling** to all Lancashire County Council Employees. This service is available on 01772 533863.

FE Students

The Loyne FE provision is made up of some students who have attended the Loyne Specialist School for several years and also a large number who join at the age of sixteen from other schools. Most of the ex Loyne students have severe learning difficulties. Many of the students who join from other schools have moderate learning difficulties.

On joining the Loyne FE department, students and parents are expected to sign a home-school agreement. This is a contract between home and school, which places an emphasis on agreed acceptable behaviours.

The behaviours and strategies described in previous chapters applies particularly to those students with severe learning difficulties. More able students often need a slightly different approach. The Staff Handbook outlines the school rules.

High Standards

At the Loyne we have high standards with regards behaviour. It is very important that staff have high expectations of the students and help the students to work towards these high standards, however difficult it may be initially.

Description

- The students with moderate learning difficulties may often present challenging behaviours that can be the result of a low self esteem, complex home life or inability to deal with social issues. They may present with behaviours such as: a lack of respect for others
- a negative attitude
- threatening behaviours
- attempts to manipulate staff or peers
- swearing

Consistency

It is crucial that staff working with FE students, all have a consistent approach to the management of behaviour. Staff must all work towards the same high expectations and all agree on what is acceptable or unacceptable behaviour.

Suggestions

- Remain calm
- Use humour to diffuse a situation
- Depending upon the severity of the behaviour it may sometimes be possible to correct the student without making a big issue.
- Give a limited number of choices
- Remove the individual student to a quiet area, away from an audience
- Remind the student of previous successes
- Encourage the student to talk through what has occurred
- Remind the student of the parameters /rules
- Discuss different ways of dealing with the issues
- Encourage each student to complete a 'reflection sheet'

Bibliography.

DfES letter dated 24 April to Chief Education Officers in England, Positive handling strategies for pupils with severe behavioural difficulties.

Joint DFES/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with pupils and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"

– www.teachernet.gov.uk/wholeschool/sen/piguide

DfES 0064/2000 Don't Suffer in Silence" Anti – bullying pack, revised edition 2002

Bullying: effective action in secondary schools. HMI 465 (Ofsted 2003)

Every Child Matters 2003

DfE (2014) Behaviour and discipline in schools: Advice for headteachers and school staff – www.gov.uk/government/publications.

DfE (2012) Use of reasonable force – Advice for Principals, staff and governing bodies – www.education.gov.uk

DfES (2007) The Violent Crime reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff)

– www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity

DfES/DoH (2003) Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties –

www.teachernet.gov.uk/wholeschool/sen/piguide

Lancashire County Council (2012) Protocol on the use of restrictive physical interventions in schools, residential homes and other care settings for children –

www.lancashire.gov.uk

The Loyne School Policy on Care and Control of Pupils

Legal Issues. Christina Lyon. Mental health foundation 1994

Positive approaches to challenging behaviour - Harris and Hewitt (BILD)

Changing minds, Bernard Allen

Thinking through Behaviour , Bernard Allen, 2012

Policy reviewed: September 2016

Reviewed by: Honor Redfern (Specialist Teacher)

Review date: September 2020

