

Behaviour Policy

Reviewed:

October 2018

Adopted by Governors:

Children & Young People committee
11th October 2018

Kings Mill School & Residence



**For the purpose of this policy the term ‘Kings Mill’ refers to all sites
including the Residence and Student Centre**

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Philosophy

The calm and caring atmosphere in school is essential to the quality of teaching and learning. Our Positive Behaviour Policy is based on valuing, encouraging, acknowledging and rewarding positive behaviour and attitudes.

In all our interactions and through teaching we endeavour to enhance the self-esteem. The school is committed to using Social and Emotional Aspects of Learning approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. This programme is supported by trained Emotional Literacy Support Assistants. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

It is everyone's responsibility to have high aspirations of pupils' behaviour and to model this aspiration themselves.

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course. That in itself is a primary tool in managing behaviour.

As a school we acknowledge that for those with serious communication impairment, including autism, behaviour may be their most effective means of communication. At times that behaviour may be challenging but may not be fully within their control.

With drawn and passive behaviour which affects a pupil's ability to participate should be seen as a challenge and solutions sought.

The Positive Behaviour Policy forms part of the Home-School Agreement which all parents are asked to agree and sign.

AIMS

The practice and procedures in our Positive Behaviour Policy are focused on pupils taking a more positive control of themselves, their interactions and their lives.

Our aims:

- Care for and respect each other
- Believe in ourselves and do our very best
- Enjoy learning
- Keep ourselves healthy and safe
- Be responsible and honest
- Look after our community, our environment and our world

As staff working with pupils when managing their behaviour we aim to respond calmly to the problem and make the situation safe. Respect the difficulties the pupil has, listen to the pupil and then work to put the situation right.

Assessment

Individual Pupil Risk Assessment

All pupils will be individually risk assessed, at the start of the new academic year, by class staff. (Appendix i). This assessment will highlight potential risk across the following areas:

- Behaviour
- Road safety
- Sexual conduct
- Self-help skills
- Medical needs
- History of concerns

The pupil risk assessment identifies risk and the action plan clearly states how staff can try to reduce risk using positive strategies.

Positive Behaviour Programme (P.B.P.)

The P.B.P. may be a response to the more challenging of the identified behaviour risks. It is generally initiated through parental discussion at a behaviour clinic and after a behaviour assessment (Appendix ii). It is set in place to assist a pupil modify inappropriate behaviour and in turn reduce risk. They are designed to meet the needs of the individual and are subject to regular review and updating.

A pupils P.B.P. (Appendix iii) clearly outlines;

- Topography of Behaviours displayed,
- Functions of those behaviours i.e. what is the pupil trying to achieve with their behaviour, Setting factors,
- Results of any initial behaviour assessment,
- Strategies to be used.

All P.B.P's are written in discussion with parents and outside agencies as necessary. Signatures are required of all those involved. Plans are available to all staff, are clearly displayed in classrooms and filed electronically in 'pupil evidence' on the school server.

One Page Plan

This is an individual single page profile for all pupils with an identified risk. The plan provides unfamiliar staff with clear and precise information for a pupil.

Strategies / Interventions

All P.B.P's will clearly state the preferred Supportive & Intervention Strategies to be used, and ones to be avoided, with the pupil. They will include de-escalation techniques that can be tried in order to reduce and calm unacceptable and challenging behaviours. These may include

- Praise Points / Diversions and distractions – examples of things that staff can talk about with a pupil.
- Verbal advice and support - across the different systems of communication
- Use of help scripts – e.g. I am here to listen, tell me what's wrong.

- Giving space
- Reassurance
- Negotiation / Limited Choices
- Humour
- Planned ignoring
- Take up time
- Time-out
- Supportive touch
- Transfer adult
- Success reminded
- Removing audience
- Use of passports and records of achievement to promote good behaviour, conduct and interaction.
- Use of ELSA trained staff for group work and 1:1 work.

School 'I Care Rules'

The school rules have been agreed by all members of the school community. The rules qualify the acceptable and unacceptable behaviour of pupils at Kings Mill and through their teaching highlight the positive skills pupils should display. The rules are:

- We listen to each other
- Hands are for helping not hurting
- We use caring words and actions
- We care about each other's feelings
- We are responsible for what we say and do
- We take turns

Rewards All staff are committed to using positive reward interventions to reinforce appropriate behaviours across all areas of a pupils' learning. All rewards are linked to the individual pupil and staff need to know what is rewarding to ensure effectiveness. These may include the use of;

- Appropriate physical contact,
- Social praise e.g. verbal, facial,
- Positive attention,
- Motivating activities e.g. music, specific toy, game, use of computer,
- Food items,
- Visual representation – e.g. stickers, certificate, awards.
- Passports, records of achievement and Star of the week assembly.
- End of term awards and a yearly selection of awards
- Children's University Awards

At Kings Mill school we want pupils to see that their positive behaviour and efforts across all aspects of school, residence and home life are valued and therefore deserve to be acknowledged.

Praise opportunities are available in the star of the week assembly where certificates are presented.

End of term award presentations acknowledge individuals across the areas for sport, arts, performing arts, communication, swimming, riding, ICT, endeavour, life skills, travel training, most improved, residence, lunchtime, PMLD achievement and citizenship.

Yearly awards relate to ex pupils or families who have nominated an award for their child or family member.

Links with home are made through 'Helping at Home' certificates. During the summer term parents are asked to report on positive behaviours and helpfulness at home.

Sanctions

Sanctions must be used cautiously but they can be effective in working with pupils as a direct consequence of their behaviour. Whenever sanctions are used they must be relevant to that pupil's level of understanding, individualised and appropriate, applied as close to the timing of the incident as appropriate and seemed to be fair. The use of sanctions at Kings Mill School may include the following:

- Loss of attention or adult contact,
- Supervised withdrawal from the main group,
- Temporary restriction or withdrawal of preferred items / activities,
- Planned ignoring,
- Use of detentions, where appropriate, either at break time or dinnertime.

Sanctions should **NOT** include

- Restriction of food, drink or sleep (applied to pupils accessing the Residence)
- Restriction of contact with family.
- Placing a pupil in a room unsupervised and locked in.
- Consistent denial of a curriculum activity i.e. swimming. A pupil may be expected to wait for a short specified time before the activity or they are removed for a specified time due to a dangerous or high risk behavior.

Whenever a sanction is applied it is important that it is discussed fully with, and is as far as possible understood, by the pupils. We log sanctions on CPOMS if applied so a termly or yearly report can be compiled.

The use of Positive Physical Interventions

A pupil's individual risk assessment will indicate a child who is aggressive towards peers, themselves or staff, it includes an action to plan interventions.

At Kings Mill we are committed to providing a safe learning environment for our pupils. All staff are trained in skills to help them to support our pupils and defuse situations before behaviour becomes challenging. Staff will do their best to de-escalate incidents should they arise using communication skills, distraction techniques and removing triggers where possible. However, there may be times when a pupil needs more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of positive physical interventions.

There are graded physical interventions;

Physical presence

This recognizes that in the normal course of supervising children, a member of staff's visibility will often be enough to signal to the pupil the unspoken messages which carry with them a controlling authority. This reinforces the status of the teacher or teaching assistants as an adult with authority. For pupils with autism this may not be the case and the use of more concrete means of explanation may be required such as the use of visual support.

It can include momentarily or at most temporarily standing in the way of a pupil who is ignoring instructions or losing control. The effect of the adult's physical presence in the room may be to restrict a pupils movements. This is acceptable only so long as the duration of this restriction is short lived and it must be borne in mind that the use of physical presence of an adult coupled with unspoken threat may be oppressive.

Unless there is risk of significant harm the pupil will always have the reassurance of an adult present however challenging their behaviour may be. The following principles apply to the use of an adult's physical presence:

- It must be judged as appropriate in the context of a particular situation or incident
- It may be used in the context of actively engaging the pupil in discussion about the significance and implications of his/her behaviour (if the pupil is at that level of understanding)
- It cannot be persisted with if the pupil physically resists, when a decision needs to be taken about whether another form of intervention is justified.
- On some occasions it is better that an adult stands at some distance away from a pupil as by standing too close can distress them further.
- Staff are aware that during times of extreme stress pupils with autistic spectrum conditions will have increased difficulty processing language and therefore language should be reduced and more processing time given.

Support and escorting

There are occasions when control can be maintained by holding a pupil in a manner which does not carry the force of physical restraint. For e.g. an adult may hold a pupil's hand to ensure that she/he is safe when crossing a road. A pupil may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by means of an arm around the shoulder.

For some pupils offering a hand or an arm to hold is reassuring and is a supportive way of assisting them in coping with change or moving from place to place. However for pupils with autistic spectrum conditions (ASC) a good awareness of what support is most effective is required. Physical support may be the least effective and upset them further staff should be aware that some pupils with autistic spectrum conditions are extremely sensitive to touch and this should always be taken into account.

During the course of a day many pupils receive physiotherapy, and physical guidance which will entail staff holding the pupil in order for that activity to take place. This is not a controlling situation but one of the pupils receiving therapy in order to maintain or improve mobility. We have a detailed Intimate Care Policy and training is provided.

Physical control

The main factors separating supporting and escorting from physical restraint is the degree of force applied, and the pupil's ability to remove themselves from the support or escort.

At Kings Mill we follow Team Teach guidelines on "positive handling", a system approved by the Department for Education and Department of Health to manage challenging behaviour. The emphasis is on a gradual and graded response to dealing with difficult behaviour. Physical Intervention will only be used as a last resort. The preferred option of dealing with challenging behaviours is through de-escalation technique.

All teaching and non-teaching staff receives training in the use of this approach and we have two tutors in school who carry out initial training, ongoing refresher training, and advice staff on managing behaviour.

Physical restraint should only be used in the following circumstances:

- To avert danger or risk to the pupil or another individual
- To avoid damage to property
- To ensure good order and discipline is maintained

Staff should adopt the following principles in the use of physical restraint:

- Wherever possible the pupil should be warned orally that physical restraint will be used unless she/he desists.
- All staff present should be warned that an intervention may be used and why.
- Only the minimum force necessary to prevent injury or damage should be applied. The degree of force must only be sufficient to control the pupil at that time, and the restraint should be gradually released as the pupil regains control of him/herself.
- If at all possible it is desirable to have another member of staff present to assist and/or be a witness.

Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people or property. Restraint should be an act of care and control not punishment. The key message is "I care enough about you not to let you be out of control" It should be noted that for many pupils any form of restraint is very stressful and may cause them to become even more angry and/ or distressed.

Because of this a preferred option is usually to escort a pupil to an outside area or to one of the small group rooms. Pupils can then be observed by staff until they are calm enough to re-join the group. A distinction must be made between a "one off" intervention arising from a particular incident and intervention that would be acceptable as a regular feature of a management regime.

In a one-off incident the form of intervention should be reasonable to maintain control. The degree and duration of force applied to maintain control must be proportional to the circumstances, including the disruption and the potential, damage to persons and property. The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.

All incidents where pupils need to be held to help them to calm down are recorded in school on a Serious Incident and Physical Intervention Log (Appendix iv) and parents are informed as a matter of course. Pupils who are likely to need help in this way have the specific procedures and intervention strategies written into their Positive Behaviour Plan. It is discussed with family and pupil and is consistently followed by all school staff.

Where incidents arise on a regular basis because of particular problems with a pupil then these should be discussed with SLT and a Positive Behaviour Plan (PBP) should be written. (Appendix iii). This should detail the approaches to be used with the pupil, and the physical management required. Where necessary an educational psychologist should be consulted for advice. Parent or carers should be informed of how the school is tackling this problem and agreement obtained for that course of action.

All staff should ensure they are fully aware of the support needs of the pupils they work with to ensure that they effectively and consistently support them. This will ensure the need for any physical intervention is kept to an absolute minimum.

Only the minimum amounts of physical interventions are used in order to maintain the safety of all pupils and staff. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

Authorised staff; teachers, care officers and learning support assistants level 2, 3 & 4 are authorised to carry out physical restraint provided that they adhere to the guidance in this policy. Mid-day supervisory assistants will receive training in the principles of Team Teach, however if an incident occurs across lunchtime that requires physical intervention class staff or a senior member of staff must be called. Training is provided in Team Teach by 3 qualified trainers and at induction staff not trained are informed to NOT intervene

Recording and Reporting

The school uses a web based software application (CPOMS) for reporting, recording and monitoring child protection, safeguarding, behavioural and pastoral and welfare issues. Every member of staff has an obligation to report all incidences via this system. Staff have a personal login. All incidents must be reported at the earliest opportunity and within 24 hours.

Where a pupil sustains an injury, first aid should be sought from a designated first aider. The injury must be logged in the 'Pupil accident' book and class staff and parents informed.

As well as CPOMS there are supplementary documents that may need to be completed to support the report. These include Serious Incident and Physical intervention log form (to be completed when Team Teach physical interventions used) and Recording body form for marks and bruises.

Staff must clearly state staff involved and procedures followed and the relevant forms attached. All members of SLT, Senior Care staff and relevant class staff are notified when an incident is logged. This ensures that follow up procedures e.g. staff/pupil debriefings are carried out and that relevant paperwork is updated as necessary.

The forms most frequently required have been attached as appendices with this policy. CPOMS is monitored by all SLT members on a daily basis and actions responded to promptly.

Monitoring

All individual pupil risk assessments, behaviour plans and supportive and intervention strategies used are reviewed, amended and pupil progress monitored on a regular basis. Monitoring is carried out by key staff through the termly behaviour review day and school/residence link meetings. Governors receive a termly report of the CPOMS incidents and this is included in the safeguarding report, every autumn term they receive an annual report that compares information yearly. There is a safeguarding governor who meets with the deputy headteacher at least once per term, often more frequently.

Behaviour Review day

These are carried out termly or at set times of the year. Pupils are discussed and identified for potential review. Pupil progress is acknowledged and further discussion may lead to alterations to their P.B.P and individual pupil risk assessment.

School/residence link meeting

These are carried out termly and include all pupils who use the residence. The meeting involves the class staff and residence staff. These meetings allow for discussion, sharing of information and continuity of management across both communities. All minutes are documented and information shared.

Training

All staff will be trained in Team Teach and will be expected to apply, if necessary, the appropriate methods of holding and restraint and do so to the best of their ability.

Staff will be expected to undertake such training as provided by Kings Mill School. As part of their induction programme before they start work at the school all new staff, supply staff, and students will have the principles this policy explained to them. This is delivered to indicate how we establish and indicate elements of a behaviour plan.

The programme used in this school is TEAM TEACH and is recognised by the Local Education Authority. Kings Mill has an annual programme of initial and refresher training, in all aspects of positive handling management. There are 3 qualified trainers in school.

Staff Support

It is the responsibility of all staff to ensure the health and safety and wellbeing of all members of the Kings Mill community at all times. This responsibility must extend to them in the first instance. It is therefore essential that staff make a judgement quickly about the safety of using a hold or restraint. They should only proceed if they have determined that all else has been tried and failed, that there is likely to be serious harm to persons or property if nothing is done or that the good order of the environment will be severely disrupted.

In circumstances where staff judge that they are unable to apply restraint safely they should quickly send for another member of staff and do what they can to contain the situation before removing other pupils from area of danger. Staff that have had to use physical intervention will be offered the opportunity to discuss the incident as soon as possible with a senior member of staff.

The governors and leadership team of the school will support the action of staff in the use of physical intervention provide that they have been conducted in the context of this policy and the methods drawn from Team Teach.



Kings Mill School Individual Pupil Risk Assessment

Pupil Name:	Date of Assessment:
Pupil DOB:	Completed by:

	Potential Risk	Risk Y/N	Action to reduce risk	Date Actioned
1	Demonstrates aggression towards; <ul style="list-style-type: none"> • Other children 			
	<ul style="list-style-type: none"> • Staff 			
	<ul style="list-style-type: none"> • Property 			
	<ul style="list-style-type: none"> • Self 			
2	Inappropriate sexual conduct			
3	Absconding or hiding from staff			
4	Accusations against peers			
5	Accusations against staff			
6	Unsafe near roads			
7	Unsafe crossing roads (can walk safely on a pavement with a group)			
8	Being verbally abusive in public			
9	Mouthing / consuming dangerous items.			
10	Throwing items with intention			
11	Making physical movement difficult deliberately			
12	Needs require physical assistance to toilet			
13	Needs require moving and handling support			
14	Choking on food			
15	Medication: Epilepsy management required			

16	Dangerous allergies			
17	Asthma			
18	History of identified concerns			
19	E-Safety incidents or potential risks			
20	Bathing/shower routines			
21	Sleep related issues			
22	Any issues for lone working all the time.			
23	Other: (please specify)			

The main action is to record incidents if it is the first occasion and open discussion with class or group team if immediate action is required.

The two main actions to reduce risk are construction of a PBP or a clear medical care plan. From this we can communicate information to staff about how we respond. Parents/carers are kept informed.

Kings Mill School
Parental Behaviour Form

Behavioural issues of concern for parents of Pupils at King's Mill School

Please use this form to indicate any behaviour that you wish to discuss at the Annual Review / or you would like support with. The school and Residence can provide an environment for working with parents in terms of support or specific behavioural programmes that can be implemented across home, school and Residence, where applicable.

Name of Pupil: _____ **D.O.B.** _____

1.
2.
3.
4.
5.

If you require advice and a programme please indicate YES/NO

Signed

Date

Kings Mill School

CONFIDENTIAL

POSITIVE BEHAVIOUR PROGRAMME

Date of meeting:

Child's Name:

DOB:

Teacher(s):

Present:

BEHAVIOUR(S) DISPLAYED:

FUNCTION(S) OF BEHAVIOUR:

SETTING FACTORS THAT APPLY:

HOLISTIC STRATEGY:

- School/home/residence to work together on interventions to be used

Topographical Definitions of the Problem Behaviour

The following behaviours have been targeted for reduction

INTERVENTIONS TO BE USED with:

pupil name Behaviour Reduction Plan will include the following treatment components to reduce the frequency of problem behaviour (see the following pages for descriptions of each component):

- 1.

2. **Team Teach physical interventions** : only to be necessary when behaviours become extreme i.e. when
Techniques to be used:

TARGETS:

1. To reduce problem, aggressive behaviours in all settings
- 2.

REVIEW OF INTENTIONS:

Home/ school / Parents to be involved in regular reviews of progress being made.
To be reviewed the end of the

Person(s) contributing / following PBP to sign when read and agreed

Date	Name	Profession	Signature

Kings Mill School
Serious Incident and Physical Intervention Record

Please ensure that this form is completed as well as a detailed CPOMS incident. This form then needs to be handed to admin so that it can be added as a supporting document. Do not forget to fill in the incident number generated by CPOMS when you add the incident.

BLOCK CAPITALS PLEASE

Pupil:		Date:		CPOMS Incident Number:	
Location of Incident:		Start time:		Duration:	
Names of Staff Involved					
Nature of Potential Risk L-low M-Medium H-High		Other Parties Informed (as required)		Supporting Records Completed (as required)	
Injury to person		Parent / guardian		CPOMS incident	
Injury to others		Fist aider		Accident form – pupil	
Damage to property		Senior residence staff		Accident form – staff	
Serious disruption		Social / family worker		First aid log	
Absconding		Home / school liaison		Telephone log	
Threat to own safety					
Environments and Triggers: (Antecedents) Please describe what was happening and what if anything triggered the behaviours. (e.g. Pupil told 'No', peer / staff behaviours, having to wait, demand being made, out of the blue)					
Behaviours Displayed:					
Verbal abuse		Bite		Kick	
Hit / Slap		Pinch		Hair grab	
Punch		Spit		Neck grab	
Weapons / missiles		Other:			

P.T.O

Actions Taken to Reduce Risk:

De-escalation strategies used:

Verbal advice and support		C.A.L.M talking / Stance	
Firm clear directions		Take up Time	
Negotiation Limited		Withdrawal Offered	
Choices		Withdrawal Directed	
Distraction		Transfer Adult	
Diversion		Reminders about Consequences	
Reassurance		Humour	
Planned Ignoring		Success Reminders	
Contingent Touch		Other:	

Physical Interventions used: Please tick	Duration of hold.		Duration of hold.
Help Hug		Single elbow (two person escort)	
T Wrap		Double elbow (two person escort)	
Half shield		Seated Single Elbow (Two person)	
Seated Wrap		Other:	

Is this the first time a physical intervention has been used Yes / No

Comments: please add detail as to staff involved, location for staff to student etc.

Signed: _____ **Date:** _____
Print Name : _____

References

Kings Mill School Child Protection and Safeguarding Policy

Keeping Children Safe in Education (DfE 2018)

Kings Mill School Intimate Care Policy

Kings Mill School Whistleblowing Policy

Kings Mill School Staff Code of conduct