Mapledown School

Working and Learning Together

Behaviour Policy

Name of School	Mapledown School
This policy was updated on	10th September 2020
This policy was reviewed in	September 2021
This policy was reviewed in	September 2022 September 2023
The policy is to be reviewed annually in	September 2024

Ethos:

Every pupil at Mapledown has certain fundamental rights. These include the right to:

1. Be valued and treated as a unique human being
2. Be addressed by name and not referred to as if they were not present
3. Be seen and treated as a person and not a disability
4. Be free from neglect and emotional physical and sexual abuse
5. Have equality of access to resources and provision - be given time to take part and do things independently
6. Have the chance to express their views and opinions and have these views and opinions be listened to
7. Be involved in decision making - make choices and exercise independence
8. Be understood and be given time to understand
9. Form friendships.
10. Privacy, dignity and respect
11. Consistent and sensitive care from staff
12. Be safe and feel secure
13. Be given information about what is happening before it happens
14. A broad and balanced curriculum differentiated to meet individual needs

Aims:

This Policy is an integral element of our 'School Aims'. We aim to:
1. Promote and sustain positive behaviours
2. Develop an awareness in pupils of what is acceptable behaviour and what is unacceptable
3. Support pupils to develop skills to manage their own behaviour.
4. Ensure staff understand and support pupils in a non-confrontational, calm, proactive and supportive manner.
5. All staff work within the legal framework and understand their duty of care.
6. Involve and work collaboratively with pupils, parents, colleagues and inter-disciplinary professionals.
7. Ensure that behaviour is managed in a planned co-ordinated manner
8. Induct all staff into the principles of this Policy

Definitions: (see also Appendix A)

Many pupils at Mapledown will, at some time, display behaviours of concern. We know that behaviours of concern exist as a continuum and may be described as behaviour which
1. Prevents pupils and/or peers from participating in school activities and learning opportunities
2. Isolates a pupil from adults or peers
3. Prevents pupils from forming relationships
4. Affects the learning of other pupils
5. Makes excessive demands on staff time and other resources
6. Places the pupil or others in danger of physical harm

Behaviour is communication:
Knowing why a student is behaving in a particular way is key to helping them learn to regulate and manage their emotions. A student who is behaving in a certain way is usually trying to tell us something. It is our responsibility to find out the reasons for the behaviour, and then establish the appropriate strategies. It may be they are trying to tell us they need something and by giving it to them, we can gradually build up their understanding that they can get what they need (drink, toilet, break, pain relief). Similarly, it may be that they need to sit on a particular chair, take their shoes off, chew something and that they require a particular sensory need met. Once we have identified what they need, we teach the appropriate means of asking – eye gazing, object of reference, body gesture, sign, symbol, word etc. In the beginning, it may well be necessary to provide the student with immediate and frequent honouring of their communication and fulfilling their needs in order to build their confidence that they have a sustainable and consistent means of communication.

Managing Behaviour:
Many students at Mapledown present with some behaviours of concern which may challenges us. We need to build a picture of the behaviour and its contexts and the first step to assessing the behaviour is a Behaviour Support Plan (Appendix A). A Behaviour Support Plan (see below) must be completed by the class team to identify the impact of the risks the behaviours pose, which may be injury to self or others as a result of physical assault, the risk of serious damage to equipment and the risk of flight or sitting/lying on the floor and refusal to move.
Information can also be derived from the student's Communication Profile. Evidence of behaviour will need to be recorded (CPOMS) to look at triggers and motivators to ensure we are as clear as possible as to the provenance, purpose or function of the behaviour; Behaviour Data Collection and ABC (Antecedent, Behaviour, Consequence). This data helps to track patterns, intensity, frequency and duration of the specific behaviour of concern. Medical information may also be required from the school nurse. The student may also be being seen by **Barnet SCAN - Service for Children and Adolescents with Special Needs and their families.**

Behaviour Support Group Meetings are available for teachers (Chaired by a senior leader and attended by the Behaviour support group team). The Behaviour support group Team meets weekly) if a pupil's behaviour is a cause for concern and the class team needs support. In addition, if necessary the Educational Psychologist allocated to the school is available on an ad hoc basis. Teachers will then complete the two-week Behaviour Data Collection and ABC (Antecedent, Behaviour, Consequence) charts prior to meeting with the Educational Psychologist if they wish to make an appointment. This data helps to track patterns, intensity, frequency and duration of the specific challenging behaviour.

Behaviour Support Plan (BSP):
The outcome will be a planned approach to managing the behaviours outlined in the BSP. This will incorporate behaviour targets which will be monitored by the teacher and Team Leader as part of the Performance Management process. The plan must be agreed by parents and reviewed at least annually at the pupil's annual review. Any changes must also be agreed with the Leadership team and parents.
The BSP identifies the risk behaviour and incorporates both reactive and proactive strategies to be used including physical prompting (see below) and Physical Intervention (see below). As such it is a Risk Assessment.

Examples of Positive Behaviour Strategies used at Mapledown School:

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers, working towards charts when appropriate behaviour is exhibited;
- identify and model appropriate behaviour;
- personalising the timetable and the curriculum;
- Clear visual strategies including schedules, timers etc;
- Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls;
- Divert, distract or change adults to diffuse and de-escalate;
- Acknowledging pupils need for personal space;
- Use of sensory integration/processing strategies;
- Clear, simple language used with time to process and respond;
- use physical contact where appropriate, e.g. pat on back, handshake etc
- One person clearly taking the lead in supporting a pupil.
- The weekly assembly is used to recognise and celebrate achievement during the week to reinforce positive behaviour

Managing pupil behaviour positively:

We aim to create a calm, positive, respectful and purposeful learning environment where pupils can develop as caring and independent individuals. To this end we will:

1. Provide high quality teaching and learning matched to an individual's needs.
2. Provide an engaging curriculum based on personalised learning.
3. Use our understanding of the impact of special educational needs on pupils' learning underpinned by a comprehensive staff training programme.
4. Create a 'total communication environment'
5. Be empathetic - ask yourself why a pupil is displaying a certain behaviour. This could be due to a sensory or communication need.
6. Recognise students' strengths which are rewarded using a whole school approach through the use Assemblies, Acts of Collective Worship or Class time to publicly praise and reinforce desirable behaviours
7. Discuss inappropriate behaviours or behaviours of concern with pupils wherever possible
8. Set clear and reasonable boundaries and expectations
9. Utilise high staff to pupil ratios based on pupils' needs.
10. Work in partnership with parents and other professionals.
11. Use positive language and instructions in order to promote desired behaviour e.g. "Hands down" rather than "No hitting".
12. School rules are reinforced on a daily basis. These remind and model positive behaviour.
13. Ensure that we as staff feel emotionally equipped to manage challenging behaviour and be physically safe, e.g. - not wearing sharp jewellery, long nails, chewing where this may cause choking, and wearing long hair pinned up.

We will not:
1. Verbally demean pupils
2. Reprimand pupils simply because we feel we have lost control. In this instance, we should hand over to another member of staff
3. Shout
4. Deprive pupils of their entitlement to sustenance e.g. dinner, pudding or drink or snacks
5. Physically harm pupils by rough handling. e.g. pushing, pulling, squeezing or pull pupils by their clothing etc.
6. Use force to gain compliance - see section on Physical Restraint
7. Withdraw curriculum entitlement except on grounds of safety
8. Hold or grab students by their clothes unless they are at any risk of harm.

Environmental resources:

The school has extensive resources to support and engage pupils in positive learning opportunities. These

include multi-sensory rooms, gyms, extensive outdoor play resources, music and technology facilities, swimming and a hydrotherapy pool.

The following are specifically highlighted:
Within the school, most doors to teaching areas have keypad locks. This is to prevent risk of harm and to maintain the school's duty of care. Pupils are supervised at all times. Where possible, students are taught using their preferred method of communication (be it speech, signing, symbols, gesture or facial expression) to request to leave the room in which they are in for a particular reason, to go to the toilet for example or for a movement break.

Each class has an outside area to support positive behaviour. The area is designed to allow a pupil to access an environment with reduced multi-sensory input. The area is generally kept clear of resources within it or has resources that are known to support a pupil e.g. resources such as see-saws, swings or trampolines. These areas are supervised at all times. On occasions, it may be unsafe for the staff member to be outside with the student then they will be supervised/observed from outside the area. All uses must follow the DfE Guidelines.

Staff MUST ensure that the use of these outside areas are to promote self-regulation and are in the pupil's Behaviour Support plan. Staff also need to ensure that they are clear on the guidance for 'Breaks.' Examples (all would be within Behaviour support plan) of use may include:

- Pupils asking to move away from a busy environment using their preferred method of communication to avoid possible triggers that they know may lead to their behaviour escalating e.g. sensory overload. (Other areas in school may be used by pupils in a similar way e.g. quiet areas of the classroom, soft play, outside areas, sensory room, library or calm room).

- Staff may ask a pupil if they want to move into the outside area (or other area see above) if they recognise a sequence of behaviours that may lead to an incident in the event of an aggressive incident.

- A pupil may be moved from a classroom to the outside area if a risk assessment indicates that this is the safest, least restrictive physical intervention. This would require liaising with parents to devise an agreed strategy. Pupils will be supervised at all times as detailed in the plan.

Classrooms with break/calm room facilities:

The rooms are used for a variety of purposes including being able to teach pupils in small groups or individually. The resource can provide pupils with a less busy environment for parts of their educational programme. Depending on the needs of the students in the class, full ICT facilities are provided.

Some of the calm rooms have soft play padding and have been designed with calming colours. They have resources within them as appropriate to the pupils' educational programme. They provide an area for safe relaxation and reduced sensory information which pupils often choose to access. Pupils are supervised. If a pupil does not want an adult in the area with them the staff member will remain outside the room in close supervision.

Seclusion:

We will operate at all times within BILD's Guidance on the Use of Seclusion. The Joint Guidance issued by the Department of Health and the Department of Education and Skills (July 2002) determines that seclusion 'involves separating an adult or child against their will, restricting their freedom of movement and forcing them to spend time alone', or 'the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving' (DoH, 2014) . Seclusion should not be used, except for the containment of severe behavioural disturbances that is likely to cause harm to others, as a very last resort, when all other means of managing severe challenging behaviour have been attempted and are not an appropriate method of defusing the situation, and continued proximity of staff to the student is putting staff and other students in serious harm's way. Seclusion entails a student being on their own inside a room or in a

secure outside area under constant visual supervision and reassurance from trained and skilled staff. This would usually be the room in which the incident is occurring – all staff and students having been evacuated from the room and the door closed (with a keypad on the inside). Once 'secluded', all reasonable attempts must be made as soon as it is safe to do so to provide a cooling off period in an open door setting. Any occurrence must be fully reported to SLT immediately and recorded on the class behaviour book, detailing the event, duration and support needed. It should also be reported through CPOMS and include any detail of physical intervention required.

The Break/Calm rooms and the use of time out:

The following criteria must be adhered to:

- It must have adequate ventilation, lighting and heat
- There must be adequate space for students and staff
- It must be conducive to de-escalating inappropriate behaviours
- It is not to be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room
- Is supervised at all times
- Parents must agree to the use of the breakout room and sign the behaviour Management plan to that effect.

The calm/break room is available to students who are learning to manage their own behaviour and request a break from the classroom or activity, usually through the use of PECS or PODD. The time spent is recorded and uploaded onto CPOMS. The door should be kept open and the students will be asked to return to class when they are ready

Time out may be offered to a student when their behaviour is beginning to escalate and it is thought that time away from the teaching area and other students will help the student to regulate their own behaviour. It is initiated by the teacher, rather than the student choosing to go out of the classroom and will be part of the behaviour support plan agreed by parents. The time spent is recorded on the record sheet outside the door and the above criteria applies.

In extreme circumstances, when a student's behaviour has escalated and they are in serious danger of harming themselves and/or students and staff, and when all means of de-escalation have been attempted, it may be necessary to use TEAM TEACH strategies to escort a student outside or to a break room in order to keep them or others safe.

On each occasion, staff members must observe the student at all times. After 2 -5 minutes the student should be asked if they are calm and ready to return to class. This should be repeated until the student is calm and able to join in class activities. Every effort should be made to minimise the amount of time spent in the room.

Families must be informed of the incident through the Home-School book or telephone call and the Leadership team should be immediately informed and the behaviour record should be completed (on CPOMS).

Seclusion must not be used with any intent to punish or teach the student any new behaviours. Its use must be as a responsive strategy aimed at managing the present behaviour at that time.
Seclusion must not be confused with teaching students the use of the 'Break Card' and 'Break Room'. Please see PECS Guidance for explanation and instruction on teaching 'Break'.

Incidents involving staff with regard to challenging behaviour will be reported to the Governing Body Health and Safety Committee on a termly basis and be also sent to Barnet's Health and Safety office. The Leadership will be monitoring behaviour incidents through CPOMS, the class behaviour log and support staff on an ongoing basis.

We recognise that dealing with behaviour challenges as a matter of routine can become a stressful experience even for long serving members of staff. As a school we need to acknowledge these stresses and work to support each other. **Staff must report to a member of the Leadership Team immediately after they have been involved**

in a stressful situation and/or been assaulted. Where necessary, staff should be given a short extra break away from the situation to gather themselves. Pupils must, however, be adequately supervised at all times.

Physical intervention and restraint:

We operate at all times within the guidelines and Reporting Systems laid down by Barnet's Local Authority *Policy on the Use of Restrictive Physical Interventions with Children and Young People*. We also work within the guidelines as set down in the '*Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders*' DfES DoH July 2002. In addition, we work within the principles and guidance of *Use of reasonable force in schools*, DfE July 2014 and STEAMING *Improving Guidance on Reducing Risk, Restraint and Restriction in Children's Services 2014*, and '*Reducing the Need for Restraint and Restrictive Intervention*', DfE and Department of Health, January 2017. Mapledown School uses TEAM-TEACH, Barnet's identified preferred approach for physical intervention. In the event of physical restraint being necessary, it must be supported by a BSP (see above), except in the event of an unplanned emergency. It is possible that all staff, at some time or other, will find themselves in situations where there is a need for restraint or intervention.

In all circumstances, staff will operate according to the following general principles:

1. Physical restraint can only be used as a last resort when other methods have failed and where failure to intervene could constitute neglect.
2. Physical interventions and restraint are only permissible in circumstances where staff are attempting to prevent pupils from harming themselves or others or where there is a threat to seriously damage property.
3. Only minimum force is applied to prevent harm being done. As soon as it is safe to do so staff should gradually release pupils and allow them to exercise self-control. Every effort should be made to ensure the presence of another adult in situations where restraint is a possible outcome Physical restraint is NEVER used as a punishment.
4. Physical restraint **is not be used** to force compliance with instructions.
5. All instances of physical intervention must be reported into CPOMS.

Wearing harnesses/handling belts:

The safety of our students is paramount. However, the use of handling belts which were previously authorised in exceptional circumstances to allow students independence when transitioning within schools or whilst out in the community, are no longer desirable.

Harnesses and handling belts can be used as a teaching tool to allow students to be safe with minimum effects compromising their independence. However, they are no longer permitted to be used in this manner as pupils are encouraged to be independent in all aspects of their mobility and when transitioning throughout the school. Equally, clear and detailed risk assessments are undertaken to determine whether a student can safely access the community.

When out in the community with pupils new to the school, following a thorough risk assessment process, staff will be holding students' hand/linking arms and teams will have an appropriate staff ratio, with a handling belt as an additional risk reduction, and only with a detailed risk assessment, and with explicit permission from parents.

In the unlikely event a handling belt or harness have to be used, it will be in accordance with BILD guidelines [on mechanical restraint] for the safety of students and with a definite plan to phase out and eliminate their use. They should never be used as a means of gaining compliance or as a punishment. Harness or handling belt use must be written into a risk assessment, a Behaviour Support Plan, be agreed by the Leadership Team and the student's parents/carers. They should not be used to lift any student except in exceptional circumstances such as an emergency. Risk assessments for each student using reins or a harness must be in place and must include risk to staff holding reins.

The use of a harness on a minibus is to prevent a student from freeing from a regular seatbelt whilst the bus is

in motion. The use of the harness should be monitored in terms of providing maximum independence for our students.

Recording incidents

All incidents involving members of staff being injured must be recorded using the online Accident and Incident system. Incidents involving students where first aid is required must be recorded using CPOMS. Incidents not requiring first aid should also be recorded in CPOMS.

Absconding

In the event of a student running off/absconding from school/becoming lost when off of school premises, <mark>please call the police immediately</mark> after not being able to locate the student as well as alerting the school office and school leaders immediately.

If the incident occurs offsite, and there are other students in the group, please ensure they are taken to a safe place e.g. school bus that is parked safely. Ensure there is adequate staffing with the pupils and there are at least 2 members of staff looking for the pupil.

If this happens in school, please ensure the safety of the rest of the class with adequate staffing ratios and inform the office and school leaders immediately.

Physical prompting and handling:

As a school we acknowledge that many of our pupils will need a degree of support, prompting and physical contact which is vital to their learning and care. Staff have a responsibility to manage pupils in a considerate and minimal way as outlined in the ETHOS of this Policy. Staff should not lift students except to prevent harm or as part of a planned teaching approach. See also Touch and Physical Contact Policy.

Staff development:

All staff will be inducted into the contents of this Policy, trained in TEAM-TEACH (TT) and refreshed on a two-yearly cycle. Intermediate refresher courses will be available on a rolling programme through the year during Wednesday twilight sessions. Luke Stack, Charlotte Abley and Sandra Chaaya are our Team Teach Tutors in Mapledown School.

Other references:

This Policy should be read in conjunction with all Appendices and Mapledown School Aims, The Mapledown School Anti Bullying Policy, Mapledown Policy on Child Protection. See also Mapledown's Policy on Teaching & Learning and Sensory Integration Policy.

 This policy will be reviewed in September 2023 by Deputy Head; Caroline Garvey

Appendix A

Behaviours of concern can specifically be identified as the following:
1. Physical Aggression towards self or others to include but not limited to
  ● Hitting
  ● Kicking
  ● Pinching
  ● Biting
  ● Spitting
  ● Punching
  ● Self-Mutilation

2. Verbal Aggression towards others to include but not limited to
  ● Teasing
  ● Name Calling
  ● Intimidation
  ● Threats

3. Sexual Assault towards others to include but not limited to
  ● Non-consensual touching of private areas of another person's body
  ● Non-consensual kissing
  ● Molestation
  ● Sexual Penetration

4. Damage to school property to include but not limited to
  ● Throwing equipment such as electrical appliances, chairs, tables, etc.
  ● Breaking windows, doors and furniture (with intent to damage)
  ● Breaking/destroying school resources (with intent to damage)

5. Other behaviours not focused towards others to include but not limited to:
  ● Hyperactivity.
  ● Attention seeking behaviours
  ● Excessive crying and/or isolation.
  ● Constant refusal to do work
  ● Absconding

As a school we need to recognise that individual pupils have behaviour of concern - we are challenged by the behaviour and not the pupil. We also need to remember that behaviour is communication.