

Mapledown School Behaviour and Discipline Policy

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 foster pupils self discipline and self control
- 4 induct all staff into the principles of this Policy

In common with all Policies at Mapledown the overarching aim of this policy is to contribute to the five strands of 'Every Child Matters'. We aim to ensure that all pupils:

- 1 Stay Safe
- 2 Are Healthy
- 3 Enjoy and Achieve
- 4 Make a Positive Contribution
- 5 Achieve Economic Well Being

DEFINITIONS (see also Appendix A)

Many pupils at Mapledown will, at some time, display challenging behaviour. We know that challenging behaviour exists 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

GENERAL STRATEGIES

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 model appropriate behaviour
- 2 use praise freely for every pupil when appropriate behaviour is exhibited
- 3 be empathetic - ask yourself why a pupil is acting out
- 4 use physical contact where appropriate, e.g. pat on back, handshake etc
- 5 use Assemblies, Acts of Collective Worship or Class time to publicly praise and reinforce desirable behaviours
- 6 employ a class behaviour strategy including the Behaviour Chart (see Mapledown School Classroom Management), individualised reward systems or written behaviour strategies for particular pupils e.g. star charts
- 7 discuss inappropriate behaviour with pupils wherever possible
- 8 set clear and reasonable boundaries and expectations
- 9 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.
- 10 use the Social Skills Curriculum to give pupils opportunities to practise desirable behaviours in class and across the school.

Consequences

Some pupils have an understanding of a consequence as a result of their action. This is a legitimate form of sanction, e.g. if you pull down this display, you need to put it back up again (natural consequence). If you pull his hair, you have to sit away from the group for 5 minutes (enforced consequence).

We will not

- 1 verbally demean pupils
- 2 threaten pupils simply because we feel we have lost control. in this instance, we should hand over to another member of staff
- 3 shout unnecessarily
- 4 deprive pupils of their entitlement to sustenance e.g. dinner, pudding or drink -snacks, treats and 'extras' can be withdrawn
- 5 physically harm pupils by rough handling. e.g. pushing, pulling, squeezing, slapping 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

Behaviour is communication

Knowing why a student is behaving in a particular way is key to helping them learn to improve. A student who is behaving in a certain way is usually trying to tell us something. It is our job to find out and then putting in place 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 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 pointing, 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 sort of behaviour which 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 Behaviour and Discipline folder). A Behaviour Support Plan (see below) must be completed out 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 (Behaviour and Discipline folder/Recording) to look at triggers and motivators to ensure we are as clear as possible as to the provenance and purpose of the behaviour; Behaviour Data Collection and ABC (Antecedent, Behaviour, Consequence). This data helps to track patterns, intensity, frequency and duration of the specific challenging behaviour. Medical information may also be required from school nurse. The student may also be being seen by **Barnet SCAN - Service for Children and Adolescents with Special Needs and their families**. There is a standing Behaviour Management Meeting (BMM) available on Thursdays (Chaired by Deputy Head 1) 11.30 if a pupil is a cause for concern and the class team need help. In addition, an Educational Psychologist is attached to the school and makes half termly visits to the school to provide a 'drop-in' for behaviour concerns. Teachers 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 and 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 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.

Wearing reins or harness

Safety of our students is paramount. This may mean that in certain exceptional circumstances that they will wear reins or handling belts. In terms of managing students' independent behaviour, the use of handling belts is a straightforward way of allowing the student to be safe without compromising their independence. Students who use arms and hands in a potentially unsafe way can be managed safely through the use of a handling belt which fits round the waist. A staff member holds on to the belt when necessary, permitting independent use of hands - very similar to toddler reins.

These will only be used 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. Their use must be written into 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. Team-teach is Mapledown's accredited training framework for when positive handling is required and where possible should be used rather than any mechanical restraint.

Recording incidents

All instances of challenging behaviour must be recorded using the online Accident and Incident system or individual weekly recording sheets. One recording in the online system in a half term will prompt Deputy Head 1 to investigate and offer a Behaviour Management Meeting. The class teacher must attend this meeting. Following the meeting if there are still significant high levels of recorded instances, the BMM will reconvene and meet with the class teacher. Significant recordings of assaults within a 3 month period may lead to additional resources being sought.

Procedure for recording

1. Where intervention proceeds according to a Behavioural Intervention Plan (and Risk Assessment), the incident must be recorded on the Behavioural Intervention Plan Intervention Recording (Appendix B).
2. In the event of an unplanned physical intervention, the incident must be recorded on a numbered "Behaviour Incident Report" This is kept in the Accident & Incident File in the Office.

3. We will seek to ensure that we do not keep employing interventions that do not work and do not protect students and staff
4. Behaviour plans must be regularly updated and shared with relevant staff
5. Unless agreed for welfare reasons, BSPs should be shared with parents/carers and relevant professionals

Absconding

In the event of a student running off/becoming lost, please call the police no later than 10 minutes after not being able to locate the student as well as alerting the school office.

PHYSICAL INTERVENTION & RESTRAINT

We will 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 (February 2005). 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 principals 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. 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, and the age, understanding and sex of the pupil is taken into account. 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.

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'. Seclusion is only used at Mapledown School as a last resort, when all other means of managing severe challenging behaviour are not safe to use and continued proximity of staff to the student is putting staff 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. 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 key pad 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.

The Break room and the use of timeout

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

The 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. The time spent is recorded on the record sheet outside the door. 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 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. A staff member 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. The

Leadership team should be immediately informed and the restraint book record should be completed.

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'.

All records 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.

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 Management 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 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 and 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. Maja Mitovska, Nichola Muir and Chad Gething are Barnet 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 November 2017 by David Aarons

Coordinator David Aarons Review date November 2017

Appendix A

Challenging Behaviours can specifically be identified as the following:

1. Physical Aggression towards self or others to include but not limited to
 - 1 Hitting
 - 2 Kicking
 - 3 Pinching
 - 4 Biting
 - 5 Spitting
 - 6 Punching
 - 7 Self-Mutilation
2. Verbal Aggression towards others to include but not limited to
 1. Teasing
 2. Name Calling
 3. Intimidation
 4. Threats
3. Sexual Assault towards others to include but not limited to
 - 1 Non-consensual touching of private areas of another person's body
 - 2 Non-consensual kissing
 - 3 Molestation
 - 4 Sexual Penetration
4. Damage to school property to include but not limited to
 - 1 Throwing equipment such as electrical appliances, chairs, tables, etc.
 - 2 Breaking windows, doors and furniture (with intent to damage)
 - 3 Breaking/destroying school resources (with intent to damage)
5. Other behaviours not focused towards others to include but not limited to:
 - 1 Hyperactivity.
 - 2 Attention seeking behaviours
 - 3 Excessive crying and/or isolation.
 - 4 Constant refusal to do work
 - 5 Absconding

As a school we need to recognise that individual pupils have challenging behaviour - we are challenged by the behaviour and not the pupil. e.g." was bad because you hurt/upset X" - we should not be saying "you are bad."