

Behaviour Policy (March 2025)											
This policy has been written for...	All students and Staff at Valence School.										
Copies of this policy may be obtained from...	<ul style="list-style-type: none">The School web site - https://www.valenceschool.com/It is available as a hard copy on request from reception.Hard copies for reference are filed in the staff resource room										
Participants and consultees in the formulation of this policy were...	The Principal, Senior Leadership Team & School Governing Body										
Edition, Review frequency and dates	<table><tr><td>Revised Date</td><td>5th March 2025</td></tr><tr><td>Version</td><td>1.0</td></tr><tr><td>Date agreed and ratified by Governors</td><td>11th March 2025</td></tr><tr><td>Date of next review</td><td>March 2026</td></tr><tr><td colspan="2"><i>This policy will be reviewed every two years or following any updates to national and local guidance and procedures</i></td></tr></table>	Revised Date	5 th March 2025	Version	1.0	Date agreed and ratified by Governors	11 th March 2025	Date of next review	March 2026	<i>This policy will be reviewed every two years or following any updates to national and local guidance and procedures</i>	
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Relevant statutory guidance, circulars, legislation & other sources of information are...	<p>This policy is based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools Searching, screening and confiscation at school The Equality Act 2010 Keeping Children Safe in Education Use of reasonable force in schools Supporting pupils with medical conditions at school It is also based on: · The special educational needs and disability (SEND) code of practice. · Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils · Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property Ofsted Education Inspection Framework (2021)</p> <p>Ofsted 'Positive Environments Where Children Can Flourish' Valence School Code of Conduct Valence School Grievance Procedure Valence School Child Protection Policy Valence Anti-Bullying Policy</p>										
The lead member of staff is..	Lisa Kavanagh – (Vice Principal – Safeguarding & Social Care)										

Definitions and key terms used in this policy...	<p>DSL (Designated Safeguarding Lead) KCSIE (Keeping Children Safe in Education, 2021) WTSC (Working Together to Safeguard Children, 2018)</p> <p>LADO – Local Authority Designated Officer</p>
The Rationale and Purpose of this policy..	<p>This is a core policy for all staff and provided to all staff as part of their induction. It is a requirement that staff have access to this policy and have read and understood its contents.</p>
Key Personnel	<p>Matthew Strange (Principal) Contact details: email: mstrange@valence.kent.sch.uk Tel: 01959 565627 (Ext 1100) / 07894483673</p> <p>Lisa Kavanagh (Vice Principal) Head of Safeguarding & Social Care Contact details: email: lkavanagh@valence.kent.sch.uk Tel: 01959 567810 (Ext 1103 / 07912 124724</p> <p>Jo Chivers (Residential Care Manager) Contact details: email: jchivers@valence.kent.sch.uk Tel: 01959 562156 (Ext 1104) / 07896 905095</p> <p>Zena Belton (Assistant Principal) Contact details: email: zbelton@valence.kent.sch.uk Tel:01959 567811 (Ext 1106) / 07894483666</p> <p>Vanessa MacPherson (Assistant Principal) Contact details: email: vmurray@valence.kent.sch.uk Tel. 01959 562156 (Ext 2270)</p> <p>Brian Davies – Chair of Governors bdavies@valence.kent.sch.uk</p> <p>Carys Long – Child Protection & Safeguarding Governor clong@valence.kent.sch.uk</p>
Introduction and Ethos	<p>Valence School recognises that for a wide variety of reasons, children and young people may sometimes present contextually inappropriate behaviours which may present a challenge to their peers, carers and staff, and may also limit their access to education, support and community life. Valence School believes that behaviour is a form of communication that often conveys the quality of a person's life. Valence School recognizes the additional health needs and challenges affecting our students and therefore expects all staff to respond to behavioural needs in a positive, respectful and person-centered way.</p> <p>Valence School seeks to provide an environment where children and young people can flourish. The school uses Positive Behavioural Support (PBS) as a framework to help staff understand and recognise students' emotional and behavioural needs and works with students, parents and professionals to develop individual plans to help students to learn appropriate strategies to develop self-regulation.</p>

	<p>Valence School promotes the following 'Learning Ethos' in all activities and this is integral to all that is done:</p> <ul style="list-style-type: none"> • Respect • Resilience • Independence • Positivity • Passion
Aims	<p>The purpose of this policy is ·</p> <ul style="list-style-type: none"> • To promote and support best practice. · To establish a safe and positive environment throughout the school where students can learn and develop social awareness. • To provide a consistent framework in terms of behavioral expectations. • To understand how the school recognizes and promotes positive behaviour as well as managing behaviours that challenge. • To confirm the school's commitment to staff training and support. • To ensure that any necessary physical intervention or sanction is used safely, appropriately, and accurately recorded with all such incidences reviewed by the DSL and Pathway Lead.
Principles	<p>Valence School staff recognise the following key principles.</p> <ul style="list-style-type: none"> • Staff are responsible for setting a good example of behaviour to children and young people by maintaining professional standards of behaviour themselves and showing respect for others. • A positive, coherent and child-centered philosophy of care and support is essential for the management of students' behaviour. There should be a consistent approach by staff, with common standards and purpose. This must be supported and implemented by all staff even if their own personal views may differ. • Every student should be treated as an individual. Challenging behaviour may reflect difficulties over which a child has little control, and this should be taken into account.
Policy in Practice	<ul style="list-style-type: none"> • Dialogue between members of staff should be professionally appropriate, providing a model for social interaction. Dialogue regarding behaviours should demonstrate empathy and a constructive approach towards seeking solutions. • Try to accept that difficult situations will arise and to resolve not to take such incidents personally, despite any attack that may have been directly aimed at you. • Try to adopt a relaxed, defusing style that incorporates voice, face, body and thought. Practice the behaviours included in the insert 'The Defusing Style' (Dave Hewett) See Appendix 1

	<ul style="list-style-type: none"> • Be aware that good practice can include walking away or stepping back and letting someone else deal with a situation (providing a 'change of face'). • After any incident, it is important that support is offered to the students and to any staff involved. • Reports should be completed and submitted on CPOMS as soon as possible after an event and must be completed on the same day as the incident occurred. • Positive Behaviour Support Plans (PBSP) are maintained to assist the student to develop emotional regulation and to promote more positive and constructive ways of interacting with his/her world.
What is Positive Behaviour Support	<p>Positive Behaviour Support (PBS) is a person-centered framework for providing support to people with a disability who have, or may be at risk of developing, behaviours that challenge. It is a combination of person-centered values and behavioural science and uses evidence to inform decision making. PBS suggests that behaviour that challenges always happen for a reason and may be the person's only way of communicating an unmet need. In understanding the reason for the behaviour, we can better anticipate people's needs, enhance their quality of life and reduce the likelihood of the behaviour reoccurring through identified preventative strategies</p> <p><i>The PBS framework: Considers the person and his or her life circumstances as a whole including physical health and emotional needs. Reduces the likelihood of behaviours that challenge occurring by creating physical and social environments that are supportive and capable of meeting people's needs. Focuses on proactive and preventative strategies with an aim to provide the necessary skills to adopt alternative behaviour or self-regulation</i></p>
Practice	<p>Valence School recognises the additional communication needs many of our students have and the importance of facilitating communication in order to reduce behaviour. Communication Training is therefore offered to all staff as part of their Induction, ensuring that staff become confident and proficient in supporting the various communication aids and devices in use across the school. Staff are also encouraged to be patient, allowing students time and opportunity to express their needs and choices.</p> <p>As a result, behaviours that may challenge are different and less frequent at Valence School, and when they do, the behaviours are not excessively aggressive. Students who are frustrated or emotionally distressed may express their frustrations by screaming biting, scratching and hair pulling. It is rare therefore that physical intervention is needed but when it is, there are strict guidelines that must be followed, and staff must be appropriately trained.</p> <p>Valence School adheres to the principles of the Mental Capacity Act and the Deprivation of Liberty safeguards and as such recognises that it is not acceptable to restrict people by the inappropriate use of equipment or aids and consideration is always given when</p>

	<p>considering the use of equipment as to whether the equipment is the least restrictive option to achieve the best outcome for that person. This includes turning off a person's electric wheelchair without their permission.</p> <p>All incidents where a student requires specific support in relation to emotional distress or behaviour that challenges must be recorded on the schools monitoring log CPOMS. These incidents will then become part of the monitoring and review process.</p> <p>If there is ever a need for any type of sanction or restrictive physical intervention, this must be recorded as per requirements.</p>
Rewards and Sanctions	<p>Rewards</p> <p>At Valence school we implement a behaviourist approach which is structured and predictable. We use a range of rewards for students, this could be:</p> <ul style="list-style-type: none"> • Descriptive praise, • Symbolic rewards appropriate to the student or class, • Praise postcards, which include Communication with parents and carers to inform them of the behaviour or achievement, • Special responsibilities/privileges, • Preferred activities above and beyond the scheduled daily activities <p>They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.</p> <p>Sanctions</p> <p>Sanctions are sometimes necessary to help students to understand that there is a consequence to their actions. Sanctions must be fair and just based on the need for the students to learn more appropriate ways of managing their behaviour, rather than as a punitive measure. Sanctions need to be applied as soon as possible after the behaviour occurs and tailored to the student's level of understanding. Students should be offered verbal reminders and provided with 'take up' time (a suitable warning and opportunity to modify their behaviour) before a sanction is implemented. The school may use one or more of the following sanctions in response to unacceptable behaviour:</p> <ul style="list-style-type: none"> • A verbal reprimand • Sending the pupil out of the class • Expecting work to be completed at home, or at break or lunchtime • Detention at break or lunchtime, or after school • Referring the pupil to a senior member of staff • Letters or phone calls home to parents • Agreeing a behaviour contract <p>Any sanctions or rewards used will form part of the student's Positive Behaviour Support Plan, jointly agreed with parents and regularly reviewed.</p>

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

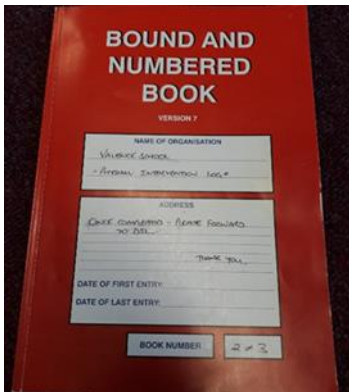
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy	

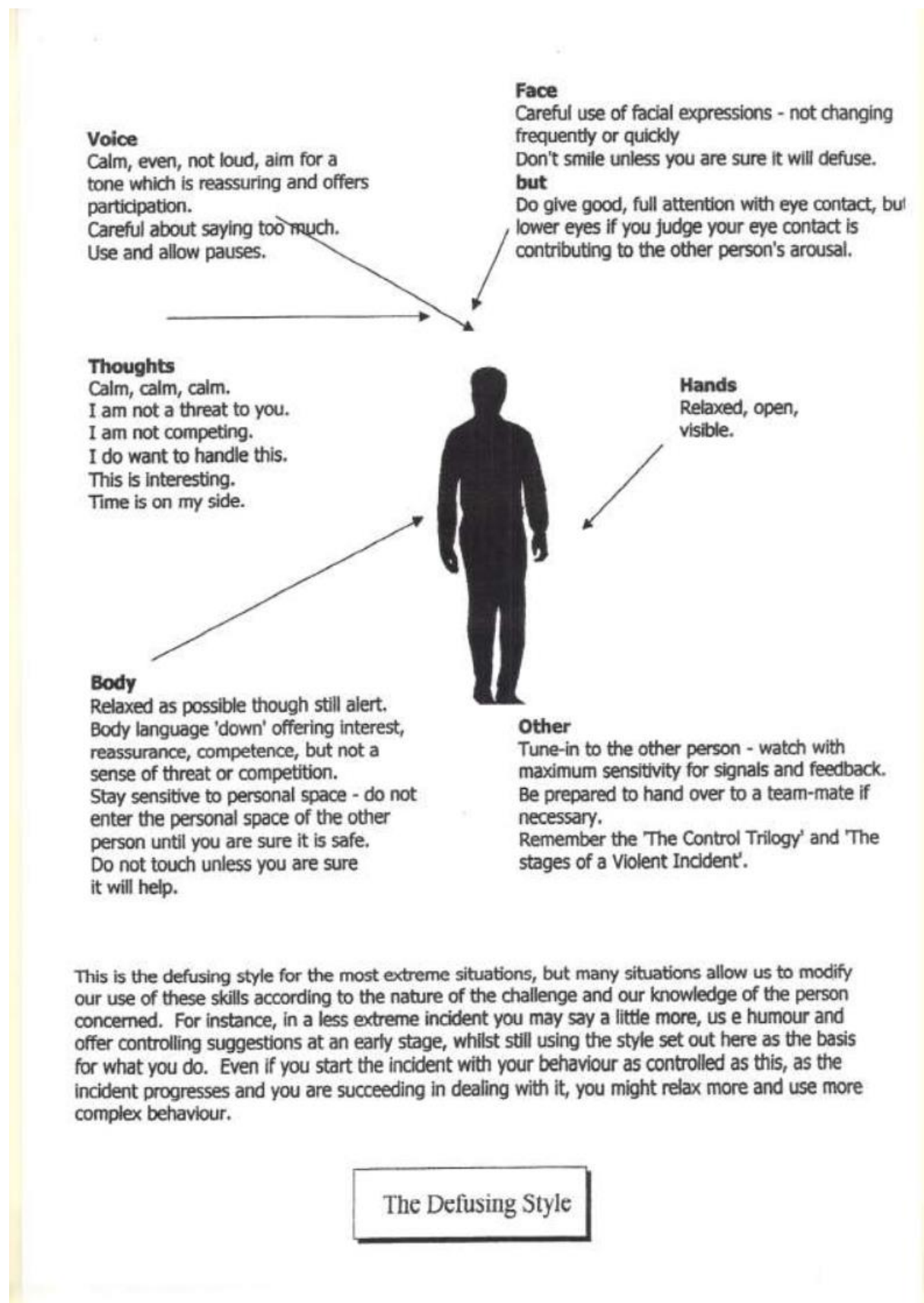
- Work positively to defuse situations by remaining calm and being sensitive to the individual's personal space.
- Intervention techniques can range from a quiet word to an individual through allowing space and time, possibly by removing other students from the location, implementing 'withdrawal' to physical interventions.
- Every intervention technique must be based on student needs – maintaining dignity and respect at all times.

	<ul style="list-style-type: none"> • Team-Teach is the main de-escalation and physical intervention approach used within school, but the use of PROACT-SCIPr-UK® is also recognised when utilised by those staff with current training. • Ensure that Team-Teach and PROACT-SCIPr-UK® guidelines are understood and included in the management of challenging situations; for example, giving physical empowerment, intonation and use of voice, body language and social cues.
Physical Intervention (including removal of power)	<p>Team-Teach and PROACT-SCIPr-UK® procedures must be adhered to in the event of physical restraint. Physical restraint may only be used with the appropriate safeguards to minimise the risk of injury to students and staff and only under circumstances which may present a threat to the safety of any students/ staff or significant damage to property.</p> <ul style="list-style-type: none"> • Any physical restraint used will comply with Team-Teach or PROACT-SCIPr-UK® approved techniques and will adhere to the least restrictive and minimal time principles. • Physical restraint, including the removal of power from wheelchair users, is seen as a last resort. Staff must be able to demonstrate that verbal prompts (including reminders of success) and strategies to diffuse and de-escalate the situation were deployed prior to the use of any physical restraint • In the event of the use of a physical intervention approach being used, The Physical Intervention Log must be completed, the DSL notified, and the incident recorded onto CPOMS. • <div data-bbox="590 1225 940 1615" data-label="Image">  </div> <div data-bbox="957 1283 1343 1572" data-label="Text"> <p>The Physical Intervention Logbook is available from Reception and must be completed and handed to the DSL within 24 hours.</p> </div> <ul style="list-style-type: none"> • Please refer to 'Removal of control or power from wheelchair users' for information specifically in this area (see appendix 3) • Students are likely to require an opportunity to calm down following an episode of challenging behaviour e.g. moving to an open area such as outside the classroom. A 'change of face' may be useful at this point, to help monitor and support the student. • All incidences are viewed as a learning opportunity by the school. It is important that the student is supported to reflect and to recognise why intervention was necessary and to

	collaboratively identify what changes are required in future to prevent escalation.
Suspension and Permanent Exclusion Process	<p>Summary of Suspension and Permanent Exclusion Process At our school.</p> <p>Suspension and Permanent Exclusion are only used as a last resort after other support measures have been considered. These actions may be necessary for serious breaches of school rules or persistent disruptive behaviour.</p> <ul style="list-style-type: none"> • Suspension: A suspension is a fixed period during which a student cannot attend school, including half-day suspensions. Suspensions or exclusions can start immediately or on a later school day. • Permanent Exclusion: In cases of serious rule-breaking or ongoing disruptive behaviour, a pupil may be permanently excluded, meaning they must leave the school permanently and will be provided with education elsewhere. • Communication: The school will inform parents as soon as possible about the suspension or exclusion and will try to arrange a meeting to discuss the decision in person. Parents will also receive written confirmation detailing the reason, duration, and any other relevant information. The decision to suspend or exclude a student will be made in conjunction with the school's Governing Body. If the pupil has a social worker or virtual school head, they will also be notified as well as the Local Authority or placing Local Authority for out-of-county students. • Parental Rights: If parents disagree with the decision, they can challenge the suspension or exclusion. The process for challenging the decision will be provided in writing. Parents should be aware that during the first five days of exclusion, they may be at risk of prosecution if their child is found in a public place without a valid reason. • Work During Exclusion: The school may provide educational work for the student during the exclusion period. <p>For more detailed information, parents can refer to the Department for Education's "A Guide for Parents on School Behaviour and Exclusion"</p> <p>https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion</p>
Positive behaviour training at Valence School	The programme used at Valence School is Team Teach, and this is recognised and sanctioned by KCC. Groups of staff are trained around the individual needs of a student. This will be reflected in the Positive Behaviour Support plan.

Appendix 1

'THE DIFFUSING STYLE'



Appendix 2 Positive Behaviour Support Plans at Valence School

Behaviour of young people at our school is outstanding. However, on occasions, staff require specific guidance with regards to some challenging behaviours. In order to support a young person in a consistent and supportive way, a Positive Behaviour Support plan may be used.

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change. Unlike traditional methods used, the focus is not on 'fixing' the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour.

PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. PBS suggests challenging behaviours are learned and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. There is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviours which just feel good. PBS helps people to get the life they need by increasing the number of ways of achieving these things: for example, by developing communication skills. PBS helps people to learn new skills. For new skills to be used regularly, they have to be more effective than the challenging behaviour. We can make this happen by understanding the reasons people display challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in the same way.

What is a Behaviour Support Plan?

A behaviour support plan is a document created to help understand and manage behaviour in children and adults who have learning disabilities and display behaviour that others find challenging.

A Behaviour Support Plan provides carers with a step-by-step guide to making sure the person not only has a great quality of life but also enables carers to identify when they need to intervene to prevent an episode of challenging behaviour.

A good behaviour support plan is based on the results of a functional assessment and uses Positive Behaviour Support (PBS) approaches. The plan contains a range of strategies which not only focus on the challenging behaviour(s) but also include ways to ensure the person has access to things that are important to them. The strategies used are referred to as Proactive Strategies and Reactive Strategies.

- Proactive strategies are intended to make sure the person has got what they need and want on a day-to-day basis and also includes ways to teach the person appropriate communication and life skills.
- Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the person is distressed or anxious and more likely to display challenging behaviour.

A good behaviour support plan has more Proactive strategies than Reactive ones. This helps to ensure that the focus of the plan is not just on the challenging behaviour but provides ways to support the person to have a good life, enabling the person to learn better, more effective ways of getting what they need.

Who is it for? A behaviour support plan is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their life. For example, it may result in exclusion from places like schools, day centres and mainstream community activities e.g. swimming pool. A behaviour support plan can be developed and used at any age. The earlier challenging behaviour can be understood and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them.

Why do you need one?

To help effectively respond to challenging behaviour a good Behaviour Support Plan is vital. A Behaviour Support Plan aims to reduce the likelihood of challenging behaviour happening and if used consistently is very successful in supporting the person to find other ways to communicate their needs. The emphasis is on preventing the need for challenging behaviour but also helps carers to identify when an individual may display challenging behaviour, giving them a chance to intervene before the behaviour escalates. This can avoid a full-blown incident of challenging behaviour. Everyone has different beliefs about what is right and wrong and how behaviour 'should' be managed, based on their own experiences and understanding. Using a Behaviour Support Plan means that everyone consistently uses the same techniques, rather than everybody 'doing their own thing' based on what they think is best.

For further information in how to create a Positive Behaviour Support plan, please see The Challenging Behaviour Foundation

Appendix 3

Removal of control or power from Wheelchair users

In simple terms, turning a powered wheelchair off is restraint, and should be treated as such. It should also be recorded within the Physical Intervention Log, held in reception. Once completed this should be handed to the DSL.

Wheelchair users who do not have an attendant control should be considered to be independent drivers and removal of power or control to these users would always be considered restraint.

Restraint – the removal of power or control from a powered wheelchair user – should only be done in order to prevent harm to the wheelchair user, other students or staff, or property.

As soon as the situation is made safe power or control should be restored to the wheelchair user.

Restraint - the removal of power or control from a powered wheelchair user - should never be used as a sanction.

The removal of control (rather than power) to a powered wheelchair user who does have an attendant control is restraint:

- If it is done without the consent of the student in order to prevent harm to the wheelchair user, other students or staff or property.

As soon as the situation is made safe control should be restored to the wheelchair user.

Restraint - the removal of power or control from a powered wheelchair user - **should never be used as a sanction.**

The removal of control (rather than power) to a powered wheelchair user who does have an attendant control is not restraint:

- If it is done at the request of the wheelchair user [for example to support them with a journey or maneuver]
- If the wheelchair user has a plan which indicates that they should only have control at certain times or in certain places
- If it is part of a 'learning to drive' process and control/power is being removed/returned as part of that process
- The wheelchair user has a plan indicating that the attendant control is the normal method for controlling the wheelchair and user control is rare.