



**BEHAVIOUR**  
**Philosophy, Principles and Practice**

<b>Policy Owner</b>	<b>Lisa Kavanagh</b>
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**This is a core policy which forms part of the induction for all staff.**

It aims to provide staff with a clear framework, whereby they can find appropriate support and expertise, when confronted with challenging behaviour. This policy does not intend to act as an exhaustive guide to Behaviour Management but to act as a map directing staff to relevant support, knowledge and expertise found within Valence School.

This policy is written in compliance with [Section 89 Education and Inspections Act 2006](#)

And in accordance with the [Equality Act 2010](#) and [Behaviour and discipline in schools DfE January 2016](#) and Ofsted's document, [Positive Environments Where Children Can Flourish](#)

This policy should be read in conjunction with

- Safeguarding Policy
- Physical Intervention and Positive Handling Policy
- Valence School Code of Conduct

## **Philosophy**

This policy is also to promote socially appropriate behaviour so that all our students can become responsible young people able to participate fully in the community: -

- To set high expectations for our students whilst valuing each child individually, treating all students with the same respect and dignity regardless of the degree of disability, learning difficulties or behavioural challenges that they may present.
- To be intolerant of and report any racist, homophobic or sexist behaviour or language or any form of bullying.
- To adopt specific approaches for different pupils according to their individual needs - within a broad framework of agreed standards and expectations for the whole school community.
- To train appropriate teams of staff in strategies for the management of challenging behaviour.
- To work as a multidisciplinary staff group to support the whole needs of the student.
- To involve parents and carers as partners in the implementation of this policy.

## **Principles**

Valence School staff recognise the following key principles;

- 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 centred philosophy of care and support is essential for the management of students' behaviour. There should be a shared 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.
- We believe that all behaviours, including the most challenging, represent attempts to communicate.

## **Practice**

- When conveying information about a student to colleagues, include the student in the discussion or hold the conversation elsewhere.
- Dialogue between members of staff should be professionally appropriate, providing a model for social interaction.
- 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
- Be aware that good practice can include walking away or stepping back and letting someone else deal with a situation.

- Levels of support will include encouragement and reassurance for the student(s) after the incident, for the staff team who usually deal with the student(s) and for the person or people intervening.
- Reports should be written as soon as possible after an event and must be completed on the same day as the incident occurred.
- Have written Positive Behaviour Support (PBS) plan to assist the student to develop more positive and constructive ways of interacting with his/her world.
- Review these regularly and amend as necessary.
- Good practice will include re-visiting these guidelines on frequent occasions.

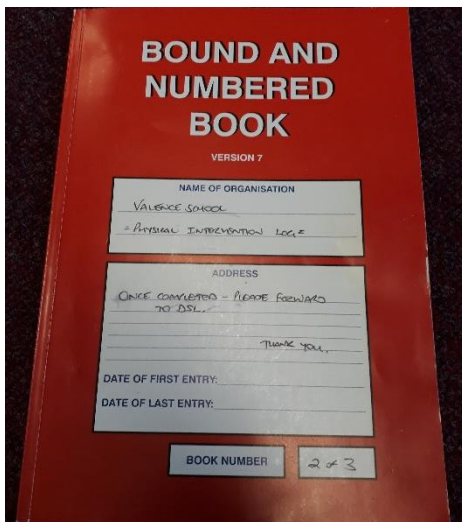
We will utilise all available knowledge, methods and literature/research which supports us in supporting appropriate behaviour in students; possible strategies may include the following:

- Analysis – ABC charts (Antecedents, Behaviour and Consequences), frequency charts, focused observations.
- Regular discussion and good team work.
- Involving other professionals e.g. Social Services, CAMHS, Clinical Services.
- Highlighting good behaviour seen in students to themselves and their peers.
- Implement Positive Behaviour Support plans where appropriate, to ensure that all staff are confident in dealing with the behavioural needs of the students they are to come in contact with.
- Positive reinforcement and rewards, including understanding that different pupils will be motivated by different rewards.
- Fair and reasonable sanctions
- Distraction techniques- redirecting student attention to another activity or task which will engage them.
- Systems which support understanding and confidence: clear appropriately targeted communication/language, visual timetables – using words, symbols or pictures, objects of reference.
- Team-Teach and PROACT-SCIPr-UK® de-escalation techniques
- Consistency of response to the specific behaviour in the same way every time by all staff and others involved with the student.
- Compromise and avoid confrontation.
- Effective recording of behaviour, incidents and physical intervention.
- Ongoing monitoring and review of trends in behaviour and physical interventions over time.

### **Practice specific to interventions**

- 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 student need –driven, maintaining dignity and respect at all times.
- 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.
- Team-Teach and PROACT-SCIPr-UK® procedures must be adhered to in the event of physical restraint. Physical restraint may only be used under the strict regulations outlined in Physical Intervention and Positive Handling Policy with the appropriate safeguards to minimise the risk of injury to students and staff and only under circumstances which may present a threat to safety of any students/ staff or significant damage to property. The Physical Intervention Log must be completed in the event of the use of a physical intervention approach being used.
- Please refer to 'Removal of control or power from wheelchair users' for information specifically in this area (see appendix 3 )
- Students may seek an opportunity to calm down from an episode of challenging behaviour e.g. moving to an open area such as outside the classroom



The Physical Intervention Log can be found in reception. This should be filled in in the event of any physical intervention and once completed should be handed to the Designated Safeguarding Lead.

## Seclusion

Seclusion is defined as involuntary confinement and cannot be part of a planned strategy within the school. Seclusion contravenes Human Rights Legislation and is unacceptable practice other than in extreme circumstances. If seclusion is utilised it is only used as a **last resort** in **exceptional circumstances** e.g. when a student is persistently demonstrating physically aggressive behaviour towards peers / staff and physical intervention is necessary to prevent this and staff are unable to take a pupil safely to an area where they do not have to physically restrain the pupil and can observe the pupil from a distance e.g. the playground.

It should always be in the best interest of the child and never for ease of management. It must only be used for the minimum time needed to restore safety and when all other strategies have been used or deemed inappropriate. Any use of seclusion should be in line with advisory guidance contained within [Behaviour and Discipline in school DfE 2016](#) . Following any use of seclusion, an immediate behaviour support plan review is triggered and parents must be informed.

## **Training**

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.

## **Complaints and allegations against staff**

Valence School follows the statutory guidance of [Part four: Allegations of abuse made against teachers and other staff From Keeping Children Safe in Education DfE 2016](#) and KCC's guidance for managing allegations against staff [KCC's guidance for managing allegations against staff](#).

If a complaint is received from a young person or parent who alleges some form of injury or abuse, then the complaint must be recorded in writing. A full and detailed investigation will then be conducted immediately.

Attention should be drawn to [KCC's guidance for managing allegations against staff](#)

**4.2** *Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure the matter is reported to the Principal or the school's Designated Safeguarding Lead. In the event that neither the Principal or the DSL is available then the matter should be reported to the Deputy. Individuals with concerns must be encouraged to report this as quickly as possible and to the most senior person available at the time. An investigation may be impeded if a concern is reported late and/or is communicated through several individuals before Principal or DSL, and it is important that the school establishes at this stage who the lead contact will be for liaison purposes.*

And

**4.4** *In all cases, the Principal, (or the DSL in cases where the Principal is involved), must have an immediate preliminary consultation about the allegation or concern with the LADO who will advise on further action in accordance with this procedure as appropriate. This is not the beginning of an investigation, but part of the basic information gathering process. This advice will include who should be made aware that an allegation or concern has been raised.*

And

**4.7** *Where the allegation relates to the use of physical intervention to restrain a pupil (Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable to keep a situation safe), the Principal should consult with the LADO in the first instance as this may be appropriately managed within the school. It is important for this consultation to take place to demonstrate that the school has acted in an open and transparent manner in establishing if the allegation meets the threshold for referral. An allegation of assault beyond the use of reasonable force however, would need to be referred to SCS as a child protection matter.*

### **Pastoral care for school staff following an allegation**

Staff will not automatically be suspended following an allegation of misconduct pending an investigation. Staff who have been accused of misconduct will be offered pastoral care, through their line management and supervision opportunities.

### **Rewards and Sanctions**

#### **Rewards**

At Valence school we implement a behaviourist approach which is structured and predictable. We use a range of rewards for students this could be:

- 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

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

#### **Sanctions**

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Staff and volunteers should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed. The use of corporal punishment of any kind is illegal and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those staff and volunteers who work with or on behalf of children and young people. It is important for our children and young people to clearly link a specific behaviour with its consequence and the consequence needs to be a natural consequence, which makes sense to a child.

It is unacceptable to use aversion /punitive sanctions within Valence school

- No hitting, shouting
- Making racial/sexist or derogatory remarks.
- This includes threats, withholding food or drink when this is part of their lunch etc.

Please refer to Valence code of conduct

Any member of staff seen or heard to carry out any of the above would be investigated and disciplinary procedures will be taken. These actions would be deemed unlawful through The Children's Act 1989 and 2004.

### **Discipline Beyond the School Gate**

This refers to all non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Valence School will consider its response to misbehaviour when the young person is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

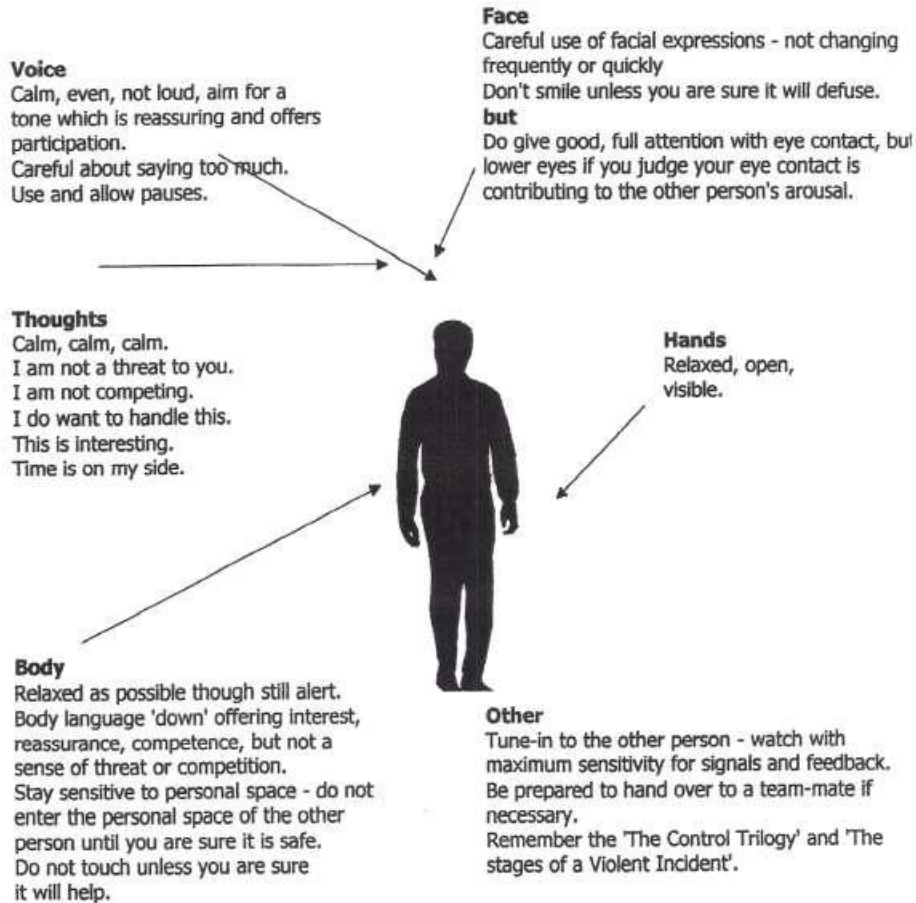
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the Valence School's Principal will consider whether it is appropriate to notify the police of the actions taken against a pupil. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.



## Appendix 1

### 'THE DIFFUSING STYLE'



This is the defusing style for the most extreme situations, but many situations allow us to modify our use of these skills according to the nature of the challenge and our knowledge of the person concerned. For instance, in a less extreme incident you may say a little more, use humour and offer controlling suggestions at an early stage, whilst still using the style set out here as the basis for what you do. Even if you start the incident with your behaviour as controlled as this, as the incident progresses and you are succeeding in dealing with it, you might relax more and use more complex behaviour.

The Defusing 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.

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 manoeuvre]
- 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.