

## **Behaviour Policy (Dec 2022)**

<b>This policy has been written for...</b>	All staff and students at Valence School.
<b>Copies of this policy may be obtained from...</b>	<ul style="list-style-type: none"><li>• The School web site - <a href="https://www.valenceschool.com/">https://www.valenceschool.com/</a></li><li>• It is available as a hard copy on request from reception.</li><li>• Hard copies for reference are filed in the staff resource room</li></ul>
<b>Participants and consultees in the formulation of this policy were...</b>	The Principal, Senior Leadership Team & school Governing body
<b>Edition, Review frequency and dates</b>	<p>Date written: December 2022 Date agreed and ratified by Governors: January 2023 Date of next review: Dec 2023 <i>This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.</i></p>
<b>Relevant statutory guidance, circulars, legislation &amp; other sources of information are...</b>	<p>This policy is based on advice from the Department for Education (DfE) on:</p> <p><a href="#">Behaviour and discipline in schools</a> <a href="#">Searching, screening and confiscation at school</a> <a href="#">The Equality Act 2010</a> <a href="#">Keeping Children Safe in Education</a> <a href="#">Use of reasonable force in schools</a> <a href="#">Supporting pupils with medical conditions at school</a></p> <p>It is also based on:</p> <ul style="list-style-type: none"><li>• The <a href="#">special educational needs and disability (SEND) code of practice</a>.</li><li>• Section 175 of the <a href="#">Education Act 2002</a>, which outlines a school's duty to safeguard and promote the welfare of its pupils</li><li>• Sections 88-94 of the <a href="#">Education and Inspections Act 2006</a>, 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</li></ul> <p>Ofsted Education Inspection Framework (2021) Ofsted 'Positive Environments Where Children Can Flourish'</p>

	Valence School Code of Conduct Valence School Grievance Procedure Valence School Child Protection Policy Valence Anti-Bullying Policy
<b>The lead members of staff are</b>	<p>Lisa Kavanagh – Vice Principal (Head of Safeguarding &amp; Social Care) &amp; Behaviour Lead for Residential &amp; Residential Students)</p> <p>Matt Strange – Vice Principal (Head of Teaching &amp; Learning) &amp; Behaviour Lead for Education &amp; Day Pupils)</p>
<b>Definitions and key terms used in this policy...</b>	DSL (Designated Safeguarding Lead) KCSIE (Keeping Children Safe in Education, 2022) WTSC (Working Together to Safeguard Children, 2018) LADO – Local Authority Designated Officer
<b>The Rationale and Purpose of this policy</b>	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.
<b>Appendices</b>	Appendix 1 – ‘The Diffusing Style’. Appendix 2 – Positive Behaviour Support Plans at Valence School. Appendix 3 – Removal of control or power from Wheelchair users.
<b>Key Personnel</b>	<p><b>Roland Gooding</b> (Principal)  Contact details: email: <a href="mailto:rgooding@valence.kent.sch.uk">rgooding@valence.kent.sch.uk</a> tel: 01959 565627 (ext 1100) / 07896905605</p> <p><b>Lisa Kavanagh</b> (Vice Principal - Designated Safeguarding Lead &amp; Head of Safeguarding &amp; Social Care)  Contact details: email: <a href="mailto:lkavanagh@valence.kent.sch.uk">lkavanagh@valence.kent.sch.uk</a> tel: 01959 567810 (ext 1103) / 07912 124724</p> <p><b>Matt Strange</b> (Vice Principal -Head of Teaching &amp; Learning)  Contact details: email: <a href="mailto:mstrange@valence.kent.sch.uk">mstrange@valence.kent.sch.uk</a> tel; 01959 562156 (ext 1102) / 07894483673</p> <p><b>Jo Chivers</b> (Residential Care Manager)  Contact details: email: <a href="mailto:jchivers@valence.kent.sch.uk">jchivers@valence.kent.sch.uk</a>  tel: 01959 567819 (ext 1104) / 07896905095</p> <p><b>Zena Belton</b> (Assistant Principal)  Contact details: email: <a href="mailto:zbelton@valence.kent.sch.uk">zbelton@valence.kent.sch.uk</a>  tel:01959 567811 (ext 1106) / 07894483666</p> <p><b>Vanessa MacPherson</b> (Assistant Principal)  Contact details: email: <a href="mailto:vmurray@valence.kent.sch.uk">vmurray@valence.kent.sch.uk</a>  Tel. 01959 562156 (ext 2270)</p> <p><b>Brian Davies</b> – Chair of Governors <a href="mailto:bdavies@valence.kent.sch.uk">bdavies@valence.kent.sch.uk</a></p> <p><b>Carys Long</b> – Child Protection &amp; Safeguarding Governor  <a href="mailto:clong@valence.kent.sch.uk">clong@valence.kent.sch.uk</a></p>

## Introduction and Ethos

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-centred way.

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.

## Aim

The purpose of this policy is:

- 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 and appropriately and accurately recorded with all such incidences reviewed by the DSL and Pathway Lead.

## 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 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.

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- 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**

- 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).
- 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 student 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. Strategies identified within PBSP are reviewed regularly and amended as necessary.

## **What is Positive Behaviour Support?**

On occasion, staff require specific guidance with regards to challenging behaviours. In order to support a child / young person in a consistent and supportive way, a Positive Behaviour Support Plan may be used (see Appendix 2).

Positive Behaviour Support (PBS) is a 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-centred values and behavioural science and uses evidence to inform decision making.

PBS suggests that challenging behaviour always happens for a reason and may be the person's only way of communicating an unmet need. In understanding the

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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.

***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.*

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 encouraged to be patient, allowing students time and opportunity to express their needs and choices.

All incidents where a student requires specific support in relation to emotional distress or challenging behaviour is recorded. These incidents will then become part of the monitoring and review process.

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**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:**

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

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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:

- A verbal reprimand.
- Sending the pupil out of the class.
- Expecting work to be completed at home, 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.
- Confiscation of a student's mobile phone or device, in accordance with our Online Safety Policy, if staff believe it is being used to contravene our child protection or behaviour policy.

Any sanctions or rewards used will form part of a student's Positive Behaviour Support Plan, jointly agreed with parents and regularly reviewed.

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**Physical Intervention  
(including removal of power)**

The programme used at Valence School is Team-Teach and 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.

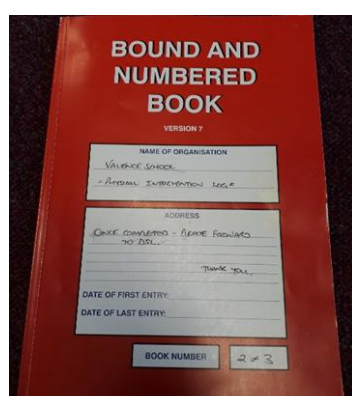
Behaviour at Valence School is not excessively aggressive. Often students who are frustrated or emotionally distressed may express their frustrations by screaming, biting, scratching and hair pulling. It is rare, therefore, that physical intervention is needed, but when it is, there are strict guidelines that are followed with appropriately trained staff:

- 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 to 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.

- 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 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:

- 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.



**The Physical Intervention Logbook is available from Reception and must be completed and handed to the DSL within 24 hours.**

- 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

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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.

**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.

## Bullying

**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.

## Complaints & 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 2021](#) and [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.

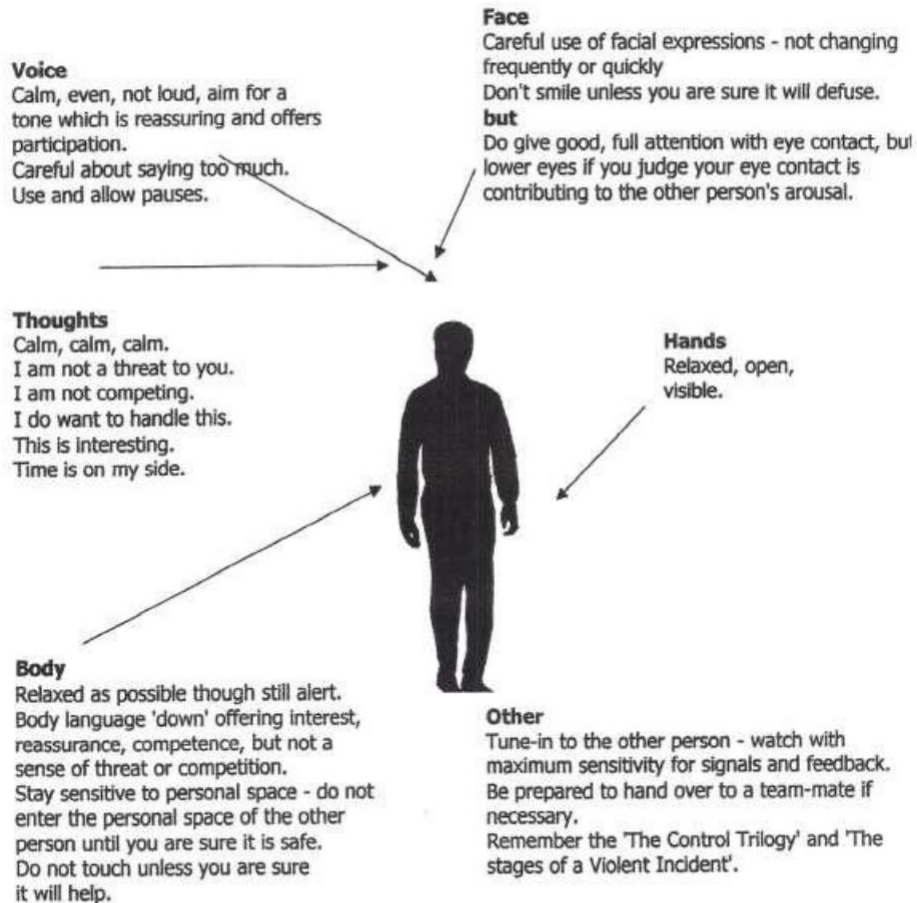
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## **False allegations**

Valence School encourages all staff to voice their concerns and allegations, safe in the knowledge that those who make allegations in good faith, that do not prove to be true, will not be reprimanded.

## 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**

Positive Behaviour Support (PBS) is based upon the principle that if you can teach someone a more effective and acceptable behaviour than the challenging one, the challenging behaviour will reduce. PBS suggests challenging behaviours are learned, and so are open to being changed.

#### **What is a Behaviour Support Plan?**

A Behaviour Support Plan is a document 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 has a great quality of life, and enables carers to identify when they need to intervene to prevent an episode of challenging behaviour.

It is based on the results of 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 include 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 challenging behaviour but provides ways to support the person to have a good life, enabling the person to learn better and 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 their life. For example, it may result in exclusion from places like schools, day centres and mainstream community activities e.g., a 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.

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.