1.0 Rationale

This policy reflects the values, and ethos of Ickburgh School in relation to behaviour management of our learners. It provides insight on the methods in place in the day to day management and support of learners, including, identification of needs and the organisation of specific arrangements.

All learners are entitled to receive a curriculum, which is relevant, broad and balanced and to be taught in an environment, which is positive and responsive to their needs. It is recognised that, some learners require structured support and guidance in order to enable them to live full and valued lives in spite of the challenges their behaviour presents. The behavioural challenges presented by a small number of learners mean that some form of physical intervention may be unavoidable.

2.0 Our values

The values of the school are as follows:

- Diversity, tolerance and respect
- Meeting individual need
- Positive expectations of success
- Health and wellbeing
- Honesty, openness and truthfulness
- Pride in everything we do

3.0 Aims

The aims of this policy are as follows:

- To provide a framework for considering the needs of learners who experience significant difficulties with their behaviour.
- To ensure that all concerned apply a positive approach to working with learners who experience significant difficulties with their behaviour.
- To promote understanding and sensitivity in providing the support required by individual learners.

4.0 Ethos

- That learner's behaviour is communicating a need and requires a response based on a positive ethos of respect which results in constructive and affirmative interventions.
- A commitment to working in the best interest and well-being of all the learners.
- The belief that all learners have the right to be treated with respect and dignity at all times.
- That a learner's behaviour meets a need for that individual.

5.0 Context

Learners

Our learners have a significantly greater difficulty in understanding and acquiring knowledge, skills and understanding than the majority of peers of the same age; and some, additionally experience a physical or sensory disability which prevents or hinders them from undertaking personal care tasks and using facilities /resources without support.

Broad areas of need

Cognition and learning

All of our learners learn at a slower pace than their peers, even with appropriately differentiated interventions and curriculum. Learning difficulties cover a wide range of needs, severe learning difficulties (SLD), where learners will need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Communication and interaction

All of our learners with speech, language and communication needs (SLCN) have significant difficulty in communicating with others. This is likely to be because they have difficulty saying what they want to and therefore may not be fully understood and, or difficulty in comprehending what is being said to them, and therefore may not respond in a typical manner.

Social, emotional and mental health difficulties

Some of our learners may experience social and emotional difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems, which manifest themselves in different ways. These may include becoming withdrawn or isolated, and/or displaying conduct behaviours that might be challenging, disruptive, destructive, aggressive or disturbing behaviour.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.0 Behaviours

- Some behaviours raise concerns because they risk injury to the person concerned or others. Examples of these behaviours are aggression towards other people, self-injurious behaviour and actions performed with a reckless disregard for safety. When confronted with these behaviours, staff may decide that they have no alternative other than to restrict the person's range of physical movements. Whilst there may be occasions when this is unavoidable a range of strategies are employed to minimise the need for any physical intervention. Any planned physical interventions used will be from those documented within a learner's behaviour intervention plan, agreed with that individual's parents/ carers.

7.0 Strategies

We have a range of strategies to use to create a personalised programme of support for learners.

7.1 Plan (Provide a climate for Learning - Appendix One)
- Focus on inclusive practice and overcoming barriers to learning
- Preparation to learn strategies - PMLD@ickburgh, SLD@ickburgh, ASD@ickburgh
- Provide structure and routine (to provide security for the learner and an opportunities to thrive).

7.2.1 Do (Take steps to understand behaviour – Appendix Two)

- Develop a common understanding of our learner and a common considered, measured and planned response.
- Create the most practicable environment around the learner
- Use visual cues and schedules
- Use aural prompts/interacts using adult child interact techniques (language simple, 'pause' for responses, observe and listen)
- Tactile learner actively engaged in learning
- Anticipate, de-escalate using distraction (activities/tasks) tailored for learner.
- Build on learner's strengths interests and needs to create activities for choosing and reward.
- Create opportunities for expressive and receptive communication.
- Scaffold learning, and use overlearning.

7.2.2 Social (Extend pupils social/resilience emotional intelligence skills)
- Ensure safeguarding procedures are known and adhered to.
- Create opportunities for planned social interaction at appropriate peer group level.
- Create opportunities for role play, exploration, turn taking, choice making, child led / initiated activities.
- Write and use a social story to reinforce positive modelling. (A social story is a short description of a situation, event, or activity with information about what to expect, why action is important, and how best to respond.)
- Create opportunities for control and choice-making.

7.2.3 **Review** (if unwanted behaviours persist..)
  - If unwanted behaviours persist introduce a behaviour intervention plan (if there are three incidents recorded in one term).
  - Collaborate with parents and carers. Meet and discuss plans with parents / carers and seek agreement on a way forward.
  - Monitor pupil's response to a more structured approach and feedback to parents / carers.
  - Collaborate with professionals
  - Good collaboration between health (speech and language therapy, occupational therapy, physiotherapy, nursing, dietician, paediatric consultant's) education (educational psychologists, specialist teachers, the schools family liaison workers) and social care (social workers, safeguarding team) to solution find and focus on inclusive practice and overcoming barriers to learning.
  - Frequency monitoring chart, class team and departmental heads review and change practice accordingly.
  - Physical interventions recorded and contained in bound and numbered book.
  - Use reports to inform Governors of incidents and actions.
  - Report to parents/carers successes and challenges

8.0 Family Liaison workers

Our family liaison workers:
  - Are higher learning teaching assistants who take a lead role in managing and delivering pastoral support to learners.
  - Establish constructive relationships with and between agencies.
  - Support in delivering out of school activities and learning activities for parents/ carers in and out of school.

9.0 Risk Assessment

  - Individual programmes fulfil the need for a risk assessment. Risk assessments for an activity, in school or out in the community are carried out as part of planning, by all teaching staff. All staff are continually assessing risk for every learner throughout the day.

10.0 Managing challenging Behaviour

  - Ickburgh school staff are coached in supporting preparation to learn strategies, behaviour intervention plans, positive behaviour strategies and de – escalation.
  - Some of the staff receive team-teach training and are therefore eligible to use physical intervention, sparingly - using team-teach methods and approaches.
  - With prior authority of the senior leadership team staff trained to use team-teach methods will from time to time screen and search learners to

keep them and others safe from harm, and parents / cares will be notified of actions.
- Should the need arise on educational trips or on school transport, staff will retain the power to discipline beyond the school gate, using methods as described in the policy above.
- The Education and Inspections Act 2006, now supersedes Circular 10/98 and teachers and non-teaching staff do not require authorisation from the headteacher to use reasonable force. In any unusual event where this may occur, parents and carers will be informed and actions recorded and reviewed, by the senior leadership team.

11.0 Training staff

- Focussed on promoting positive behaviour support
- Embedded in putting the learner at the centre of their growth, developing skills, knowledge and understanding in preparation for their adulthood.
- Focus is on inclusive practice and overcoming barriers to learning, using a range of different strategies.
- High quality training to improve staff skills and quality of interventions

12.0 The Behaviour Management Policy

- This Behaviour Management Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

13.0 Exclusion

- Occasionally it might be necessary to exclude a learner as a result of a serious incident, caused by the learner. This school will use the protocol outlined by Hackney Learning Trust (Appendix Five).

- Exclusion is when a child is not allowed to attend school permanently or temporarily because they misbehaved. The headteacher can only exclude a child in line with the school's behaviour policy.

- This school uses Hackney Council Good Practice Guide, 'no need to exclude' (Appendix Six), to reduce reasons for exclusion. However, on rare occasions there might be a reason to exclude (following the Councils procedures) in the event of a serious incident causing injury to a learner or member of staff. The purpose of the exclusion would be to review procedures, and consult with key stakeholders namely parents/ carers, Educational psychology service, the class team, Department Head and Hackney Learning Trust, to come to a resolution and put into place next steps strategy.

Ickburgh School Behaviour Policy

Appendix One

Preparation to learn strategies	**Provide a climate for learning**
	PMLD@Ickburgh
	SLD@Ickburgh
	ASD @Ickburgh
	➢ Structure and routines and high expectations
	➢ Environment
	➢ Adult child interaction
	➢ Alternative & Augmentative Communication
	➢ Strategies for de-escalation

Ickburgh School Behaviour Policy

Appendix Two

	Understand the behaviour (steps to take)
If pupil is.....	What is pupil doing..? Where is it happening? How long does it last? Behaviour should be interpreted as a means of communication Triangulated observation at home and school and professionals will provide a baseline of the repertoire of behaviours that typify pupils interaction with others
We think.....	How are adults interpreting the behaviour they see? What is this behaviour trying to tell us? Interpretation of the behaviour needs to be shared and understood by key adults so that responses are as consistent as possible and address the issue forward point that is being communicated by pupil
We should.....	Best course of action to take.... What is this behaviour trying to tell us? Operating on the assumption that a pupils behaviours are being accurately interpreted, staff can then adopt strategies which they feel will best suit the situation/ context in which the behaviour occurs.
Behaviour Intervention Plan	Shared with parents / carers Signed agreement (interim verbal, record)
Preparation to learn monitor sheet	Period of time monitoring Clear what monitoring Review date

Appendix Three

	Steps to manging unwanted behaviour	
Document	**Purpose**	**Link to an example**
• Pen Portrait	• One for each individual pupil and contains personal and medical information, and care needs;	• (see P:\10. Pen Portraits\MK)
• Context Sheet	• whole class summary	• (see P:\8. Context sheets\Orange class)
• Preparation to learn	• one sheet for each individual pupil/student, kept on display so class team can see how to support learning	• (see P:\3. Preparation to Learn\Red class)
• Behaviour Intervention Plan	• use if a pupil is not able to regulate self within the preparation to learn framework and requires additional support.	• (see P:\14. Behaviour Intervention Plans BLANK)
• Frequency monitoring chart	• to monitor and review responses to the BiP.	• (see P:\15. Frequency monitoring charts BLANK)

- This slide Co-produced at teachers mtg 10.10.17
- The implementation of this policy is the responsibility of the whole staff team.

Ickburgh School Behaviour Policy

Appendix Four

Behaviour recording						
Level	**What this looks like**	**Behaviour intervention plan**	**How recorded**	**Time**	**Where to retain**	**Next steps**
Low	Task avoidance, non-compliance, vocal, low level disruption	No	Not recorded unless this behaviour occurs twice a week then start a frequency monitoring chart		class	Monthly monitoring by class pass conclusions to DSL Monthly review of BIP (CT) BIP review paperwork to HoD to monitor Not reported to governors
		Yes	Frequency monitoring chart		class	
Medium	Non personal: Misuse of objects, stripping, urinating, defecating,	No	Incident form	2 minutes or less	DSL office	Create BIP after 3 incidents in one term (CT) Include data in report to governors (DSL)
		Yes	Frequency monitoring chart		class	Monthly monitoring of chart (class team) Conclusions passed to DSL Monthly review of BIP (CT) BIP review paperwork to HoD to monitor
	Directed at person, e.g. hitting, biting, kicking, spitting	No	Incident form		DSL office	Create BIP after 3 incidents in one term (CT) Include data in report to governors(DSL)
		Yes	Frequency monitoring chart		class	Monthly monitoring of chart (class team) Conclusions passed to DSL Monthly review of BIP (CT) BIP review paperwork to HoD to monitor
High	Event causing an injury	No	Incident form		Incident form to DSL Accident form admin office	Accident form to HLT (admin) Create BIP after 3 incidents in one term (CT) Monthly review of BIP (CT) BIP review paperwork to HoD to monitor Include data in report to governors(DSL)
		Yes				
	Sustained misuse of property	No	Incident form	Over 2 minutes	DSL office	Create BIP after 3 incidents in one term (CT) Monthly review of BIP BIP review paperwork to HoD to monitor Include data in report to governors(DSL)
		Yes				
	Sustained physical attack on person	No				
		Yes				
Inter-vention	Restraint needed	No	Incident form and Accident form		Form handed to DSL	Letter to parents from DSL Record in bound and numbered book (DSL) Create BIP (CT) Monthly review of BIP(CT) BIP review paperwork to HoD to monitor Include data in report to governors(DSL)
		Yes				

Key

BIP: Behaviour Intervention plan   CT: Class teacher   DSL: designated safeguarding lead

HLT: Hackney Learning Trust   HoD: head of Department

Ickburgh School Behaviour Policy

Appendix Five

Hackney Learning Trust

What is an exclusion?

Exclusion is when a child is not allowed to attend school permanently or temporarily because they misbehaved. The headteacher can only exclude a child in line with the school's behaviour policy.

Types of exclusions

Permanent exclusions

When the headteacher decides that your child should not return to that school. Schools should only exclude a pupil permanently as a last resort and usually as a consequence of:

- serious or continuous breach of the school's behaviour policy; and
- a risk of harm to other pupils.

Fixed term exclusions

When the headteacher excludes a pupil from school for a set number of days. This can be up to 45 school days in any year. Schools must provide excluded students with full-time education from the sixth day of exclusion.

After an exclusion

Parents can complain to the school's governing body. This depends on the nature and length of the exclusion. If the governing body supports and maintains a permanent exclusion, the parent or guardian can appeal to an Independent Review Panel.

Further information and advice

- Download the exclusions booklet to understand the process

The booklet also has information about your rights and responsibilities.

https://www.learningtrust.co.uk/schools/schoolsinfo/Pages/Exclusions.aspx

Appendix Six

No Need to exclude Good Practice Guide

https://www.learningtrust.co.uk/TPG/PFS/No%20need%20to%20exclude/No%20Need%20to%20Exclude.pdf

Supporting materials

The Equality Act 2010

http://www.legislation.gov.uk/ukpga/2010/15/contents

Children and Families Act 2014, Part 3

http://www.legislation.gov.uk/ukpga/2014/6/part/3

Special Education Needs and Disability Code of practice: 0-25 years January 2015, Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Hackney Learning Trust – Positive Handling

https://www.learningtrust.co.uk/SEND/Documents/Hackney%20Learning%20Trust%20Positive%20Handling%20Policy.pdf

The challenging behaviour foundation

http://www.challengingbehaviour.org.uk/understanding-behaviour/communication-sheet.html

Team-teach

http://www.teamteach.co.uk/

SCERTS

http://www.scerts.com/

Policy links

Ickburgh School safeguarding policy