Policy Number 2

Behaviour

Ethos

Our Education provision provides a caring and supportive learning environment that encourages positive behaviour where all members of the learning community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (e.g. gaining attention or coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative means to achieve the same goal and ultimately build self-esteem.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

The term behaviour support is used in this document, as opposed to behaviour management, as it implies the need to consider all aspects of each learners' behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment.

SEN, Additional Needs and Behaviour

People with additional needs (particularly those identified with SEMH and Autism conditions) often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. These young people may also experience difficulty communicating their needs effectively which has the potential to lead to high levels of frustration.

Young people with additional and specific educational needs can behave in ways that often hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable our learners and the young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Our Approach:

We aim to provide a low arousal, non confrontational approach with empathy for, and understanding of, young people we educate.

We use positive behaviour support to help understand behaviour whilst respecting individual learners and their needs, e.g.

- o Assessment and previous information
- o Pupil passports and PHP's that identify settings and triggers, as well as proactive, preventative and reactive strategies
- o Cohesive implementation through, information sharing by key staff teams
- o Monitoring and collecting data
- o Regular review cycles

We recognise that most behaviour is a coping strategy and aim to develop regulation skills and strategies to maintain the optimum level of sensory and emotional arousal to cope with everyday stress in order to attend, engage and learn.

We aim to increase independence and reduce anxiety through providing
- o An environment that has physical structure and purpose
- o Personalised adjusted schedules (where necessary), e.g. visual schedules
- o Independent work and reflection spaces
- o Visual/pictorial instruction jigs (where appropriate)

Terminology / Definitions

Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that the physical safety of the person concerned or of other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities. What is unacceptable and challenging behaviour to one person is not necessarily unacceptable and challenging to another and therefore it is our responses to a behaviour that determines whether it is perceived as challenging. Thus it can be defined as any behaviour that harms, damages or immediately threatens.

<u>A consequence</u> will apply to an unacceptable behaviour. There are a group of clearly defined measurable actions that will result in generic consequences within our educational settings (these are clearly displayed around the educational setting) and promote fairness, clarity and consistency if implemented. Phoenix Academy promotes a non-aversive approach to behaviour support. While people we support will experience natural consequences (for protection and safety of self and/or others), we do **not** support the use of punishment.

Principles

- We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with specific learning difficulties may have different needs and more limited means of achieving those needs.
- We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.
- Phoenix Academy are committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school.
- Phoenix Academy accept that the person has a right to make choices and to express themselves using satisfactory means.
- Phoenix Academy aims to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them.
- Phoenix Academy promote a non-aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators (the school uses Token Economy) wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcers such as praise and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards, such as, earning points and celebrations of success.
- Phoenix Academy are committed to make learning sessions motivating and engaging to ensure good attendance. We carefully monitor attendance and where it falls below our target of 90% for any student, we arrange a "team around the child" meeting to understand why and to plan actions to address the issue.
- Structured learning sessions will show differentiated approaches to support the preferred learning styles of our young people, to maintain interest and encourage on task learning is maximised.
- Individual intervention techniques and tools to reduce key barriers of our learners will be evident and promote independent learning and encourage confident, engaged learners.

Aims

We aim to:

- understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively;
- provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- treat all pupils with respect and fairness;
- provide a caring, safe and supportive learning environment;
- support pupils to participate in their local community;
- celebrate the achievements of all pupils.

Roles & Responsibilities

- Phoenix Learning and Care Directors are responsible for this policy while School Leads and Governing Bodies will monitor its implementation in each provision.
- School leads will be responsible for writing local procedures/processes (for approval by the Directors), then ensuring and recording their staff teams have read and fully understood as such.
- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance

The Governing Body/Headteacher responsibilities:

- Ensure local procedures are in place to effectively implement this policy within the school
- To keep themselves informed through regular meetings with staff and visits to the school
- Monitor the effectiveness of the policy and advise of Phoenix Learning and Care Directors of any necessary amendments
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of Phoenix Learning and Care is referred to the Directors or Governing body

The Headteachers responsibilities:

- Ensure all relevant staff are aware of this policy, receive appropriate training and local procedures are followed
- To implement the policy within the school, ensuring all pupils have an appropriate support documentations such as PHP's
- To ensure all staff and volunteers have the appropriate training,
- To ensure adequate staff supervision, particularly for staff who support pupils in the enhanced provision and pupils with extremely challenging behaviour.

Responsibilities of school staff:

- To notify the Headteacher of any serious incident and to follow the appropriate school procedures concerning incidents and accidents
- Senior managers are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings,
- All employees have a duty of care that requires them to act in the young persons' best interest and to treat all young people we support fairly, with respect and understanding,
- All persons have a duty to report any concerns about practice to the Headteacher, or if appropriate, to the Governors (Refer to Whistle-blowing policy)
- To respond to all young people in a calm and positive manner,
- To provide positive role models to all pupils ensuring that their behaviour reflects the good practice of the school/college
- To always make clear that what they would like a pupil to do rather than over-emphasise what they do not want them to do
- To value every young person, even if their behaviour needs a high level of support
- To enable and support pupils to recognise a range of feelings, both positive and negative and to develop their emotional regulation
- To work with their team, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach across settings
- To follow the procedures set out in the appendices to this policy

Responsibilities of volunteers and pupils on placement:

- To follow guidance given,
- To request support and advice when necessary,

Responsibilities of parents:

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being,
- To work with staff to plan and implement individual support plans.

Positive Handling Plans – PHP's (Individual Support Plans):

All students have Positive Handling Plan to assist in the management of his or her behaviour. We use the term support as we recognise most behaviour results from unmet needs and therefore we focus on the support to meet needs not the behaviour causing concern. The intention is for people to increasingly be responsible for managing their own behaviour.

PHP's clearly identify behaviour(s) that are barriers to learning and positive interaction for the pupil, the alternative behaviour(s), that serve an equivalent function, the modifications to the environment that the pupil needs, and active and reactive strategies for managing challenging situations. Prior to writing PHP's, an analysis of the behaviour that challenges will be carried out.

Positive Handling Plans can only be effective if those following them, including the young person and parents, have ownership of them. Class/Tutor teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs.

Wherever possible, learners will be involved in the development and implementation of their Plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

Physical Intervention (PI)

There may be rare occasions when it is necessary to use a restrictive physical intervention (PI) with a student

- Staff have a duty of care to keep people safe and must act in the best interests of all the pupils they are supporting. The school has a duty to ensure the safety of everyone within it.
- Physical interventions (PI's) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative.
- Non consensual touch may be considered assault when not used in the context of PI.
- The use of PI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of PI must be for the least time necessary and apply the minimum necessary force.
- The rights and dignity of pupils must always be considered.
- Where it has been agreed that PI is a necessary reactive strategy this will be included on the PHP.
- Any planned PI strategies used must be carried out according to the principles and guidance of the training provider - STAIR.
- The use of all PI will be regularly reviewed, and monitored for consistency and effectiveness.
- Any incident involving the use of PI must be recorded as soon as is practically possible and within 24 working hours.
- In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency physical interventions in response to unforeseen events (only reasonable force and actions should ever be considered and applied in such cases). A case review will be planned and led by the Headteacher or Designated staff Safeguarding Lead and

take place within 48 hours to put measures in place to ensure the situation will not reoccur. Minutes of such review will be circulated to the Group Director of Education and the Group Quality and Compliance Director.

Assessing, Reviewing, Recording, Reporting and Monitoring

- All behavioural incidents must be recorded as soon as practicably possible and within 24 working hours.
- Behavioural data is monitored to ascertain trends and patterns and regularly analysed through computerised systems to assist in ascertaining the effectiveness or otherwise of the behavioural interventions.
- The school will regularly report on incident data for each student and share this information with Governors, parents and Director of Education.
- Every use of a physical intervention (PI) arising from a behavioural incident must be recorded as soon as practicably possible and within 24 working hours.
- The Headteacher and parents must be informed of incident where PI was used, on the day of the incident.
- Injuries or accidents arising from behavioural incidents must be recorded.
- All serious behavioural incidents should be reported to senior staff immediately.
- The Headteacher must be notified of any significant increases in incidents and where appropriate this should be investigated.

Whistle-blowing

The ethos and policy of the school is to encourage openness and honesty. All Phoenix Learning and Care employees have a duty to report any concerns about practice. Phoenix Learning and Care provides a confidential process and employees who make disclosures will be protected against harassment or retribution. If you have concerns about a member of staff you should report it to the Headteacher or designated safeguarding officer.

Training

- All staff will receive basic SEN awareness training (specific to the group of learners within their provision), Safeguarding training and STAIR training as part of their induction.
- All contact staff will take part regular refreshers and workshops in the appropriate use of PI's.
- All staff will be aware, have read, understood and follow all relevant policy, procedural and reposting, recording methods associated with Behaviour, Interventions and Safeguarding.

Success Criteria

- The frequency of serious incidents reduces
- **All** incidents are appropriately recorded, reported and monitored
- Our culture is to keep use of PI to a minimum
- All cases of bullying are dealt with quickly and effectively
- All staff are clear on their duty of care and act appropriately
- All staff have read, understood the content and signed the Behaviour Policy and procedures.

References

- Use of Reasonable Force in Schools (Dept for Education July 2013)
- Education & Inspection Act (2006)
- Children and Families Act (2014)
- SEND (Code of Practice) - 2014

Links to other policies
- Safeguarding Policy
- Anti-bullying Policy
- Whistle-blowing Policy

Appendix 1 - FACTORS THAT AFFECT BEHAVIOUR INCLUDE:

- **Anxiety**: The behaviour exhibited by people is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.

- **Communication:** Our young people often encounter difficulties with communication, particularly social communication may be key barriers to their learning. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that these young people have appropriate communication strategies/interventions. Those supporting the person will individualise their communication system and that our expectations of each individual are appropriate to reduce adverse behaviours.

- **Environment:** We will seek to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties. The structuring of physical environments has been shown to be effective in reducing anxiety and improving people's behaviour by helping them make sense of their environment.

- **Sensory differences:** Our young people are sometimes likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.

- **Emotional Regulation**: Our young people often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience let alone what causes them. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking, tapping, flicking) which is actually part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation.

Appendix 2 – Positive Handling Plans

All PHPs should be written in line with the following principles:

- The school will use planned, agreed and risk assessed approaches to support challenging behaviour.

- All young people in our school will have person centred support programmes that are appropriate to their needs, abilities, skills and knowledge.

- PHPs are drawn up by the staff who know the person well with advice from other staff and professionals when appropriate. Families and where appropriate, the young person will be consulted on these plans.

- All PHP's identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The PHP's should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.

- The staff team will use functional analysis or motivational assessment to inform strategies and interventions identified in the PHP. All strategies used will carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.

- Each young person's PHP is reviewed as and when required according to individual need. The relevance and effectiveness of each PHP will be assessed at least annually and modifications made as necessary. Multi-agency meetings provide an opportunity to review the young person's PHP

Before completing a PHP:

1. Identify the behaviour(s): be specific, when identifying the behaviour be very specific, you should always be able to answer yes or no to the question "Is the behaviour occurring now?"

2. Prioritise: is an intervention necessary? Not all behaviour difficulties can, or need, to be tackled at once. Behaviours which endanger the child or others are always priorities.

3. Assess the behaviour: you need to identify when, where, with whom and how often the behaviour occurs. What appears to cause/maintain the behaviour? Think carefully about the environment(s) in which the behaviour is likely to occur. What important results does the behaviour achieve for the pupil? It what situations does the behaviour never occur?

4. Identify what the pupil needs to learn – how can the student communicate the same thing and/or regulate their emotional state in a more acceptable way?

5. What motivates the pupil? Effective re-enforcers are integral to the teaching of new skills.

Appendix 3: PHP Template

Positive Handling Plan

Child's name:

Setting: Phoenix Academy

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)
•   •   •   •   •

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)
•   •   •   •   •

PREFERRED Supportive & Intervention Strategies
(Other ways of C.A.L.M.ing (Communicate; Awareness & Assessment; Listen & Look; Make Safe) such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used) Please tick all those that apply.

Verbal advice and support		Distraction (Known key words, objects, likes etc)	
Reassurance		Take up time	
C.A.L.M talking/Stance		Time out	
Negotiation		Withdrawal	
Choices/Limits		Cool off: Directed/Offered	
Humour		Reward/Programme	
Consequences		Change of face	
Planned Ignoring		Success reminder	

Others?

Praise Points/Strengths (used as bridge builders)
•   •   •

Medical conditions to be considered/accounted for before physically intervening

Phoenix Academy
Brook Farm, Newton Road, North Petherton, TA6 6NA

Preferred Handling Strategies (describe preferred holds: standing, sitting, numbers of staff etc)
Debriefing process following incident (to include what care is to be provided)

Other Factors to Consider:
- Key behaviour difficulties and our understanding of the behaviour
- What we want to see instead
- Environmental Changes that might help
- How the individual can help;
- How Parents or Carers can help
- Rewarding progress
- Monitoring progress

Date plan established:	Review date:
Signed Head Teacher:_____ Class Teacher:_____ Parent/Guardian:_____	

Appendix 4: Incident form templates

Incident and PI forms can be found on BehaviourWatch

Appendix 5 – Staff Support

If required, a team member can call a 'de-brief' at the end of each day – talking through what has gone well and why, and reflecting upon more challenging situations and how they could be managed the next time they occur.

If a more private/sensitive matter needs to be addressed a member of the leadership team will be available at the end of each day to provide emotional/practical support for individuals or teams who have experienced a particularly challenging situation during the course of the day.

Regular supervision will be available to all staff. Where situations are particularly challenging, the school will arrange for a clinical psychologist to offer supervision as appropriate.

One of the most important and effective support structures is that which colleagues provide to each other. This may be about reflecting upon a situation or being a sympathetic ear at the end of a difficult day.

When a member of staff has been involved in an incident that has resulted in them being physically hurt or subjected to trauma that person should be released from the classroom for an appropriate period of time.

Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation s/he should be non-judgmental and should unobtrusively let it be known that they are there to support if required. All staff should bear in mind that an audience to a challenging situation is not usually helpful and involving oneself, uninvited, may lead to increasing the sensory stimulation, tension levels and therefore the anxiety of the pupil.

As a rule it must always be respected that the person primarily involved in an incident is the lead. No member of staff should attempt to assume leadership of a situation, unless asked to do so, regardless of that person's seniority within the school.

Members of staff acting as lead should request help from anyone and any member of staff can take over a situation if asked. It is the responsibility of staff members to recognise when to hand over a situation to a colleague. Being able to do this should be seen as a strength and never a failure.