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**BEHAVIOUR POLICY**

**2022-2023**

**Heaton School Policy Record**

**Behaviour Statement & Policy Agreed at:**

**Resources Committee on 18 October 2022**

**Signed and Approved by:**

**Headteacher --------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**Chair of Committee--------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**To Be Reviewed: September 2023**

**Designated person: Jonathan Curtis, Headteacher &**

**Steve Ivey (Behaviour Lead)**

**Heaton School Behaviour Policy**

At Heaton School, we stress the positive achievements of students and value the contributions that all students make to the life of the School. Good discipline is an essential pre requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers. At Heaton School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is ensuring that all students are given the support to develop appropriate behaviour for learning. This policy is based on promoting the use of praise and the celebration of good behaviour. This is led by the schools Behaviour lead alongside the SLT.

Heaton School means wherever the curriculum takes place i.e. in the building, in inclusive settings, in the community as a whole, and in any other curriculum context.

**Behaviour management**

Heaton School has high expectations of its students. Students are more likely to be included in all aspects of community life if they display appropriate behaviour in relation to their chronological age, and the contextual situation. They also need skills to demonstrate appropriate behaviour, most importantly communication skills, and they need to be confident and happy in what they do. Our curriculum is based on this premise.

The area will be led by the Behaviour lead who will oversee strategies and initiatives across the whole school, behaviour will be managed through individual behaviour management plans and interventions, through a whole school approach, supported by appropriate training for staff.

Some students at Heaton School demonstrate inappropriate behaviour within some or all contexts. This may be anti-social, disruptive, sexual, aggressive or disturbed in nature. It may be inappropriate to their chronological age, or appear unusual and bizarre. The key to dealing with such behaviour is understanding : understanding of the pupil’s learning, disability, of their relationships, of our own attitudes and of the social context in which the pupil and others live. There may be a complex and varied number of elements that have a bearing on a student’s behaviour, all of which need to be considered holistically in order to provide appropriate interventions.

At Heaton School we actively promote Positive Behaviour Support (PBS) through all we do.

At Heaton School we provide a Behaviour Support across school with individuals having direct referral to the Behaviour Intervention Team led by Steve Ivey when needed. These students require additional support to manage their behaviour around school. This provision is led by the behaviour lead and aims to allow students promote participation and inclusion across the curriculum as part of a class with access to quiet areas when needed.

Occasionally students demonstrate aggressive behaviour towards staff and/or other students. Everything will be done to determine the reason for this behaviour, and to deal with it by exploring the usual methods of care and control. However Heaton School is unable to provide for students who consistently pose a serious physical threat to other students and staff, and who do not respond to an Individual Behaviour Management plan with appropriate resources. This is especially important since we have some very vulnerable students in school. In the event of a pupil’s behaviour becoming, or threatening to become a serious, ongoing threat to the safety of others, the Headteacher will initiate discussions with parents, the LEA and other appropriate agencies. On rare occasions the pupil may need to be excluded for a fixed period, to enable these discussions to take place, and a resolution to be found.

The school aims to:

1. **Promote self-management**

Even students with severe difficulties in language and understanding can be encouraged to control their own behaviour and develop alternative positive behaviour

1. **Encourage positive behaviour and respect**

Bullying is not acceptable, including intimidation, name calling, being ‘over-friendly’, coercion, emotional abuse and aggression. Students are encouraged to protect themselves and each other by telling staff when incidents are threatened or occurring. Racial Abuse is, likewise, not tolerated and is further discussed in Heaton School Racial Equality Policy.

1. **Ensure standards of behaviour are acceptable**

Standards will be maintained throughout school, although it is accepted that our students may have difficulties in learning acceptable standards and may need differentiated approaches to help them learn. Our **school rules** have both positive and negative frameworks that are:

* NO BULLYING
* NO HURTING
* DON’T BREAK THINGS
* NO SWEARING
* NO SHOUTING
* KIND HANDS
* GIVE OTHERS SPACE
* LISTEN TO FRIENDS AND STAFF
* ASK FOR HELP
* TAKE PART
* TRY YOUR BEST
* LOOK AFTER SCHOOL AND YOUR BELONGINGS
* HAVE FUN WITH EACH OTHER

# Guidelines for staff

We can only solve problems if we work together as a team. This includes parents / carers and the multi-disciplinary team that works at Heaton. There are also other professionals who may be able to help e.g.

* Therapy partners – Occupational Therapy & Speech & Language
* Medical professionals
* Healthy Young Minds (HYMS)
* The Education Psychologist
* Children’s Community Disability & Learning Team (CCDLT)
* Social Care
* Authority SEN Department

**Positive Behaviour Support**

The primary goal of PBA is to help and individual change his or her lifestyle in a direction that gives the opportunity to perceive and enjoy an improved quality of life. The aim is not just to reduce specific behaviours: the approach recognized “problems” often reside in not providing tailored and comprehensive skilled support.

Behaviour reduction is achieve by the creation of responsive environments and building new skills, rather than simply attempting to stop the person doing the behaviour.

(See Appendix 1)

**Early intervention** **/ De-escalation**

Early intervention is essential to prevent/modify inappropriate behaviour including:

* Consideration of what is being expected of the pupil. Is the curriculum inappropriate? Is the activity too long, inadequately planned or unrealistic? Is appropriate language being used? Is the social grouping of students a factor? Is the environment inappropriate?
* Identifying ‘triggers’ and taking early steps to prevent the behaviour from escalating
* Ignoring the negative behaviours and introducing, encouraging and shaping alternative positive behaviours.
* Showing disapproval through gesture/voice/taking the pupil to a person perceived as being a 'higher' authority/co-operation with parents.
* Withdrawal of privileges

**Restrictive Physical Interventions (RPI)**

At Heaton School all staff are trained in Team Teach positive behaviour support. This is a 2 day training course covering theory and practical elements of all areas of restraint, risk and reduction. At Heaton school RPIs are only used as a last resort and only when reasonable, proportionate, necessary and in the best interests of the student. This is clearly set out in the training, carried out bi-yearly.

**Definition of RPI**; RPI involves the reasonable use of force to control a person’s behaviour and can be employed using physical contact / devices / or a change in the environment. It includes;

**Holding;** in order to restrict the movement or mobility of a person.

**Seclusion**; “the supervised confinement of a person in a room. Its sole aim is to contain severely disturbed behavior which is likely to cause harm to others” DOH 2008

**Time Out;** which involves restricting the child’s access to all positive re-enforcements as part of a behavioural programme. It may include

* asking a person to leave the activity and return when their behavior is improved
* Accompanying the person to another setting and preventing them from taking part

**The use of RPI including - planned and emergency RPI**

**Planned RPI** is used as part of an agreed strategy as a result of a risk assessment. There will be a clear rationale, an individual behaviour plan (IBM) and frequent re-assessment.(See appendix for eg IBM)

**Emergency RPI** may be required when children behave in ways that might not have been foreseen by a dynamic risk assessment. An effective risk assessment will help to keep emergency use to a minimum. Even in an emergency the force used must be reasonable and proportionate. Before using RPI in an emergency the person concerned should be confident that the possible adverse outcomes associated with the RPI will be less severe than the consequences which might have occurred without it.

**Unacceptable Approaches - the following are not acceptable at Heaton School**

* Withdrawal of any right - rights include dinner and pudding, access to water, access to curriculum activities unless as part of a “time out” strategy , access to a timetabled break during the school day
* Any form of corporal punishment, including verbal abuse
* In the case of a pupil harming another pupil, encouraging the pupil to retaliate.

**Approaches and Attitudes of staff**

Heaton staff are committed to maintaining a positive attitude towards students in line with the PBS model, regardless of inappropriate behaviour that may be displayed. Within the team as a whole they will try to solve problems and support individual students, colleagues and parents through difficult times. Given the challenging behaviour that some Heaton students display, Heaton staff are very likely to be confronted with disruptive and sometimes abusive behaviour. It is important that we accept that levels of stress, and/or physical and verbal abuse may, on occasions, cause staff to react inappropriately themselves. This kind of response should be shared and reported within an open and honest climate, and within a short timescale. Staff continue to recognise that it is not considered a failure if they ask for help in difficult situations. Referral for help with students can be at any level, depending on the circumstances e.g. to a colleague, to the team, to the deputy/head and then if necessary to an outside agency through the Head Teacher. Staff can contact the Local Authority Welfare Officer on 474 - 3066 for independent counselling.

**Other guidelines for staff**

Staff can refer to the following documents for further guidelines:

* Safeguarding Policy
* Equality and Diversity Policy
* Teaching and Learning Policy

**Managing the use of RPI across school.**

**Early intervention** - staff will:

1. use a variety of strategies to try and calm situations.
2. know the child and be familiar with relevant history when writing an individual behaviour management plan
3. try to anticipate trouble hot spots
4. consider group dynamics
5. have regard to the Individual Behaviour Management Plan when instigating RPI

**Before intervening staff should**

* Give clear instructions warning the pupil of the immediate consequences of failure to comply and wherever possible summon the help of another member of staff . Students should be reminded that in the event of their behaviour escalating they may be physical supported.
* Consider what role they are taking in the incident and withdraw if not required ( or use as an observer).

**While intervening staff must follow Team Teach training -**

* employ minimum force for the minimum period necessary to restrain the pupil
* avoid committing any act of punitive violence
* keep his/her temper under control
* use methods approved by the Team Teach method of RPI
* avoid any contact which could be misinterpreted as sexual.
* Inform parents if a serious incident out of the ordinary has occurred or if there has been injury.
* Use information cards for the general public if in the community

**After intervening staff should**

* administer or seek help to administer any 1st Aid necessary in order to alleviate injury or physical distress. This must be done before any other action
* Provide counseling/explanations to other students or the general public if necessary
* discuss the incident with colleagues and witnesses
* record the incident
* inform Leadership Team and parents if requested to do so.

**Behaviour Recording**

All incidents will be recorded on Iris adapt as follows

* Behaviour events (Serious or non)
* RPI forms for physical intervention.
* Monitored behaviours for high frequency specific behaviour to be targeted with support from behaviour lead.

**Parents and Carers**

* Parents/carers will be involved in discussion regarding individual behaviour management plans including measures for RPI . At the least this will be at Annual Review, but must be as soon as an Individual Behaviour Management plan is required / amended.
* Parents/carers will be informed of incidents which potentially or actually require restraint on the same day. They will also be informed of the pupil’s behaviour when it is persistently unacceptable at school.

**Authorisation**

All staff are authorised to use reasonable force to control students in the event of an emergency situation using Team Teach training and protocol when necessary in self defence or because there is an imminent risk of injury or danger to the pupil or others. Staff should always try to enlist help before acting, and should be aware of their own capabilities.

Individual behaviour management plans which employ RPI should only be carried out by staff trained in Team Teach techniques. Some students will have Individual Support Workers and individual staff identified as being authorised to manage their behaviour. Other staff will only be required to manage these students behaviour if trained, confident and suitably experienced. Staff that are not authorized to carry out RPI as part of a planned intervention will be informed by the Head teacher The Headteacher will keep a list of trained staff.

**Heaton School Quiet Room Policy**

There are 3 quiet rooms in school – often referred to as Havens or the “Green” or Blue” room.

Use of quiet rooms, where a pupil is **compelled** to go there by staff, should be regarded as *seclusion* and ‘*to the extent that it involves restricting a person’s freedom of movement, it should also be considered a form of physical intervention.’* As such we need to consider it’s use very carefully and take into account the guidance on the use of restrictive physical interventions published by the Dfes and department of health in 2002 which states;

*‘The right to liberty and personal freedom is enshrined in Article 5 of the Human Rights Act 1998 and is protected by the criminal and civil law. For these reasons the use of seclusion outside the Mental Health Act should only be considered in exceptional circumstances and should always be proportional to the risk presented by the child.’ ( p.12 , paragraph 3.12)*

There is a difference between **“seclusion”** and **“time out”** Ask yourself the following questions – if the answer is yes it is likely to be one or the other

|  |  |
| --- | --- |
| **Time out** | **Seclusion** |
| Does the person access the room voluntarily?  Is the person accompanied by someone in the room?  Can the person leave the room independently?  Is it part of an assessed and agreed behaviour management plan?  Can the strategy be implemented in other settings? | Do staff take the person to the room?  Is the person left in the room alone?  Is the person unable to leave the room independently?  Do people watch the person from outside?  Is the practice dependent on the setting? |

When constructing Behaviour Management Plans it is therefore essential that all other appropriate strategies are considered first.

**Remember – if you do use the quiet room**

* The reasons and indications for using the quiet space must be clearly specified on the young persons IBMP.
* Inform the pupil before taking them, explain to them why they need to go there and tell them that it is to help them to calm down.
* Do not threaten students with its use.
* A member of staff must always stay outside the room while a pupil is in it and they should allow the pupil to come out as soon as they appear calm enough to do so. The member of staff must be watching at all times and not be involved in any other activity. If necessary swap with someone else.
* It may not be appropriate to take the pupil back into a session initially; they may need more time to calm in a quiet area.
* Talk to the pupil afterwards about why they were taken to the quiet room.
* Aim to reduce the length of time and frequency that a pupil uses the room with the overall goal of eliminating its use altogether,
* Use of the quiet space must be noted in the RPI / Behaviour report on iris adapt if appropriate.

It may be that the quiet rooms have to be used in an emergency where a pupil presents an unexpected severe behavioural challenge that could harm others, however this should be recorded and reported, and then discussed as part of the overall Individual Behaviour Management Plan.

**APPENDIX**

**PBS OVERVIEW**

**IBM**