


Foreland Fields School Positive Behaviour Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	20 th September 2022
Date (Month / Year) of Next Review /Scrutiny	20 th September 2023
Date Policy was Ratified	28 th September 2022
Category of the Policy	Safeguarding
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Governor Responsible for Safeguarding – Steve Pamphilon
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	-
Signed – Chair of Governors	 5/10/22

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment.

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Foreland Fields School

Positive Behaviour Policy

INTRODUCTION

Foreland Fields School aims to create a secure, supportive and consistent environment in which children with special educational needs can learn and develop in keeping with the school ethos and values.

We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this policy. In our school it is agreed that responsibility for good behaviour is shared by all staff. We work hard therefore to set standards by which we all act. This is a communal responsibility. The need for consistency in how staff deal with pupils is vital if we are to expect them to respond positively.

We aim for our pupils to be as independent as possible and to fulfil their educational potential. Unwanted behaviour can be a real obstacle to achieving these and can be as significant a barrier to learning for pupils as their primary disability.

Appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. The behaviour of the pupils at Foreland Fields School is often the key to their continued development and the quality of their future lives.

RELATED LEGISLATION AND GUIDANCE

- DfE Statutory Guidance - Keeping Children Safe in Education – DfE September 2022
- BILD (British Institute of Learning Difficulty) Code of Practice (Third Edition)
- DfE Guide on the Use of Reasonable Force in Schools (July 2013)
- Education Act 2002
- Behaviour in Schools Advice for Headteachers and School Staff (September 2022)
- 1997 (Section 4) clarification on the use of physical force by teachers by an addition to Section 550A Education Act 1996
- The Health and Safety at Work Act 1974 (HASAWA)
- The use of Seclusion, Isolation and Time Out – BILD 2015
- Section 93 of the Education and Inspections Act 2006
- Department for Children, Schools and families (replaces section 550a of Education Act 1996)
- Human Rights Act 1998
- PROACT SCIP® (Strategies for Crisis Intervention and Prevention) Guidelines
- The United Nations Convention on the Rights of the Child
- Searching, Screening and Confiscation: Advice for Schools (July 2022)
- Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies (July 2013)
- DfE: Promoting and supporting mental health and wellbeing in schools and colleges (June 2021)

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- Reducing the Need for Restraint and Restrictive Intervention – HM Government (Published June 2019)

LINKS TO RELEVANT SCHOOL POLICIES/GUIDANCE DOCUMENTS

This policy is informed by the BILD (British Institute for Learning Disabilities) Code of Practice and should be read in conjunction with these other key school documents:

- Anti-Bullying Policy
- Child Protection / Safeguarding Policy
- Staff Behaviour Policy
- Behaviour Principles
- Dignity and Respect Policy
- Online Safety Policy
- Whistleblowing Policy
- Absconcion Policy

COVID-19

In the event of a COVID-19 outbreak, the school will continue to respond to Government guidance and make temporary adjustments to this policy, and our approaches, as necessary.

FORELAND FIELDS SCHOOL AIMS OF POSITIVE BEHAVIOUR SUPPORT

Through positive behaviour support, we aim:

- To create a school culture that reflects our positive attitudes, values and beliefs, with respect for the pupil at its core.
- To promote self-confidence and positive self-image in our pupils.
- To develop student's emotional intelligence and resilience to support positive mental health and wellbeing.
- To value and reward success and wanted behaviour rather than focus on unwanted behaviour.

In order to achieve the above, we will:

- Provide training, structures and support for all staff who work with our pupils.
- Provide a curriculum that supports positive mental health and wellbeing.
- Promote positive approaches to behaviour support across the school.
- Ensure that systems of reinforcing success and wanted behaviour are in place, including the use of reward systems.
- Utilise assessment tools to identify pupils who may need social, emotional and mental health support.
- Work with parents in partnership, together with outside agencies where appropriate.
- Comply with the documents listed above.

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PROACT-SCIP®UK APPROACH

Foreland Fields School uses the PROACT-SCIP®UK approach to addressing behaviour.

'PROACT-SCIPr-UK ® is a values-based approach with an emphasis on being proactive – getting it right for the person, rather than being reactive or responding to an episode of challenging behaviour. The aim is to raise the person's self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle'. <http://www.proact-scipr-uk.com/proact-scipr-uk/>

This approach, of which around 70% is proactive, acknowledges that additional support may be required in order to keep pupils and adults safe.

PROACTIVE STRATEGIES

Setting clear and consistent behavioural boundaries is promoted as good practice within Foreland Fields School. Positive and wanted behaviour will be rewarded. We seek to avoid reinforcing unwanted behaviour and there may be occasions where it is appropriate to ignore behaviour rather than draw attention to it. However, the behaviour and the person must be separated and staff need to be clear in their use of language and approach to show that the behaviour is disapproved of whilst the pupil is still valued. It is important to realise that behaviour we may be tempted to label as inappropriate or naughty, may be expressions of an underlying need, and is also a means of communication. Staff are therefore expected to show positive regard for pupils at all times.

In line with the 'Positive Behaviour Approach', pupils will be reminded of the following school rules:

- To work hard in school
- To do their best
- To have fun in school and be safe by following the rules
- To be kind
- To listen to others
- To wait their turn
- To share
- To help others
- To look after the school and equipment
- Walk or use their wheelchair safely within the school
- To look after their things and other people's things.

UNDERSTANDING THE CAUSES AND FUNCTIONS OF PUPIL BEHAVIOUR

In order to provide Positive Behaviour Support, it is essential to try to understand the factors contributing to unwanted behaviour, in order that these can be reduced or altered and to increase the likelihood that wanted behaviour can occur. The school places emphasis on understanding the emotional aspects of learning and ensuring that children build self-esteem and have positive wellbeing. Targeted support is provided for pupils with Social, Emotional and Mental Health needs (SEMH).

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PROACT-SCIP®UK suggest that there are 5 categories and causes of challenging behaviour:

- Sensory (including medical/physical) – response to a need/feeling
- Escape – to get away from a situation/setting to a different and favoured one
- Attention – positive or negative (it may not matter which)
- Tangible – to get access to concrete things/people they want
- Social – Inability to manage/understand normal relationships.

It is understood by all staff at Foreland Fields School that all behaviour is a communication.

For our pupils, unwanted behaviour is often caused by one or more of the following:

- Difficulty in communication (both expressive or receptive)
- Changes to routine
- Unmet physical needs
- Environmental factors such as noise
- Social, Emotional and Mental Health Needs.

Changes or improvements in the above can reduce unwanted behaviour and increase the likelihood of wanted behaviour. All behaviour responses will be discussed and shared with parent/carers to ensure a consistent approach.

Other factors to be considered that can reduce unwanted behaviour are:

- Choice / alternative activity
- Opportunities for interaction, especially when unwanted behaviour is not being displayed
- Therapeutic alternatives
- Environment
- Interaction
- Relaxation
- Listening
- Sensitivity
- Positive reinforcements
- Relationships
- Agreed consistence approach in line with parent/carer approach.

Staff need to ensure they take note of changes in behaviour and report them to the Designated Safeguarding Lead(s) as possible causes could be wider environmental factors such as issues at home, substance abuse, bullying or other types of abuse which could be a threat to the pupil's safety or welfare.

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REWARDS

- A positive attitude towards children's attributes is maintained by staff at all times. This includes identifying and publicising children's qualities and achievements
- Staff will not draw attention towards challenging behaviour and it will be dealt with quietly and as privately as possible – referring to class or individual rules as appropriate
- Assemblies will celebrate achievement and reward good behaviour
- Tangible rewards will be used in a variety of forms according to the pupil's individual ability to accept praise. Some pupils will receive certificates, badges, immediate verbal praise, special activity or even no recognition at all if deemed appropriate. e.g. it may apply to pupils with PDA (Pathological Demand Avoidance syndrome)
- Messages to parents or other members of staff via home books, phone calls and the school's app, ClassDojo.
- Time of a favoured activity or with a favoured person
- Being given a special responsibility.

Consistency of approach, good communication, agreement on the challenge and teamwork are essential to effectively support behaviour.

SANCTIONS

Sanctions will not be the usual form of behaviour support and will only be implemented within the pupil's ability to comprehend the association with the behaviour concerned. In line with our recognition of the UN Convention for the Rights of the Child (Article 37) no pupil will be punished in a cruel or harmful way.

In the event of a sanction being appropriate, the following may be used:

- To be asked for financial compensation.
- To make good property damaged.
- To be offered restricted choices of activities/environments.
- To be given a visual or verbal warning.

The following staff responses are forbidden:

- Corporal punishment, including rough handling.
- Deprivation of food or drink.
- Wearing of distinctive clothing as a punishment.
- Withholding medical treatment.
- Locking or containment within a room (Seclusion).

At times, a child may present with behaviours which provide a challenge requiring the completion of a risk assessment. This should be put in place to ensure the child can have access to school life in a safe and controlled way. Pupils should not be excluded from daily routine events such as break times due to unwanted behaviour.

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SCALED PROCEDURES

In the event of unwanted behaviours being exhibited, whilst all proactive support strategies are in place, the following stages will be used:

Behaviour Monitoring Sheet – ABC Observational Assessment (BEH 02)

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the 'antecedent' or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the 'behaviour' that occurred e.g. X threw an item on the floor. 'C' refers to what occurred after the behaviour or the 'consequence' of the behaviour e.g. pupil moved away from X, noise levels in the room decreased.

Following the observational assessment, the information provided can be used to answer the following:

- What alternative or more appropriate skills can be taught to the pupil in order to eliminate the need for them to engage in the behaviour?
- What changes can be made to the environment or the pupil's schedule in order to decrease their exposure to triggers?
- How to better address the need that the pupil is trying to communicate.

This will ensure that a planned approach for unwanted behaviour is based upon a considered objective view rather than a subjective judgement. Information gathered from these sources will be used to inform Individual Behaviour Support Plans.

ABC Observational Assessment Sheets (BEH 02) should remain in the child's class file. They do not need to be handed to the Headteacher.

Behaviour Monitoring Sheet – Recurring Behaviour (BEH 03)

Just like the above ABC Observational Assessment Sheet (BEH 02), the Recurring Behaviour sheet can be used to monitor behaviour which occurs frequently over certain times of the day. This sheet can identify specific times, activities or stimuli across the day which leads to the pupil displaying inappropriate or unwanted behaviours. Monitoring these behaviours can again lead to adults identifying changes to the environment and/or alternative strategies to address the pupil's needs.

Again, information gathered from these sources will be used to inform Individual Behaviour Support Plans.

Behaviour Monitoring Sheets – Recurring Behaviours (BEH 03) should remain in the child's class file. They do not need to be handed to the Headteacher.

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Individual Behaviour Support Plans (BEH 04)

'By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force' (Keeping Children Safe in Education – September 2022).

Individual Behaviour Support Plans will be written by the class staff in discussion with the pupil, if appropriate, parents and the behaviour lead. They should clearly state strategies that will be used to reduce the frequency and severity of unwanted behaviours and how the pupil will be supported throughout. They will be reviewed by teachers throughout the year during Target Setting meetings and EHCP Reviews.

Staff will have an opportunity to discuss Individual Behaviour Support Plans during thrice yearly Behaviour Clinics and through Ed Psych consultations if deemed necessary and appropriate.

Risk Assessment (BEH 05 – Pupil Risk Assessment)

If Physical Interventions cannot, in most cases, be avoided, a Risk Assessment may be necessary. It will be written in accordance with the findings of the above analysis to target key issues, which will be met with a planned supportive approach that looks towards a positive outcome.

Staff are committed to identifying 'de-escalators' and using 'calming techniques' to lessen the likelihood of behaviour deteriorating. Parents are consulted and their written consent will be sought when a Risk Assessment has been written. The class teacher and Headteacher must also sign to ensure agreement of the strategies. A completed and signed copy is kept in the child's file. This working document will need to be reviewed along within Target Setting and EHCP Procedures.

Behaviour Recording Sheet (BEH 01) – Including Physical Intervention

From September 2022, the school have started to use a cloud-based behaviour recording system called 'Sleuth'. Sleuth provides a means for us to record, monitor and analyse information on each child. Sleuth can be used for tracking pupil behaviour and personal development. Sleuth is in the process of being rolled-out to classes, in order to ensure competence in recording. It is planned that by the end of the year (December 2022), Sleuth will be used across the school for recording behaviour incidents.

Until such time as Sleuth is fully utilised across the school, staff will continue to complete behaviour recording sheets which will be inputted directly into Sleuth by the behaviour lead. Behaviour recording sheets or Sleuth digital entry will be completed by staff when a pupil displays behaviour which requires intervention. This is not limited to physical intervention but includes behaviour which causes significant disruption, or leads to a pupil hurting themselves or others, prompting staff to intervene or take action. These forms should also be used to record incidents of bullying (see Anti-Bullying Policy).

Should a pupil need to be offered time away to regulate behaviour or to calm from a challenging situation or incident, this should again be recorded.

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➤ **Physical Intervention**

Sleuth and the Behaviour Recording Sheet (BEH 01) contains a section for staff to complete when they have been required to intervene using PROACT-SCIP®UK agreed strategies.

Should a pupil demonstrate behaviour which falls into one of these legally stated categories, physical interventions may be used as an emergency response to cease or to prevent the following:

- Self-injury
- Injury to others
- Severe destruction of property
- Committing an offence

Physical interventions may only be used by members of staff who have undertaken the accredited training. However, all staff have a duty of care to intervene when the above categories apply. In those cases, the minimum reasonable force, the minimum duration of time and 'least restrictive physical intervention' (BILD CofP) must apply, whilst maintaining the dignity and safety of all concerned.

After every physical intervention, the Headteacher and Behaviour Team are alerted to the report by email. All staff have a duty of care to check for possible injury to a pupil or any other party involved (as stated in Section 550a and circular 10/98 of the Education Act). All injuries will be reported on Sleuth as well as Accident/Incident sheet (HS157).

Parents/Carers will be contacted and informed whenever a restrictive physical intervention has been used. If unable to reach parents/carers by telephone on the same day a note will be sent home via the home/school book and a follow-up phone call made later that day.

If the pupil has caused injury to themselves or others, an accident form (HS157) will also need to be completed. If the intervention involves a Child in Care the Social Worker/Care Manager will also be informed.

Following a physical intervention, pupils will be given recovery time and low demand activities to ensure the situation is not reignited. Members of staff involved in difficult incidents must also be given the opportunity, as necessary, to recover and be debriefed.

➤ **Physical Intervention and the Law**

Physical interventions will only be used as a last resort and in accordance with the BILD Code of Practice, The Health and Safety at Work Act, 1974 (HASAWA) and KCC Guidelines and will also conform to the PROACT-SCIP®UK principles. Planned Physical Interventions will be specified in pupils' individual Behaviour Support Plans.

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The non-statutory guidance, 'Reducing the Need for Restraint and Restrictive Intervention' states that, *'Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person, other children or young people, to staff, the public or others, if no intervention or a less restrictive intervention were undertaken'*.

When deciding whether to adopt a Physical Intervention staff need to be asking themselves:

- Is the proposed intervention in the best interest of the individual?
- Is it the least restrictive intervention that can be used?

Staff must be able to answer 'Yes' to each question in order for the intervention to be legal.

PROACT-SCIP®UK suggest using the acronym TINA when considering the use of Physical Intervention, THERE IS NO ALTERNATIVE.

Proactive, non-restrictive interventions such as holding a child's hand, or a verbal and physical prompt, which consequently manage to avoid the onset of unwanted behaviours, do not need to be documented on Sleuth. It may however be appropriate to document successful strategies on Behaviour Monitoring Sheets (BEH 02) or (BEH 03) in order to inform Individual Behaviour Support Plans.

MONITORING

On a termly basis, behaviour information is scrutinised to provide details of those pupils displaying challenging behaviours, the amount of incidents, frequency and interventions. This information then informs the Behaviour Support Plan process and also ensures that training delivered to staff is relevant to the needs of our pupils, classes and departments.

SELF-REGULATION - TIME AWAY

At Foreland Fields School, we aim to support pupils' behaviour through pro-active means. Staff are encouraged to look for 'early warning signs' and may need to use available spaces within the school or classroom to allow pupils space away from their peers to calm. This is seen as a proactive approach – providing space for a pupil to calm and as such learn how to self-regulate their behaviour in a safe and quiet area - rather than being a punitive strategy and will be recorded as such in a pupil's Behaviour Support Plan.

Self-regulation is the ability to manage emotions and behaviour in accordance with the demands of a situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm down when upset, to adjust to a change in expectations and to handle frustration without an outburst. Pupils often need to learn to control their own behaviour and the strategy of giving them time and space to do this can be effective in preventing the onset of more challenging behaviours. Corridors, playgrounds, and available classrooms can all be utilised to separate the pupil from the escalating scenarios. Should pupils be offered time away in which to calm they should be observed and supported throughout by an adult, who should model the desired response/behaviour. It is vital that appropriate levels of supervision are maintained in order to ensure that the pupil remains safe, is not experiencing distress and has every opportunity to return to contact with others when ready.

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Should a pupil need to be offered time away to regulate behaviour or to calm from a challenging situation or incident, this should be recorded on Sleuth.

TIME OUT AND SECLUSION

'Time out is a punishment based behaviour modification technique. It uses the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour' (The use of Seclusion, Isolation and Time Out – BILD 2015). Foreland Fields School adopts a positive approach to behaviour support therefore the use of Time Out or Seclusion as a strategy to deal with behaviour is prohibited.

It is an offence to lock a person in a room without a court order. Seclusion is an infringement on an individual's human rights and is a Deprivation of Liberty (DoL). Any use of seclusion is likely to contravene Article 5 of the Human Rights Act: The right to liberty and security. Seclusion should not be used as either a treatment or a punishment.

Seclusion is also sometimes defined as confinement alone in a room. This use, where a young person is forced to spend time on their own against their will, is considered to be a restriction of liberty and should only be used under the Mental Health Act, where secure accommodation has been approved, or where a court order is in operation.

At Foreland Fields School, doors will not be used to seclude pupils however, Foreland Fields School is a safe site therefore some doors, including some classroom doors, are opened through electronic control mechanisms to ensure the safety of pupils and staff.

SEARCHING, SCREENING AND CONFISCATION

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called 'Searching, Screening and Confiscation - Advice for Headteachers, school staff and Governing Bodies' (July 2022). The advice applies to all schools in England:

➤ Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol

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- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

➤ **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

➤ **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

TRAINING

- The school will ensure that at least two members of staff are trained and accredited PROACT-SCIP®UK trainers who will undergo annual re-assessment. They will keep up to date with current initiatives by attending regular Kent PROACT-SCIP®UK network meetings and any relevant training. Currently (September 2022) the school has 5 PROACT-SCIP®UK trainers and 2 associate trainers.
- The Headteacher will monitor data on a regular basis and take action in accordance with the findings and inform the PROACT-SCIP®UK trainers of the number and type of incidents.
- All new staff at Foreland Fields School receive basic induction training on Behaviour Support and a copy of the Positive Behaviour Policy as part of their Induction before working with pupils and students.
- Following Induction, all new staff at Foreland Fields School will receive a one-day PROACT-SCIP®UK induction package which will be updated throughout the year. This training will be assessed to ensure adherence to The Positive Behaviour Policy and current legal guidelines.
- All staff will receive regular training (updates) in PROACT-SCIP®UK which will ensure they stay abreast of legislation and guidance pertaining to behaviour support in schools.

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- Some staff may be exempt from undertaking or supporting with Physical Interventions in line with their personal Risk Assessments.

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