

The PLACE Independent School Behaviour for Learning Policy

Further Policies for Reference:

Code of Conduct, Use of Reasonable Force and Deprivation of Liberty, Countering Bullying, Children Missing from Education, Countering Risk, Safeguarding & Child Protection, KCSIE, Learning Outside the Classroom

Aim

The ultimate aim of our Behaviour for Learning Policy is to create an environment where students and staff can be safe and access the school curriculum, engaging positively in learning. Our behaviour policy is written with reference to the DoE guidance:

<https://www.safeguardingschools.co.uk/keeping-children-safe-in-education-2018/>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<http://www.sec-ed.co.uk/best-practice/developing-an-effective-whole-school-approach-to-behaviour/> and our attachment-based learning principles (PLACE model).

The content and guidance within this policy applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. The aim of this policy is to give guidance around the following areas:

- Promoting good behaviour
- Consequence, sanction and repair
- Preventing bullying
- Behaviour and risk management principles and guidance
- School Code of Conduct
- Use of Physical Intervention
- Appendix A – ‘My Behaviour Plan’
- Appendix B – 4 R’s Framework

Promoting Good Behaviour

The PLACE Independent School employs a full time Positive Behaviour Support Lead who has responsibility for overseeing behaviour and management alongside the School’s Leadership team. The Behaviour Support Lead is available to support staff with young people as required.

Rewards, praise and encouragement are amongst the most powerful aids to teaching,



maintaining high standards of behaviour and fostering a positive learning ethos.

It is the staff's responsibility to praise learners whenever possible. This may be during activities, lessons, when representing The PLACE Independent School. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 4:1 for both learning and behaviour.

These schemes are to motivate students positively in all aspects of learning. Rewards should be given for all of the following:

- An excellent piece of work or achievement (relative to the individual)
- Excellent effort
- Good progress
- A positive contribution to the activity
- Courtesy and consideration of others
- Consistent good attendance
- Choosing a safe strategy when feeling angry or upset

Types of rewards:

- Verbal praise
- Written praise in daily log
- Display of work
- Telephone calls to parent/carers
- Commendation letters/Postcards home
- Certificate of achievement
- Ticket (see 'caught doing the right thing' reward system)
- Reward time following successful sessions
- Key worker treat during sessions if no incidents have occurred that week
- Additional activity/school trip by term dependent on behaviour

As part of managing behaviour and helping children regulate their emotional states we utilise the natural environment and sensory experiences. Examples of this include using the natural, outdoor environment and low arousal settings, sensory items in classrooms and adapted lighting items. Teaching staff are encouraged to use the PLACE model principle of Play to engage young people in their learn and to manage their emotions. Examples of play include playful humour and attitudes, playing games and laughter.

In order to promote safety for children we implement routine and structure on a daily basis, with set anchor points. The children will always be greeted on their arrival at school by a friendly, welcoming and playful teaching staff and an effective handover will be gained from their parent or carer using the agreed upon method so that any important information can guide the days plans,

including if anything is happening for the child which may affect their mood or ability to engage in learning. At the conclusion of the day a similarly agreed handover will take place.

Other important aspects of our whole school behaviour policy include solution focused responses and the noticing and rewarding of good behaviour or any even small attempts to improve. The staff team will pay high levels of attention to the behaviour that we want to see rather than attention focusing on negative behaviour. The premise is that whatever you pay most attention to you get more of.

The school operates a point based behavioural reward system with points earned for behaviour achievements. With our school PLACE approach usual behavioural systems are not applied as research indicates these are less effective with young people who have experienced trauma and attachment difficulties. With our system rewards are given for positive behaviour but points that have been achieved cannot be taken away for negative behaviour. It is essential that all staff consistently reflect that positive behaviour is noticed no matter how small and we share this with parents/carers. Our whole school behavioural model tracks and baselines pupil's behaviours to enable progress over time to be clearly demonstrated. Numerous methods of celebrating success should be utilised by staff including taking photos as records of achievement, certificates, stickers, reward points, verbal praise, positive post home etc.

Consequence, Sanction and Repair

Consequences should be in line with the PLACE DDP model and **linked wholly to repair or safety and be non-shaming**. Responses should be given quickly and be reasonable and controllable.

The method of delivery is as important as the response itself (perceived unfairness/indifference from young person) and communication around consequence must also be in line with PLACE model principles.

The decision to apply a consequence must be made on the school premises or while the pupil is under the charge of the member of staff. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Teachers may apply consequences to pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school. This also applies whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Examples of consequence for children linked to repair or safety may be:

Repair

- Reparation for damages
- Helping to fix damage

- Apology verbal or written
- Key worker session to address misbehavior
- Mediation session

Safety

- Change of activity or plan
- Change of venue
- Educating away from other pupils
- Removing items

Corporal punishment is illegal in all circumstances

Off Site Learning

One response to negative behaviours is to restrict movement and access to site and activities based on the safety aspect of consequences and behavior management.

A young person risk assessment and behavior management plan should clearly state if any areas or activities are to be restricted for a pupil based on risk. Frequency and severity of past incidents should be reviewed and any risk assessment and restrictions should be reviewed regularly.

The school is set out in a way in which learners can be taught and engage in education in areas separate from other learners as necessary. Where there is consistent and high risk and as part of the risk assessment process, learners may be educated away from the main school site at an alternative venue approved by The PLACE Independent School. In the first instance of risky behaviour teaching staff will try to change location within the school site e.g. move to another learning zone, rather than taking a child off site.

As part of our learning curriculum pupils will be educated off site as per their individual timetable. This planned off site education e.g. bushcraft, physical education is not an exclusionary measure and is part of the attachment-based learning programme we offer for all pupils.

The use of off-site educating as a consequence for behaviour should be routinely reviewed, with all possible measures taken prior to this measure, taking into regard any risk severity or frequency.

The Positive Behaviour Support Lead will lead on and be consulted around consequences for young people, including any decision to educate a child away from the main school site. The Head Teacher is informed of any consequence implemented regarding a young person. Reviews of risk assessments for young people is

Detention

- Teachers have a power to issue detention to pupils (aged under 18).
- The School staff must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Exclusions

The PLACE Independent school may if necessary, exclude a young person for a fixed term period

or multiple fixed term periods of up to 45 days in any academic year. Alternatively, they may find it necessary to permanently exclude a young person. Parents have a right to appeal this decision and may do so by contacting the chair of the Challenge and Support Committee in writing on the address at the end of the policy. The school approach will do all it can to support a pupil to attend and a clear identifiable concrete present of risk must be demonstrated before a pupil can be excluded.

Due to young people's experience of loss and rejection the use of any exclusion from the school must always be viewed as last resort and only when there is a safety risk. Exclusions may only be agreed by the head teacher and clear reasons given to the young person relating to keeping them and other safe. Staff should always in line with the PLACE model use not shaming and non-blaming language and allowing young people to quickly move on from incidents and repair.

The Head teacher must authorise any exclusion.

Relationship Repair

Following any pupil misbehaviour it is important that repair work is completed with the pupil as soon as practically possible. We know that children with attachment difficulties experience toxic shame following misbehaviour and one way to move children into appropriate guilt is through role modelling relationship repair.

Repair after any incident is essential and aids to reduce toxic shame and ultimately improves self-esteem, attendance, attainment and behaviour. Repair after any incident includes talking through the incident with the young person involved, utilising Curiosity to help young people understand their behaviour and any triggers and help them plan strategies to prevent a recurrence of any difficult behaviour. Teaching staff must demonstrate how repair work has been completed following any incident. This repair is individual to the child and may not necessarily be verbal or written, it may be symbolic or physical and will be detailed within the child's behaviour plan.

Preventing Bullying and Anti-Bullying

The company policy clearly states that bullying is unacceptable and what students and staff should do if they are the victim of bullying or if they witness bullying taking place. All incidents of bullying must be dealt with in accordance with the policy and then recorded on the relevant document.

Searching

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors

Head teachers 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
- 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).

Head teachers and authorised staff can also search for any items 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.

Any search carried out will be recorded and evidence taken.

Behaviour and Risk Management Principles and Guidance

The PLACE Independent School holds a comprehensive document to guide staff around how best to work with a child to promote positive behaviour, including what to do in the case where management is required for safety. This document, 'My Behaviour Plan' will be initiated prior to referral with related to historic and current risk indicators, grading of severity and likelihood of behaviour and then detailing how to Avoid, Divert or Manage such behaviour. In addition to this a more child friendly document is attached, 'My Plan' which must be completed with the child during their first term at school. This document tells staff the more minute details of behaviour management for the child and what they find helpful or unhelpful as a strategy.

Every child completes a '5 Point Scale' around their behaviour which is an ongoing and live document which may also feed into the 'My Behaviour Plan' document.

Our behaviour and risk management principles are based on the following:

AVOID

Understanding Pupils experiences and history and the impact of the environment on behaviour in order to avoid behavioural difficulties. Staff engage in meticulous planning, daily structure, high levels of nurture, preparation and delivery of highly individualised teaching methods.

Staff should understand young people's attachment styles and triggers for behaviour. Staff must provide predictability and structure to provide sense of routine, anchor points and safety for young people. The school rules regarding acceptable behaviour should be clearly visible and agreed by pupils. In line with our attachment-based learning approach and the past trauma experiences of our pupils, staff may choose to deliberately ignore some low level

behaviour in order to work on keeping a young person positively engaged. This also serves to allow pupils to not experience consistent negative, feedback enabling them to engage in learning. Behaviours which are a risk to safety or are detrimental to the safe learning of other pupils must be addressed.

Within the PLACE model working with young people who have experienced past trauma, poor attachment experiences and multiple losses, many behaviours are not a choice but a coping strategy. Our model therefore aims to work with young people to develop alternative helpful coping strategies to situations and the premise of acceptance regarding their current difficulties. Fiddling, doodling, moving around are all examples of behaviour responses to anxiety and within our policy staff may tolerate levels of these behaviours in order to focus on higher goals, development of self-esteem, attending and engaging in education and work towards the reduction of these behaviours as part of a planned readiness for move back to mainstream school.

DIVERT

At times when things are looking like we are heading for an incident where children are not learning and the early trigger signs of a behavioural incident are becoming apparent. Staff should use diversionary tactics- e.g. go feed the ponies, use humour, lesson plan within lesson plan.

Diversionary principles should be unique to each young person's attachment style and knowledge of their own calming strategies. Staff should be fully aware of what works for each individual pupil and respond accordingly. Responses can be utilising the low arousal setting of the school environment, animal husbandry etc. Due to nature of the young people's trauma experiences enforced sustained seclusion would not be appropriate but young people may find it helpful to have time away from the group or a walk around the grounds with a staff member in order to calm and regulate.

Staff may choose to use the support of a colleague, pastoral, behavioural lead or other staff member to help engage a young person who is upset. It is essential staff spot the early signs of a young person becoming dysregulated to avoid an escalation of the incident which may lead to the young person becoming unsafe and experiencing shame if an incident is allowed to develop.

MANAGE

The young people who attend the PLACE school present with high levels of challenging behaviour, emotionally and behaviourally including damage to property and verbal and physical aggression. It is the staff team's responsibility to keep young people, the school environment and staff safe. If strategies applied relating to diversion and prevention of a significant behavioural incident have not worked staff must then apply sound safety principles in dealing with an incident and then provide support for pupils in debrief learning and repair from any incident. All significant behavioural incidents will be recorded and analysis of triggers and learning regarding triggers and staff responses explored.

Due to the needs and presenting behaviours of young people referred to the PLACE school it

may be necessary for physical interventions to be used utilising using +ProActive Approaches approved techniques to prevent significant harm to a staff member, another pupil, significant property damage or to prevent a young person from harm to themselves. Physical intervention must only be used in the above listed circumstances and by staff trained in proactive approaches, (all staff and visitors have the right to protect themselves from attack in such circumstance when this is the only safe option). Some young people in states of high arousal may experience being held as helpful, however all incidents must be recorded, parent carers and other relevant professionals informed and significant debrief offered to the young person, including exploration of how the situation escalated and the development of alternative strategies.

All young people's 'My Behaviour Plan' (Appendix A) should include a detailed behaviour plan, including reference to their attachment style and strategies for the avoidance, diversion and management of any behavioural incidents. Any update to the child's 'My Behaviour Plan' is taken as a joint process in communication with the parent/carer of the child, this can be either face to face or by phone and must be done as soon as feasibly possible.

Physical Intervention & Reasonable Force

There are occasions when the use of a physical intervention to hold a pupil of is necessary. Staff members of The PLACE Independent School in charge of learners may use reasonable force to prevent learners from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own property
- Persistent disruption of others learning

Staff are trained in +ProActive Approaches of physical intervention.

(See: www.proactiveapproaches.co.uk). Such physical restraint should only be used in exceptional circumstances, not as a regular or routine act (#aimforzero). Each young person at the school will have a completed 'My Behaviour Plan' which details the most effective management strategy for that child and all strategies should be exhausted before the use of it.

Chair of the Challenge and Support Committee can be contacted at:

Belvoir Farm House

Woolsthorpe Road

Redmile

NG13 0GN

01949 836531

Cate Tumman

Date of revision: Aug 2020

Review Date: Aug 2021

Appendix A – ‘My Behaviour Plan’

MY BEHAVIOUR PLAN

Name of child/young person:

DOB:

Age:

Date:

Review by:

Risk Assessment and behaviour management plan

A pre-service risk assessment including the current control measures to deal with identified risks MUST be completed in all cases before each new child may be introduced to any service provided by The Place. This accords with National Minimum Care Standards and the associated regulations.

The responsibility for the content and accuracy of the information provided lies, as far as is reasonably practicable, with the Social Worker/Parent, who is also reminded of their responsibility under various legislation including the Health & Safety at Work Act 1974, Management of Health and Safety at Work 1999 and the Council's Health & Safety Policy.

Risk Level

Levels of risk are developed with two key factors, one relating to the Likelihood and the other the Severity.

Likelihood is the probability that a particular behaviour or event will occur based on current knowledge. As a guide the professional undertaking risk analysis would use the following to consider the rating for likelihood.

An event/behaviour that has never occurred would be rated zero = 0

An event that has occurred over a year ago but only once = 1

An event that has occurred over a year ago and but on several occasions = 2

An event that has occurred within the last year and but on less than three occasions = 3

An event that has occurred within the last three months on repeated occasions = 4

An event that has occurred weekly or daily would be the highest likelihood of occurring again = 5

Severity is a rating of the harm caused or consequence if an event or behaviour occurs. The rating is guided by the following:

No harm at all = 0

Minor injury/damage not requiring attention = 1

Injury/harm requiring minor first aid or minor treatment = 2

Injury or harm requiring medical treatment or more extensive support = 3

Injury or harm that required hospitalisation, urgent police response, or causing significant damage to property = 4

An event that was likely to cause the death of the child or another person = 5

NB: Use your professional judgement to make a decision on which behaviours should be rated as LOW – MEDIUM – HIGH risk.

Part A: Individual Risk Assessment: [NAME]

Behaviour	L	S	OVERAL L RISK HML	Record evidence underpinning your assessment and any knowledge re triggers/early warning signs
Suicide threats or attempts				
Self-harming behaviours				
History of violence towards children (inc. triggers)				
History of violence towards adults (inc. triggers)				
History of violence towards animals (inc. triggers)				
Bullying				
Recklessness, impulsivity, and inability to make safe choices				
Safety issues in vehicles				
Sexual relationships with others				
Sexualised Behaviour				
Fire setting				
Going Missing from home				
Property Damage				
Criminal Behaviour				
Drug Solvent Abuse				
Discriminatory Behaviour				
Other: Health needs				

Signature of person completing the form:

Date:

Date of revision: Termly (or sooner if a new risk behaviour arises)

Part B: Behaviour Management Plan

For any medium to high risk behaviour

WHAT, WHEN, WHOM

Area of be- haviour/ dif- ficult situa- tion	Action to avoid this behaviour/dif- ficult situation Do's and Don'ts	Action to promote positive behaviour if an incident ap- pears likely	Best practice if a risky behaviour actually occurs & post incident support

Person Completing Part B:

Date:

Date of review: Termly (or sooner if a new risk behaviour arises)

My Behaviour Plan

Name:

Date of Plan:

Review Date of Plan:

Reasonable Adjustments	Anxiety Indicators	Defensive Indicators
What should be done additionally e.g. handover:	My Behaviour: What I can do to help myself? What you can do to help?	My Behaviour: What I can do to help? What you can do to help?
Crisis Indicators	Recovery Indicators	Follow up support
My Behaviour: What I can do to help? What you can do to help?	My Behaviour: What I can do to help? What you can do to help?	My Behaviour: What I can do to help? What you can do to help?

Triggers

Support for Triggers

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What interests me?

De-escalation skills

	Try	Avoid	Notes
Empathy	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	
Playfulness	<input type="checkbox"/>	<input type="checkbox"/>	
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	
Logical Consequences	<input type="checkbox"/>	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	
Go for a walk	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive Touch	<input type="checkbox"/>	<input type="checkbox"/>	
Offer hug/comfort	<input type="checkbox"/>	<input type="checkbox"/>	
Change of face	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	
Change of environment	<input type="checkbox"/>	<input type="checkbox"/>	
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	
Sensory distraction	<input type="checkbox"/>	<input type="checkbox"/>	
Reminder of plans	<input type="checkbox"/>	<input type="checkbox"/>	

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Caring C Guide	<input type="checkbox"/>	<input type="checkbox"/>	
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	
Half-Shield	<input type="checkbox"/>	<input type="checkbox"/>	

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Listen Link Learn	
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Shared with (name as appropriate):

Parents/Carers	Name:
Teacher	Name:
Social Worker	Name:
Other Professional	Name:
Young Person	Name:

Appendix B – The 4 R's Framework

The 4Rs framework helps:

- Learners make better choices, (when their emotional state, regulation and level of emotional literacy enables them to make active choices rather than trauma based responses to stimuli)
- Keep the focus on learning
- Give a sense of fairness to both praise and consequences
- Learners start to take some responsibility for their own behaviour and learning
- Learners are clear and have full understanding
- Learners feel safe

<p>Rights These consist of:</p> <ul style="list-style-type: none"> • The right to learn • The right to teach • The right to feel safe (physically and emotionally) • The right to respect and dignity 	<p>Responsibilities</p> <ul style="list-style-type: none"> • Learners must be supported to start to develop some awareness relating to their behavior. • Curiosity and acceptance are tools to help this. • Good choices should be rewarded • Poor choices always have consequences (none shaming)
<p>Rules The basic expectation of all learners is that you must show respect to others and our environment.</p> <p>You can do this by following these rules:</p> <ul style="list-style-type: none"> • Take part in activities and tasks calmly and sensibly • Take out all equipment needed for the lesson • Listen to and follow all instructions • Work hard and complete the tasks set for you • Only leave the room when you are told to do so • Play and have fun in learning • Accept that each person is different and has their own challenges and we work together to overcome these. • Curiosity in choices and behaviours, and barriers to learning. • Empathy not sympathy 	<p>Routines The routines for The PLACE Independent school will always be:</p> <ul style="list-style-type: none"> • A register will be taken for AM & PM sessions • Staff working with learners away from Hill farm site to call to message in to confirm attendance. • Learning objectives and outcomes will be shared with the learners • Pack away and tidy up when instructed • Young people to stay within their designated learning area on site and with their allocated member of staff. • AM session 9 am -12 am • Food will be delivered to learning areas at 10.15 daily for break time • Lunch 12-12.30pm in the dining room • PM session 12.30-3pm • All staff and Young people to sign on and off site (each and every time they arrive/leave)