

Behaviour and Relationships Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

This behaviour policy has been considered alongside the **Governors Written Statement of Behaviour Principles (See Appendix A)**

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy agreed by GB on	January 2022
Policy shared with staff on	January 2022
Reviewed & Updated	January 2022
Reviewed & Updated	November 2022

Behaviour & Relationships Support Policy

This whole school relationships policy provides a framework to support our responses to challenging behaviours in school. Stockport Local Authority Care and Control guidance is the predominant document that informs our policies, procedures and practice in school and our school relationships policy sits within that guidance.

Wellbeing

The wellbeing of all children is central to everything we do at Lisburne. We know that changes to behaviour can often be a sign that a child needs support with their mental health and wellbeing. Having an environment which focuses on children's wellbeing allows us to reduce anxiety behaviours of our children. Please see our wellbeing policy for further information about how we support children to be fulfilled and happy both at home and school.

Trauma informed practices

Behaviour management within school follows trauma informed recommendations. For example, the term "connection-seeking" is used instead of "attention seeking". Behaviour support plans are called "communication support plans", recognising the core value that all behaviours are forms of communication.

Challenging behaviour is behaviour which challenges our resources in dealing with it. It can include for example, self-injury, injuring others, screaming, kicking or refusing to take part in an activity.

We should remember that we often mistake the symptoms in our children of unmanaged stress as inappropriate behaviour. Children are reprimanded by teachers and parent for things they do that are really "stress reactions," rather than intentional misbehaviour. Children must always;

- be treated with dignity, courtesy and respect
- have equality of opportunity for learning and therapy
- have planned support to deliver the above

Children may be

- trying to communicate
- frustrated at being unable to communicate
- anxious, vulnerable or misunderstood
- in need of attention
- needing to be empowered by being given choices

Throughout this policy, the importance of the links between successful behaviour management with strong relationships between adults and children have been considered.

Parents and carers

We work closely and in partnership with parents/ carers to support their children's behaviour. Parents/carers will be kept fully informed about all matters relating to this

support both through discussion with school staff and (where appropriate) the provision of a written positive handling plan. The written plan must be agreed and signed by parents/carers, the class teacher and Headteacher. The written plan will have a clear review date and be revised and updated as necessary throughout the year.

Identifying triggers

We shall be more successful in changing children's behaviour if we accurately keep records of incidents including what happened immediately before and after an event.

Where appropriate, staff record incidents of challenging behaviour through CPOMS which may then be analysed and shared with other professionals such as the school's Educational Psychologist, CCLDT and HYMS.

Principles underpinning our practice

In dealing with incidents of challenging behaviour we will:

- put the safety of children and staff first
- remain calm; avoid needless conflict
- follow a non-hierarchical behaviour approach
- take steps to reduce stress – deploy techniques of distraction, de-escalation and diffusion as early as possible
- use Team Teach strategies to support de-escalation
- allow the children 7-seconds processing time to respond to questions/instructions from the adult.
- maintain support using appropriate communication
- avoid threatening behaviour ~ be mindful of tone of voice, body language and facial expressions
- treat children as individuals eg some children may not respond well to prolonged eye contact or over praising
- recognise when challenging behaviour is for attention, reassurance or comfort and supply these before an incident escalates
- be prepared to assist and support a member of staff dealing with challenging behaviour
- try to make incidents into positive learning experiences by the use of restorative approaches and de-escalation strategies
- reward systems are individual within classes based on the needs of the children.

We recognise that the following may contribute to challenging behaviour and will try to avoid:

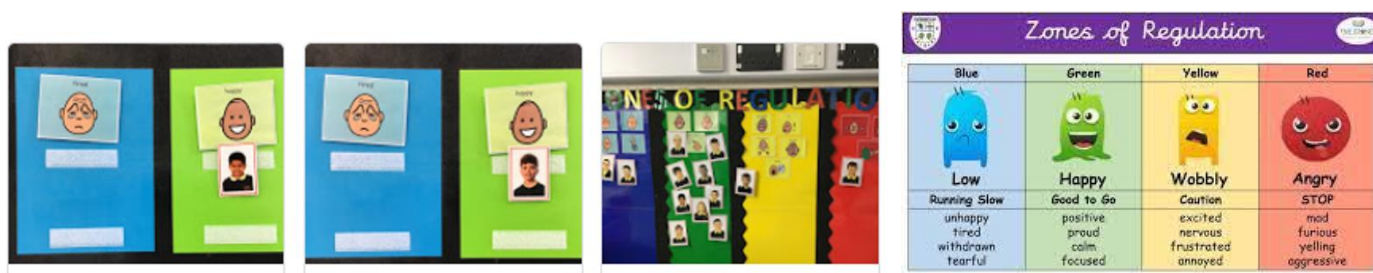
- Too much noise
- Excessive waiting before or after activities
- An absence of familiar structure
- Lots of interruptions – visitors etc
- Changes in routine
- Requests or instructions which the pupils may find difficult to understand

Zones of Regulation

“The Zones of Regulation (Zones) is an idea geared toward helping students gain skills in consciously labelling their own emotions, regulating their actions, which in turn leads to increased control and problem solving abilities”

We use the Zones of Regulation in school to support children with expressing their emotions and developing self-regulation across all classes, following a model that links emotions to four different colours. We use a range of resources to check in with children who are working at all different levels within Lisburne School. This varies from some children stating how they are feeling to adult’s labelling the emotion children are displaying for other Lisburne learners.

Children are supported to make choices around activities they can access to self-regulate linking to the emotion that they have expressed. For example, children may choose to access deep pressure when feeling over-excited.



Behaviour Management/Positive Handling Plans

For certain pupils at certain times it may be appropriate to formally agree a positive handling plan. This must involve consultation with parents/carers and the Head teacher, Deputy or Assistant Head. The plan will be reviewed after an agreed timescale. Positive handling plans are for children who have previously been restrained/physically guided or children who the staff foresee the risk of this happening with.

Communication Support Plans

Communication Support Plans are in place for children who communicate in ways that require additional support to manage/regulate their behaviors. This may include communication/behaviors such as excessive shouting, dropping or struggling to work with a particular peer.

These plans are designed to ensure that staff are consistent in their approach to supporting a child with a particular communication/behavior, for example minimal use of language, use of particular language, or relevant distraction techniques.

Physical restraint and intervention

Physical restraints must be seen as the final part of the sequence of de-escalation strategies

Pupils should be restrained only in order to:-

- Prevent them hurting themselves
- Prevent them hurting other people
- Prevent damage to property
- When their behavior compromises the environment and prevents others from learning

Children should have a Positive Handling Plan if they are to be restrained. If a child needs to be restrained for one of the above reasons, staff should dynamically risk assess the situation. A formal Positive Handling Plan should then be written up by all stakeholders within school and for the child as soon as possible after the incident. Plans should be signed and agreed by the School Leadership Team and parents/carers.

- Restraint should involve the minimum physical force for the minimum time necessary to achieve these objectives
- Restraint should never be used as punishment; it is a tool to keep the child involved and other children involved safe.
- Some personal safety disengagement techniques used in response to biting or hair pulling may involve the minimal discomfort to the child involved, but this is proportionate to the risk involved. Parents/carers would always be informed if such techniques were part of their child's Positive Handling Plan.

Recording and reporting

- All restrictive physical interventions must be recorded on the appropriate 'physical intervention report form' and passed on directly to the Head teacher or Deputy Head. These are then kept in a file by the Behavior Lead.
- The numbers of physical interventions are reported to Governors on a termly basis and to the local authority at least termly.
- Parents/ carers **must be** informed of restrictive physical interventions and incidents of challenging behaviour on the day of the incident. This information is shared with parents/ carers on an individual basis following an agreed format.

The following sanctions are not acceptable

- Corporal punishment or the use of force as a punishment
- The use of seclusion where a pupil is forced to spend time on their own against their will.
- Withdrawal of education or therapy unless its deemed a health and safety risk as agreed with the SLT

Team Teach

This is the Local Authority's approved approach to dealing safely with incidents which may require staff to use de-escalation strategies with a core aim of teaching children appropriate behaviors and avoiding physical restraint where **safe to do so**.

Lisburne School is a Team Teach trained school. Four members of staff in school are local authority trainers.

Staff training

Team Teach training is given to all staff in school on a two yearly cycle. New members of staff who work with pupils exhibiting challenging behaviour are given a short Team Teach induction and then at the earliest possible time, have access to the full 12 hour initial training provided by the LA. Until their 12 hour training is completed, they are not authorised to take a lead in physical interventions, they can only support a trained colleague.

The Team Teach tutor within school provides regular on-going training in supporting challenging behaviour in addition to emergency training on particular physical interventions as needed.

Support for staff

We acknowledge the stress that may result from working with pupils who display challenging behaviour and at all times aim to maintain the well-being of individual members of staff who are working in challenging situations.

Staff who have become particularly anxious need to be open and prepared to discuss their concerns with colleagues when they are ready to do so; this is a positive strategy and is not seen as a weakness.

Staff will be supported by further open and honest discussions, a re-consideration of strategies, input from the Educational Psychologist or therapist as appropriate, all within a context that enhances the strength of the team. A de-brief following incidents is always available, with careful consideration given to the timing of this.

Risk assessments

Where there is a foreseeable risk of hazard caused by challenging behaviour the Head, Deputy or Assistant Head will complete a risk assessment in consultation with the class teacher and parents/ carers.

Governors have authorised the intervention of Teaching Assistants and Midday assistants who have completed their full Team Teach training to be involved in physical interventions.

Rewarding and Promoting Positive Behaviour

Our ethos at Lisburne school is to celebrate children's positive behaviour and achievements, in the classroom with peers and teaching staff, the Head teacher, parents/carers and as a whole school. Classes use individualised reward systems tailored to the needs of their classes.

Bullying

Bullying is a rare occurrence at Lisburne school.

Bullying is defined as:

Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or a group. Bullying may take the form of physical, verbal, emotional, racial, sexual, homophobic, disablist or cyber bullying.

Incidents of bullying are taken seriously in school and reported and recorded. It is a legal requirement for any bullying incidents to be reported to the governing board.. Summary information of bullying incidents will be included in the Head teacher's report to Governors. The school follows agreed procedures for dealing with complaints about bullying.

Staff are vigilant to the possibility of intimidation and consider incidents of challenging behaviour between children in terms of whether they fit the criteria for bullying.

Peer on Peer abuse

Children and young people who harm others (also referred to as Peer-on peer abuse):

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This may include:

- bullying (including cyber bullying and prejudiced based behaviours),
- gender based violence/sexual assaults
- taking, collecting and sharing of naked or semi-naked images and up skirting.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously. In our school we have a clear anti-bullying policy and conduct circle times on peer relationships. If there are specific issues we would complete individual and small group work with both the "victim and the child who may have displayed harmful behaviour" with the use of visuals and other props to support communication and understanding.

Masturbation

At Lisburne, our children are growing and changing. With many pupils having a range of sensory needs linked to masturbation, it is the role of school to support the young people to understand this whilst also teaching appropriateness of time/location. We aim to ensure our Lisburne staff make informed, reasonable decisions about how best to support the individual and their needs. In the case

where a young person is masturbating in school, staff support through the following approaches...

1. Distraction. Promoting other activities/toys to preoccupy a young person.
2. Taking a child to a toilet to have 'private' time.
3. Using positive communication resources (Visual timelines, social stories & relevant texts) to support with timing.

Staff continually work to promote positive communication strategies to support a young person to understand their innate need/desire to masturbate. It is important staff make conscious decisions to unpick a young person's behaviour, understanding their cognitive level and whether this is a sensory need or physical desire. At Lisburne, we aim to provide boundaries to masturbation to ensure children are not missing their education. Below are communication strategies used by staff to support masturbation...

1. Sign 'private' and support with symbols.
2. Visual timelines- These unpick when it is an ok time to masturbate (e.g. after school at home).
3. Social stories- These unpick when it is an ok time to masturbate. (e.g. after school at home).

Appendix A: Governors written statement of behaviour principles

At Lisburne School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a stimulating, purposeful and secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Lisburne School. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Relationship Policy by stating the principles, which governors would expect to be followed.

The policy aims to underpin the Governors' duty of care to pupils and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the school.

This statement and the Relationship Policy will be reviewed on a two yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our core values for behaviour:

We want children at Lisburne school to be the best they can possibly be.

Feel confident in themselves.

Be able to express a range of emotions appropriately.

Be able to make and maintain positive relationships with others.

Cope with the stresses of everyday life.
Manage times of stress and be able to deal with change.
Learn and achieve, to the best of their abilities.

At Lisburne School:

We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included and that we meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life- long learners.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

We have an understanding of the complex needs of our pupils and how this contributes to supporting children to be able to regulate their feelings and communicate their words in a positive manner so they can be ready to engage with their learning.

We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, especially those with complex layered needs.