



Saxon Hill Academy

School Behaviour Policy and Procedures

Chair of Governors: Hilary Armstead

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Next review: January 2025

Ethos

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Many behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using punitive techniques. Positive procedures are constructive, in that they teach alternative responses and build self-esteem. The term 'positive behaviour support' is used in this document, as opposed to behaviour management, as it implies the need to consider all aspects of each student's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

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

Disabilities and Behaviour

People on the autistic spectrum are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons people with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. People with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Factors affecting behaviour include:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.
- **Communication:** We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- **Environment:** We will seek to sensitively and imaginatively manage the environments for the people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.
- **Sensory differences and Behaviour:** We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.
- **Emotional Regulation:** Young people with disabilities and/or autism often experience high levels of anxiety, over stimulation and emotional dysregulation that can compromise quality of life. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking) which is actually part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation.

KEY APPROACHES

The values of PROACT SCIPr UK are central to our ethos and ensure a low arousal, non-confrontational approach with empathy for, and understanding of, the young person. It places significant emphasis on distraction and de-escalation techniques and the development of IBSP Individual Behaviour Support Plans designed to teach young people more appropriate ways of communicating their feelings, wants and needs. Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk. In such cases, an RPI Restrictive Physical Intervention may be written into the IBSP. The principle is that any RPI must be of recognised SCIPr UK intervention, undertaken by a member of SCIP trained staff. The intervention must be made using the least force and for the least amount of time necessary to be effective in keeping the young person or others safe.

As professionals working in a mutually supportive partnership with families we must seek to understand the student's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home.

- Saxon Hill Academy understands that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with autism and other disabilities may have different needs and more limited means of achieving those needs.
- We have a duty to protect and keep safe the individual concerned and the other people around him or her including other staff.

- Saxon Hill Academy is committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school
- Saxon Hill accepts that the person has a right to make choices and express themselves using satisfactory means.
- Within the school we aim to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them
- The school promotes a non-aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcers such as praise, and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards such as celebrations of success.
- Negative reinforcements and punishments are not successful with most people with disabilities or autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However young people learn from experiencing the outcomes of their behaviour, the natural consequences. Providing the individual is well aware of the likely consequences of the behaviour and has the ability to make a choice this is not a punishment or a sanction but is a consequence of his or her behaviour.

AIMS

We aim to:

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

ROLES & RESPONSIBILITIES

Responsibilities of Governing body:

- To approve the Saxon Hill Academy Behaviour policy
- To ensure that the school policy is regularly reviewed and conforms to relevant law and guidance
- Oversee the implementation of the policy with reference to the health and safety of children and staff and with the Safeguarding Policy
- Keep themselves informed through regular meetings with staff and visits to the school
- To make recommendations to the SLT about any amendments

Responsibilities of the Headteacher:

- To implement the policy within the school, ensuring all pupils have an appropriate individual support plan (IBSP)
- To ensure that appropriate risk assessments are carried out and understood by all staff.
- To ensure functional assessments and behaviour support plans are in place for all pupils who require them.
- To ensure effective joint working with partner schools e.g. for PROACT SCIPr Training
- To make recommendations to Governors for any amendments
- To ensure all staff and volunteers have the appropriate training
- To ensure adequate staff supervision, particularly for staff who support pupils with challenging behaviour

Responsibilities of the PROACT SCIPr trainers:

- To ensure that school practice adheres to the Saxon Hill Academy Behaviour policy and reflects the PROACT SCIPr policies
- To ensure the policy is consistently implemented across the school and Sleepover Club
- Ensure the policy is regularly reviewed and conforms to relevant law and guidance

Responsibilities of school staff

- To notify the SLT of any serious incident and to follow the appropriate school procedures concerning incidents and accidents
- SLT are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings
- To carry out appropriate risk assessments in order to ensure risks are minimised

- All employees have a duty of care that requires them to act in the young persons' best interest and to treat all young people we support fairly, with respect and understanding
- All persons have a duty to report any concerns about practice to the Headteacher, or if appropriate to the Governors (Refer to Whistleblowing policy)
- To respond to all young people in a calm and positive manner
- To provide positive role models to all pupils ensuring that their behaviour reflects the good practice of the school.
- To always make clear that what they would like a pupil to do rather than overemphasise what they do not want them to do.
- To value every young person even if their behaviour needs a high level of support
- To enable and support pupils to recognise a range of feelings , both positive and negative and to develop their emotional regulation
- To work with their team, pupils, parents and carers to ensure that functional analysis and behaviour support strategies are developed together and that there is continuity of approach across settings.
- To follow the procedures set out in this policy.

Responsibilities of volunteers and pupils on placement

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

Responsibilities of Pupils

- To work with staff to develop and follow individual behaviour support plans
- To treat others with respect and follow agreed rules
- To enable others to learn

Responsibilities of parents

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

STRATEGIES THAT SUPPORT THE DEVELOPMENT OF POSITIVE BEHAVIOURS

- Positive reinforcement – delivered at a level that is appropriate for the child

- The teaching of fun skills, e.g. teach a child who struggles at play times to play a game.
- Teaching of 'functionally equivalent' behaviours – i.e. those that allow the child to gain similar results to those gained by the less positive behaviour.
- Learning activities and tasks should be intrinsically rewarding wherever possible
- Reward schedules – rewards may be immediate or deferred (pupil gathers points toward a reward). Rewards should always be appropriate for the child, proportionate and delivered consistently.
- Responsibilities that enhance a young person's self esteem
- Unconditional positive regard
- Clear expectations and boundaries, consistently applied – these should be regularly reviewed and agreed with the individual/group and presented visually wherever possible
- Sharing of success, particularly with parents, done in a manner that the child is aware of, e.g. home/school book, reward chart or certificate.

(This is not an exhaustive list.)

PERMISSABLE SANCTIONS

Saxon Hill Academy promotes a non-aversive approach to behaviour support

- Natural consequences, e.g. having to complete an activity before being able to go out to play (remembering that breaks are important and to miss them completely can be detrimental and cause further difficulties.)
- Reparation – reasonable 'making good' of a situation, e.g. picking up items that have been thrown (but only to be requested once the emotional intensity of the moment has passed).
- Loss of a privilege or loss of an agreed reward– to be judiciously applied, and as a last resort.

PROHIBITED SANCTIONS

- Corporal punishment, including smacking and rough handling
- Withholding of food and drink and force feeding
- Withholding of basic physical comforts such as warmth and appropriate clothing
- The use or withholding of medication
- Inappropriate use of voice and tone
- The use of language which demeans or intimidates the student

- Putting pupils out of the classroom unsupervised

TRAINING

- All staff will receive safeguarding training within the first few weeks at Saxon Hill Academy as part of the Induction process and will be annually updated with Safeguarding Level 1 and Keeping Children Safe in Education 1.
- All contact staff will receive Proact SCIPr UK training during their first year at Saxon Hill.
- All contact staff will take part in PROACT SCIPr UK annual refreshers and workshops in the appropriate use of RPI.

INDIVIDUAL BEHAVIOUR SUPPORT PLANS

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

- The school will use planned, agreed and risk assessed approaches to support challenging behaviour.
- All young people exhibiting challenging behaviour in at Saxon Hill will have an IBSP that is appropriate to their needs, abilities, skills and knowledge.
- IBSPs are drawn up by the staff who know the person well with advice from other staff and professionals when appropriate. Families and where appropriate, the young person will be consulted on these plans.
- All IBSPs identify WHO? the person is - their background; WHAT? the undesired behaviour is; WHY? the motivators for the behaviour; HOW? we will teach the young person new strategies to communicate their feelings, wants and needs in a more appropriate way. We will consider motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The IBSP should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.
- The staff team will use functional analysis or motivational assessment to inform strategies and interventions identified in the IBSP. All strategies used will carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.
- Each student's IBSP is reviewed as and when required according to individual need. The relevance and effectiveness of each IBSP will be assessed at least annually and modifications made as necessary.

RESTRICTIVE PHYSICAL INTERVENTIONS (RPIs)

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

- Staff have a duty of care to keep people safe and must act in the best interests of the all pupils they are supporting. The school has a duty to ensure the safety of everyone within it. "Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder." Dept for Education 2012.
- Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative.
- Non consensual touch may be considered assault at any other time
- The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force
- The rights and dignity of pupils must always be considered.
- Where it has been agreed that RPI is a necessary reactive strategy this will be included on the IBSP. A Restrictive Physical Intervention section will also be written into the IBSP and signed by all parties, including, where appropriate and possible, the parent and/or pupil.
- Any planned RPI strategies used must be carried out according to the principles and guidance of the Saxon Hill's PROACT SCIPr trainer - M Newbury
- The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.
- In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency restrictive physical interventions in response to unforeseen events. A proactive RPI plan will then be written into a young person's IBSP from that day.
- The school will regularly report on incident data for each student and share this information with Governors and parents
- Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded immediately in the RPI book, or by the end of the school day in which it occurred at the very latest.
- The Principal and parents must be informed of incident where RPI was used, on the day of the incident.
- Injuries or accidents arising from behavioural incidents must be recorded.
- All serious behavioural incidents should be reported to senior staff immediately.

- The Principal must be notified of any significant increases in incidents and where appropriate this should be investigated

Rationale: physical interventions are used only as a last resort, when all other strategies have failed:

- when a pupil is endangering themselves
- when a pupil is endangering others
- when a pupil is posing a serious threat to property

Any time a physical intervention is required it should always entail the least amount of force for the least amount of time. The physical interventions to be used with any of our young people are all taken from the Pro-Act Strategies for Crisis Intervention and Prevention (revised) (SCIP) technique. These interventions are the last resort and are designed to be safe and non-threatening to the pupil and to maintain the pupil's dignity whilst ensuring safety.

Physical Intervention Procedures:

Recording: all interventions will be recorded on a Restrictive Physical Intervention book, on the day of intervention and the SLT and parent/carers will be informed.

SUCCESS CRITERIA

- All incidents are appropriately recorded and reported
- Our culture is to keep use of RPI to a minimum and it is only used as a last resort
- All cases of challenging behaviour are dealt with quickly and effectively
- All staff are clear on their duty of care and act appropriately

REFERENCES

- Use of Reasonable Force (Dept for Education 2012)
- Education & Inspection Act (2006)

Links to other policies

- Safeguarding Policy
- Anti-bullying Policy
- Off-site and Community Based Learning.
- Whistleblowing Policy

APPENDICES:

1. RESTRICTIVE PHYSICAL INTERVENTION LOG Form: HSF56
2. INDIVIDUAL BEHAVIOUR SUPPORT PLAN