



**Behaviour Management Policy**  
A balanced approach to reducing risk,  
restraint and restriction

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## 1. Introduction

The schools Behaviour Policy must comply with section 89 of the Education and Inspections Act 2006. This requires that it promotes, among students, self-discipline and proper regard for authority.

The policy focus is on encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students. It is committed to securing an acceptable standard of behaviour that ensures students complete any tasks reasonably assigned to them in connection with their education and at all times conduct themselves appropriately.

The policy will be reviewed annually and its content will be shared with students, parents/carers and all persons who work at the school, including volunteers.

At Shenstone Lodge School, we work towards providing an environment that encourages positive changes in behaviour, enabling students to learn more effectively.

## 2. Our school vision is:

*Shenstone Lodge School will be an outstanding school and the best in the West Midlands, providing quality education and care for young people who have Social Emotional and Mental Health Needs.*

*Our young people will have the opportunity to develop their potential and to experience an exciting, personalised, innovative and relevant curriculum.*

The school team will achieve this by:

- Enabling the young people to acquire knowledge and skills relevant to adult life and employment in a fast changing world
- Enabling our young people to be literate, numerate and to use technology effectively
- Promoting British Values, respect for other people, the school and the wider community
- Motivating our young people to be proud, ambitious and to achieve
- Working effectively with parents, carers and other stakeholders

## 3. Aims

At Shenstone Lodge School, we work towards the vision by providing an environment that encourages positive changes in behaviour, enabling students to learn more effectively. We aim to ensure:

- Teachers and staff provide high quality education and support which is well matched to students needs
- School staff are pro-active in the appropriate management of behaviour and act to reduce potential risks using a wide range of strategies
- School staff actively encourage respect for other people, the school and oneself

- Students are helped to take responsibility for their own behaviour and work to ensure that the school is a safe and happy place for everyone
- Students attend school regularly, on time and wear appropriate school uniform
- To address all forms of bullying across the school

The School supports and educates students who can exhibit challenging behaviour as its principal function. At all levels, we consider the management of students whose primary need is social and emotional and mental health difficulties.

#### **4. School Environment**

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graded responses to difficulties and to prevent, as far as possible, the escalation of dangerous behaviours and the use of physical interventions.

Although the management of student behaviour is the responsibility of all members of staff the school has Behaviour/Well Being Support Teams who have a specific focus on behaviour within their overall responsibilities.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a Nationally accredited behaviour management and physical intervention strategy. Shenstone Lodge School has Advanced Level Trainers across both sites who lead the training.

Students benefit from small class sizes, carefully differentiated work, additional pastoral support systems and good quality teaching and resources.

There is a strong emphasis on the use of positive language, modelling and encouragement to build students' self-esteem and relationships with classroom and other school adults.

The school environment is kept tidy, well maintained and bright, with displays that promote positive engagement from students and value their achievements.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a 'dynamic risk assessments' and act with the students best interests at the centre of their decision making process.

To support and promote a positive, safety focused ethos and culture within Shenstone Lodge, each school operates a token economy, which encourages and rewards students who make positive behaviour choices.

The sites continually monitor the effectiveness of their economies and use student feedback at group and individual level to secure relevance.

The specific systems are referred to in Appendix A and C

## 5. Other Behaviour Supports

It should be recognised that there is not always an easy way to manage students who present challenging behaviour. The circumstances and context will make a difference to how staff members respond to a situation and the level of danger/ risk perceived.

The school expects that staff will 'run through' a number of responses to de-escalate a situation that has the potential to become dangerous.

Staff will be expected to communicate calmly with the student, and present themselves in a considered and controlled way. The language used should be simplified and offer students opportunities to resolve their difficulties without resorting to violence. Staff should be confident to offer 'ways out' where possible to reduce the need for physical intervention.

Techniques used may consist of:

Diversion

Reassurance

Negotiation

Offering Choices/ Time out

Setting Limits and Boundaries

Change of Face

Humour

Identifying Emotions

It is recognised that some students will need additional therapeutic support. The school is able to provide low level interventions to address some therapeutic needs, but will also access the support from external professionals as required.

Students can have a specific behaviour management plan if the range of behaviours observed are extreme or particularly complex. These plans consider in depth the behaviour traits of the students, and look at ways in which they can be more effectively supported by staff and themselves.

The plans are made available to all relevant staff.

In addition to the above, the Shenstone Lodge School site uses the 'Behaviour Recovery' management strategy. Appendix B.

Residential Shenstone students follow the same management structures as day students to support consistency across the school.

## 6. Sanctions

Inevitably, the focus on positive regard can sometimes break down. As a result, sanctions need to be put into place to deter students from making negative behaviour choices, and to offer some opportunity for students to be aware that poor behaviour has a consequence.

It is our intention that sanctions are proportionate and reasonable and take into account any Health and Safety concerns.

Sanctions may take the form of:

- Low points scores or negative dojos.
- Loss of 'personal time' such as 'break' or 'free time'.
- Loss of privileges, such as the use of certain equipment during breaks.
- 'Withdrawal', away from the larger group.
- Spoken to by a member of the Senior Team.
- Internal exclusions, students remain in school and complete work away from their class group. The school will attempt to inform parents/ carers of this course of action.
- Detention... with the permission of the parent/carer the student will remain in school at the end of the day to complete work as appropriate
- Telephone call to parent/carer.

In some circumstances, following a Health and Safety assessment/ dynamic risk assessment, certain activities may be untenable, e.g. swimming, after school club or off- site events.

In the event of behaviours or actions being so extreme that the above sanctions are not deemed appropriate or sufficiently proportionate, it may be necessary to exclude students on either a fixed term or permanent basis. These circumstances will be considered on an individual basis by senior staff members.

Examples of behaviours that could be considered for exclusion would include:

- Continued high level aggressive, threatening and disruptive behaviour
- Serious and directed assault of a staff member
- Serious and directed assault of another student
- Serious and purposeful damage to school/ others property
- Bringing weapons in to school with the intention of violent use
- Bringing inappropriate substances into school with the intention to use or supply
- Arriving at school in an intoxicated/ drug impaired state
- Unfounded malicious allegations toward staff or students
- Long term persistent bullying
- Refusal to address/remove inappropriate gang related adornments or hairstyles

## **7. Physical Interventions**

Sometimes a student needs to be held. This may happen if a student is about to hurt someone, hurt themselves, damage property or is engaged in behaviour prejudicial to the maintenance of good order and running of the school.

It is expected that any physical intervention will be used to reduce potential and actual risks, based on a dynamic risk assessment made by the attending/ present staff. Intervention should be reasonable, proportionate and will be in the best interest of the child. It will be reported, recorded and reviewed.

Staff are trained to use 'Team Teach' techniques as the preferred positive behaviour management and physical intervention strategy. The following statement reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews, Team-Teach Director)

All physical incidents should be recorded on Behaviour Watch within a 24-hour period by the person that led the intervention, this should be decided at the time and will be rigorously monitored throughout the year by SMT as a regular agenda item. Reports should be ‘concluded’ (i.e. all participants have made their contributions) for review within 2 working days of an incident.

NB :

When children reach a stage in their development when they have sufficient mental competence to understand issues sufficiently to make their own decisions, they are described as having 'Gillick competence'.

Most young people have attained Gillick competence by the age of fourteen and from the age of sixteen they are assumed to have 'Mental Capacity'.

The Mental Capacity Act (2005) applies from the age of sixteen onwards.

Any young people who may still be subject to restrictions that could constitute a deprivation of liberty after that date must have liberty protection safeguards in place. It is good practice, in the case of children and young people with special educational needs who have an EHC plan, to specifically consider whether any current restrictions require liberty protection safeguards to be put in place before their sixteenth birthday.

That should be a significant agenda item for review meetings if there is any doubt about it. Those reviews would also be a good time to review plans to reduce risk and restraint and so alleviate the requirement for liberty protection safeguards. (APPENDIX D)

## **8. Power to Search Students Without Consent**

In addition to the general power to use reasonable force described above, Heads of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”<sup>3</sup>

:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- illegal pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. It is expected that staff in these circumstances verbally communicate that the items are not appropriate or suitable for school and that they should be 'handed in' or kept 'out of sight'. Staff need to be mindful that any further sanction or actions undertaken must be reasonable and proportionate.

Additional information can be found at the link below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

## **9. Use of 'Behaviour Recovery Rooms'**

It is notable that some students will refer themselves to purposely delegated rooms to 'sit quietly', complete work and self-manage their behaviour.

On occasions, staff will refer a student to use a 'Behaviour Recovery Room' to reduce presented and potential risks, or to facilitate 'time out' or 'withdrawal'.

Most of the time this can be done with student compliance.

If a student is forcibly kept in a room (SECLUSION/ ISOLATION) for safety reasons it will be subject to the reporting and recording protocols of other interventions such as holds and restraints. This level of response is not to be used as a sanction or punishment, but as a temporary safety measure.

Students may be prevented from leaving this room by blocking the door way with their body, holding the door shut or locking the door shut in an emergency (if this reduces the risks presented (as assessed by the staff attending)). The sole purpose of this high level emergency response is to keep all concerned as safe as possible, until the student is calm enough to be purposefully engaged. They will be supervised by an adult at all times whilst in seclusion to ensure safety.

If seclusion/ isolation is used regularly to support a particular student (averaging more than once a week over a half term), a specific 'Behaviour or Intervention Plan' will be developed with a clear strategy to reduce the levels of seclusion/ isolation. The plan will be shared with staff and parents/carers and reviewed half termly until the number of incidents reduce.

We aim to inform parents verbally before the end of the working day, when their child has been held or secluded. If we do not inform parents/carers this will be recorded with the reason why.

(See Physical Intervention Policy).

Useful guidance Documents regarding the Use of Reasonable Force

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/693446/Environments where children can flourish.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments_where_children_can_flourish.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools -  
A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **10. Incident Report Forms**

All physical incidents should be recorded on Behaviour Watch within a 24-hour period by the person who led the intervention, this should be decided at the time and will be rigorously monitored throughout the year by SMT as a regular agenda item. Reports should be 'concluded' (i.e. all participants have made their contributions) for review within 2 working days of an incident.

Any report of an incident involving a Ground Hold is reviewed by a member of the site specific SMT and staff involved are subject to a debrief which is recorded. The school aims to achieve this within 3 working days of the incident. Any actions or changes to the way a student is managed are shared with the relevant staff.

The overall number of Ground Holds are reported each half term to Team Teach and the Local Authority Health and Safety Department. Governors are also kept up to date with the number of Ground Holds used at Full Governing Body meetings.

The use of seclusion/ isolation is recorded and outlines who was involved, when (and for how long they were secluded), why this was considered to be the safest option and how was the student responding once secluded/ isolated eg. Continued high levels of aggressive and threatening behaviour, spitting, self-harming etc... A summary will be shared with Governors on a Termly basis as part of the Executive Headteacher's report.

Any incident which is considered 'significant' as a result of the levels of violence used, amount of damage caused, police involvement or the time spent in seclusion will be reviewed more promptly.

## **11. Staff Responsibilities**

All staff are responsible for modelling and promoting appropriate behaviour throughout the school. It is important that staff 'follow up' rewards and sanctions effectively.

Staff are also responsible for challenging inappropriate student behaviour, either directly or through engaging additional support.

Choosing not to address poor behaviour (if it is not part of the planned strategy), staff are colluding with the student, which undermines other students, colleagues and the school ethos.

Staff will do their best to be consistent and fair in their approach to managing student behaviour. However, this needs to be kept in the context that all students are individuals and may have specific circumstances or needs, which determine other courses of action.

If it is felt that student behaviour is not being effectively managed or supported, it is essential that individuals communicate this quickly to attract support from colleagues. Staff are aware this is a sign of professional strength and not weakness. Issues will be passed onto the Senior Team and the Head of School.

## **12. Working with Parents/Carers**

Shenstone Lodge promotes working with parents and carers. With regard to behaviour, we know that we are more likely to succeed if parents and carers are supporting the school.

Shenstone Lodge School behaviour management systems underpin all of our everyday work. Every student is an individual and as such may have particular circumstances and needs that require us to respond to them differently. Each school prides itself on being able to offer this flexibility to support to its students.

## **Definitions used and understood by Shenstone Lodge School Staff**

### **Seclusion/ isolation (Isolation is used interchangeably in DFE and OFTSED documents)**

Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored and supervised.

### **Withdrawal**

Moving somebody (sometimes forcibly) to a safer place where they can be actively supported, monitored and supervised. Withdrawal may be used as a sanction while a student completes set work.

### **Time out**

Allowing a person some time and space to calm down in a space where they present low risk and can be actively supported, monitored and supervised

## **APPENDIX A**

### **SLS Token Economy**

Rewards and sanctions are a fundamental component of the smooth running of our school. As we move forward we have taken the decision to remove the old system of allocating or awarding set numbers of house points per session in favour of Dojos (house points) being awarded on an on-going basis throughout the day, including breaks and lunchtimes.

Each child has been allocated two Class Dojos – one for recording positives and one for recording 'needs work', (unless they are a resident, see notes).

#### **CLASS DOJO – REWARDS**

At the end of each day a certificate is awarded by class staff to the child with the most positive Dojos.

The Well Being Support Team (WST) will collate daily Dojo totals and calculate over a week and half termly period (Wednesday to Wednesday).

The highest dojo earners, and those who have made the biggest weekly improvements have access to a reward trip on a Wednesday afternoon.

A half termly reward trip to a more exciting location will be offered again for the highest and most improved dojo earners.

# APPENDIX B

## Behaviour Recovery Approach

### Introduction

Being emotionally competent, self-aware and resilient are keys to successful work with children. Most crises (a turning point that can lead to a better or worse situation) can be prevented if we build therapeutic relationships, establish routines and activities that meet children's basic needs. However, as or when crisis occurs this should be viewed as an entry point for learning and development. New behaviours may not work the first time but with support guidance and encouragement the young person will develop better coping skills.

Consideration should be given to all the following areas when using the behavior recovery approach

### Teaching and Learning Space

- Authoritative leadership
- Curriculum or activity to suit needs.
- Communication - Tone of voice, non verbal communication, clear and concise language, appreciation of receptive, expressive, vocab, ASD (linear), emotional literacy etc, use of Makaton signs and symbols.
- Visual-School rules, rewards (class dojo), weekly trips and half termly trip (ref to rewards and sanctions guidance),
- On task strategies-Planned differentiation, planned contingency activities, additional challenge.
- Low key intervention strategies-Distraction, directive statements, boundary setting (ask child to sit out, within the classroom for a short period of time).

### Bottom Line

**(Considered as serious incidents and need to be recorded on behaviour watch)**

- Physically harming others,
- Serious damage to the environment,
- Leaving site,
- Significant public sexualised language and/or behaviours
- Persistent non-compliance

### Parking Plan

**(Not recorded on behaviour watch)**

- Should be linked with student's one page profile.
- Directed or self-referred to a table/booth directly outside the classroom/cottage or other pre-agreed area.
- Managed by class staff/lead adult. Negative class dojo to be issued (monitored by WST, WST not required to intervene at this stage).
- Reparation to be organised by teacher/lead adult as per need.

## **Behaviour Recovery Area (1) Well Being Support Room (To be recorded on behaviour watch)**

Self-referred/proactive referral

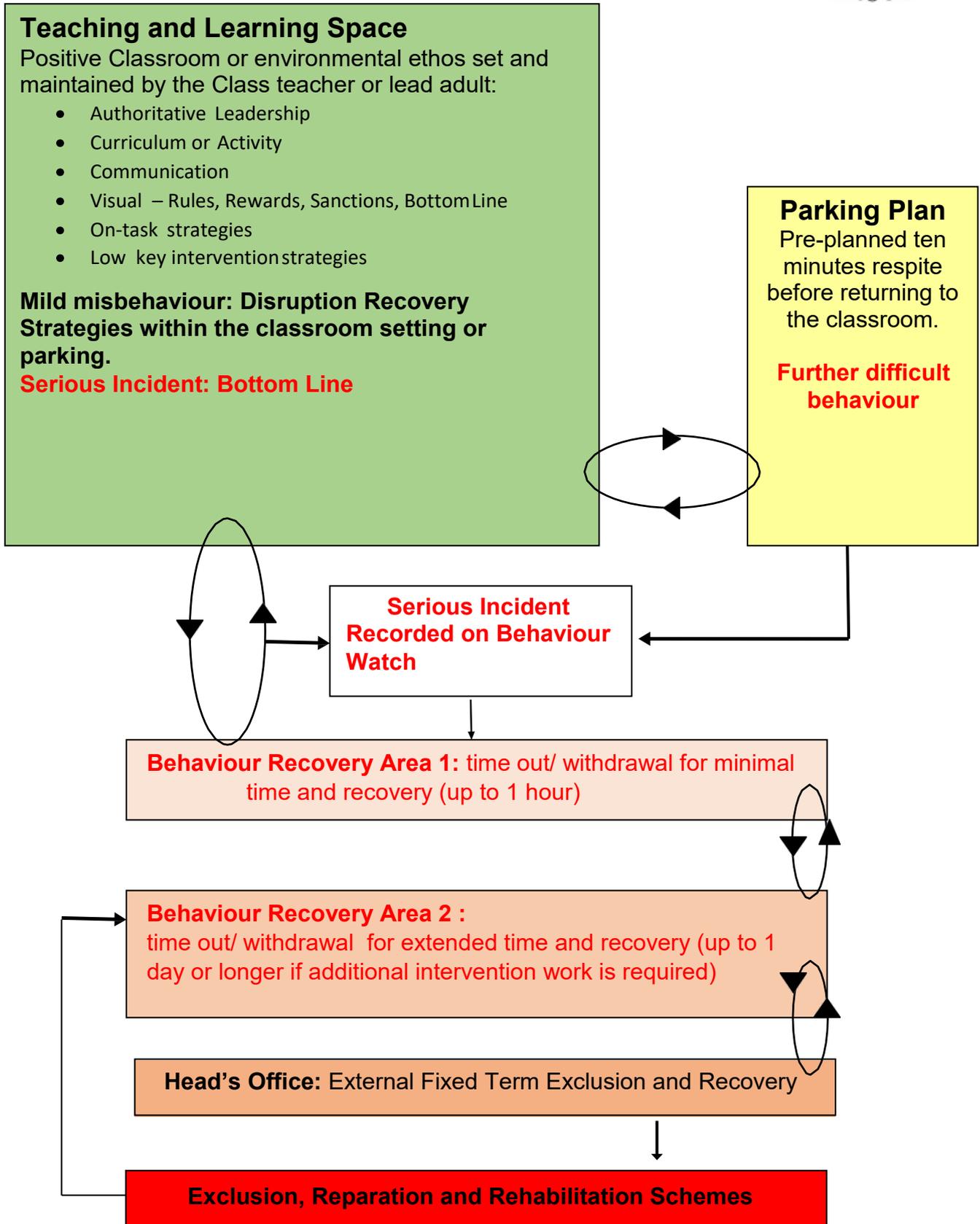
- Short turn around with minimal support
- specific programme may be followed. WST may design individualised programmes in consultation with class and house staff. SMT to support process.
- Adaptations and changes to one page profile may be required.
- Weekly reporting on use of well-being support room for each child reviewed regularly.
- May lead to proactive intervention designed and implemented as necessary (Planned time with key adult, academic interventions, play therapy, time/community service, medical, safeguarding).

## **Behaviour Recovery Area (2) 'Withdrawal' (To be recorded on behaviour watch)**

Proactive and reactive referral

- Work packs to be provided by class staff if appropriate.
- To be managed by WST.
- Reparation to be organised by WST as per need.

# Behaviour Recovery Model Diagram



## Appendix C

### The Brades Lodge Site Token Economy

The Brades Reward System is based on points achieved through engagement in lessons. Additional points, (5 per day) can be achieved by following school rules. For example, wearing correct uniform and handing in mobile phones.

The students have been (and are) actively involved in the development/evolution of this system.

Students are set a daily points target, at the end of the week reward activities are available if sufficient points are achieved.

At the end of each half term a more significant trip or reward is arranged for those with sufficient points.

## APPENDIX D

From 'Liberty Protection Code of Practice' and supporting guidance

In July 2018, the government published a Mental Capacity (Amendment) Bill, which passed into law in May 2019. It replaces the Deprivation of Liberty Safeguards (DoLS) with a scheme known as the Liberty Protection Safeguards (although the term is not used in the Bill itself).

Key features of the Liberty Protection Safeguards (LPS) include:

- In line with the Law Commission's suggestion they start at 16 years old. There is no statutory definition of a deprivation of liberty beyond that in the Cheshire West and Surrey Supreme Court judgement of March 2014 – the '**acid test**'
- Deprivations of liberty have to be authorised in advance by the 'responsible body'.
- For NHS hospitals, the responsible body will be the 'hospital manager'.
- For arrangements under Continuing Health Care outside of a hospital, the 'responsible body' will be their local CCG (or Health Board in Wales).
- In all other cases – such as in care homes, supported living schemes etc. (including for self-funders), and private hospitals, the responsible body will be the local authority.

For the responsible body to authorise any deprivation of liberty, it needs to be clear that:

- The person lacks the capacity to consent to the care arrangements
- The person has a mental disorder
- The arrangements are necessary to prevent harm to the cared-for person, and proportionate to the likelihood and seriousness of that harm.