



## Positive Behaviour Management Policy

**Mission Statement:** 'working together to achieve the best outcome'

### Definition

"In a nutshell challenging behaviour is behaviour that challenges-whether it is a challenge to our understanding, our wellbeing or our child's or else to our ability to carry out our responsibilities as parents and professionals"

Whitaker 2001

### Aims

Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education, providing each pupil with the skills necessary to regulate those behaviours that are a block to their learning or to the learning of others.

To enable every pupil be as independent as possible in managing their behaviours, by teaching them appropriate strategies

To promote self-esteem and encourage self-advocacy


To ensure that the Lexden Springs Residential Special School ethos of self-discipline, self-regulation and respect is maintained by all staff and pupils

### Lexden Springs Residential Special School Rules

There are 6 school rules at Lexden Springs Residential Special School:

- We listen to each other
- We are kind to each other
- We look after our things
- We use kind words
- We walk in school and the residential
- We respect each other

The emphasis should on praising pupils when they are following the rules.

Reviewed by :	Simon Wall - Headteacher
Date :	February 2023
Review Date :	Spring 2024
Approved :	 SHIRLEY CROFT CHAIR GOVERNOR

## **Response to Covid 19**

At Lexden Springs Residential Special School we will continue to follow a positive approach to behaviour management. Pupils will be asked to social distance as much as possible, regular hand washing is being enforced. Pupils will have their own individual box of resources. Staff will follow the school risk assessments and guidelines in order to keep themselves and pupils safe.

## **Essex Steps**

Lexden Springs Residential Special School follows the Essex Steps approach to the teaching of behaviour.

All staff have the initial Step On training, which lasts 6hrs, every year staff have a refresher training, which lasts 3hrs.

The training takes place in staff teams so that individual pupils can be discussed.

The training teaches staff to be aware of the importance of giving the pupils positive experiences, consistency, and trains staff in de-escalation and positive language. Staff are taught non-restrictive interventions.

## **Entitlement and Implementation**

### **De-escalation**

All staff need to know how to manage and nurture positive behaviour, and to have an understanding of what challenging behaviour might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

All staff should use positive language, the focus being on improving pupil's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties. This is reflected in the Lexden Springs Residential Special School rules and the well-being plan and residential health care plan. There is an expectation that staff will praise good/expected behaviour, 'catching pupils when they get it right'.

The use of positive language, limited choices, distraction and diversion are key elements of de-escalation and there is an expectation that staff are trained and confident in de-escalation.

All staff should use the following de-escalation script, adapted to suit individual need:

**Pupil's name**

**You need help**

**I can help**

**Tell me, show me**

**Let's go for a walk**

**Let's go to....**

### **Guiding and Escorting**

As part of a risk assessment (which is on-going and dynamic) or Well-being plan, pupils may be guided away from potentially difficult or dangerous situations. This is a physical intervention and clear guidelines are given in the Lexden Springs Residential Special School Touch Policy.

Lexden Springs Residential Special School will not use Restrictive Physical Interventions on pupils as it is clearly evidenced it does not teach pupils what they need. Physical Interventions should give pupils the support they need. Legal defence for the use of force is based on evidence that the action taken was:

Reasonable, proportionate and necessary. This is always taken into account when any physical interventions are used.

### **Educational and Protective Consequences**

Any behaviour incident should involve consequences. Protective consequences are designed to manage harm, keeping pupils and staff safe. Educational consequences involve teaching and practicing the skills needed so that the freedom can be returned. An example could be:

**Protective Consequence**

No outings on the mini bus until the pupil can keep the seat belt on

**Educational Consequence**

Practicing wearing the seat belt or learning why the seat belt is needed

**Teaching Discipline**

Evidence shows that external discipline imposed by staff through rules and suppression may only achieve a short term change. However, working with pupil's experiences and feelings creates an internal discipline. This results in long term change.

Lexden Springs Residential Special School promotes the teaching of internal discipline, our aspiration is that pupils are able to self-regulate and follow the Lexden Springs Residential Special School rules. However, pupils will require staff support as they learn to do this to do this. Individual information will be found on well-being plans and residential health care plans.

**Partnership with Parents**

Our aim is to work collaboratively with parents. Parents should be made fully aware of the Lexden Springs Residential Special School's expectations in respect of behaviour, codes of conduct and regulations, and should have the opportunity to be involved in discussions, consequences and teaching around their child at Lexden Springs Residential Special School. Staff should share well-being plans and residential health care plans with parents.

**Monitoring**

Incidents must be written up on IRIS, (web based analysis system) within 24 hours. Incidents are followed up by Senior Leadership Group. (More information on IRIS in Induction Booklet)

The class team and residential team will review an individual pupils' Well-being Plan and Residential Healthcare Plan termly, or sooner if the need arises.

**Anti-Bullying & Harassment**

At Lexden Springs Residential Special School we have a zero tolerance on any forms of bullying or harassment, including verbal, physical, and emotional and use of ICT (Cyber Bullying.) We do have a very low incidence of these. We address bullying and harassment through PHSE and Citizenship curriculum. Pupils are encouraged to report any incidents immediately to a member of staff. All incidents are logged via IRIS and dealt with appropriately. Minor incidents are dealt with in school and the residential and are monitored by staff. Pupils are encouraged to take responsibility for their actions. Staff bullying is covered in a separate policy.

**Fixed-term and Permanent Exclusions Guidelines**

Lexden Springs Residential Special School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

**Partnership with Parents and Carers**

Parents working in partnership with Lexden Springs Residential Special School to consistently reinforce the Lexden Springs Residential Special School's expectations is an important factor in every child's success. At Lexden Springs Residential Special School, we work in partnership with parents and carers to ensure that expectations are clear. This includes ensuring that parents and carers are kept informed about their child's behaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are clear. Lexden Springs Residential Special School is responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These include:

- Positive Behaviour Management Policy
- Home-School Agreement
- Residential Agreement

## **Supporting Pupils to Succeed**

We aim to include, not exclude, and we approach all difficult and dangerous behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

## **Types of Exclusion**

### **Temporary / Fixed-Term exclusion**

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

### **Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from Lexden Springs Residential Special School and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Board as soon as possible in such a case.

### **Reasons for Exclusion**

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the discretion of the Headteacher. A decision to exclude a pupil for a fixed period or permanently is seen as a last resort by Lexden Springs Residential Special School. The health and safety of our pupils and staff is our primary concern. Therefore, we accept that in some serious situations exclusion may be necessary. The decision to exclude will be in response to very serious concerns around health and safety where there is a serious risk of harm to the welfare of the pupil themselves or other pupils or staff at Lexden Springs Residential Special School. Exclusion may be the result of persistently difficult or dangerous behaviour or a serious single incident. Such decisions will be made in the best interests of the pupil, whilst also mindful of the need to maintain the order and health and safety of the Lexden Springs Residential Special School community in a clear and consistent way. In the most serious cases, permanent exclusion may be necessary.

### **Health & Safety**

The health, safety & welfare of our whole school community are the heart of all our policies. All staff will be advised in the use of de-escalation strategies when dealing with any behaviour management issues. All staff that have contact with pupils will be trained in Essex Steps, a nationally recognised accredited course in the promotion of positive behaviour management including safe ways to guide and support a pupil.

We are a non-Restrictive Intervention school. Some pupils may have been restrained in the past, but this has not been the case for over a year. There is an expectation that no pupil should be managed by Restrictive Physical Interventions.

Our data shows that as we have embedded this approach in the school incidents have decreased in their intensity and severity.



# Lexden Springs Residential Special School

Attend Aspire Achieve

## Appendix Structure of Support

### Risk Reduction Plan

- Profile of pupil and strategies of how to support and teach self-regulation
- Ensures that we are being consistent
- Staff team need to discuss, read and sign
- Ensure it is shared with new staff
- Review and update termly

### Transactional Support Plan

- Allows you to plan and resource new skills you are teaching, supporting Well-being Plan and Residential Healthcare Plan
- Complete with staff, share with parents
- Evaluate and change at least once a term

### Risk Assessment

- Complete for pupils where there may be cause for concern when out in the community or in particular activities e.g. cooking, swimming
- Attach completed risk assessment to Evolve forms if relevant to visits in the community
- Review at least termly, but more frequently if there are changes in behaviour

