

Positive Behaviour Management Policy

Date Policy Drafted: 8th February 2016 and revised April 2017, June 2018, September 2019

Member of staff Reviewing Policy: Wellbeing Coordinator and Assistant Principal

Approved by Governing Body: October 2019

Reviewed by Assistant Principal (PDBW and Post 16) and Wellbeing Coordinator: September 2019

Next Review Date: September 2020

Positive Behaviour Management Policy

Mission Statement

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences - that are destination led – for all of our students and their families.

Introduction

Lighthouse School is a Specialist High school provision for Autism Spectrum Condition (ASC) and recognises that communication, social interaction, and positive behaviour management are fundamental aspects of educating students with special educational needs.

Our ASC specialism and focus on Communication and Interaction recognises the status these are given. The school curriculum is highly adapted to meet the needs of our students. Having a differentiated curriculum allows us to provide an environment within which every student can achieve, be safe, be healthy and make a positive contribution.

Our positive behaviour management policy is a significant element of our provision which supports success in all aspects of school life and beyond. It is therefore evident in all that we do at Lighthouse School.

The Positive Behaviour Management Policy (PBM) and wellbeing intervention supports our inclusive ethos and summarises our approach:

- Our values are important when dealing with behaviour
- Our students have the right to learn
- Our students and staff have the right to be safe
- Our students and staff have the right to be valued and to be treated with dignity
- Our students have the right to consistent approach
- Our students have a right to Equal Opportunities
- Safeguarding and child protection is paramount
- All physical interventions with students will be used as a last resort and the Team Reach Intervention system will be used in all cases.
- An individual reward system will form the basis for implementation

Practice and Procedures

1. Students with high risk behaviours will be assessed and have an individual pupil risk assessment. (IPRA)
2. All students at Lighthouse School will have a student 'passport'. Where appropriate school staff, professionals and parents will contribute to provide a working document describing student needs.
3. All groups will have clear Positive Behaviour Intervention Plans (BIP) which include detailed information of triggers to behaviour (escalation cycles) and reactive procedures and personalised reward systems, monitored by the Wellbeing staff.
4. Any students requiring high levels of behavioural support will also have Individual Positive Behaviour Intervention Plans (IBIP) and/or a Wellbeing Intervention log.
5. Any students requiring possible physical handling using Team Teach Intervention will have Positive Handling Plans (PHP).
6. Any behaviour incidents will be recorded on the relevant incident form electronically (CPOMS) or via bound books in reception
7. Restorative Practice will be used to mend relationships and help all students feel listened to and valued.

We endeavour to create a restorative solution focused and student-centred approach to behaviour management. Underlying factors which influence students' behaviour are analysed and documented as part of the process of developing a personalised behaviour management plan.

Where a student's behaviour is of concern it should, initially, be dealt with by the class teacher and will in most cases be successfully addressed with the support of the staff within the classroom.

If concerns continue and progress is not achieved with present strategies the following will be implemented:

- The staff member/Key Worker/Key Stage Coordinator will raise the case to be assessed and reviewed by the Wellbeing Team.
- The case will be reviewed at a fortnightly Wellbeing meeting. At the meeting the concerns and suggestions can be shared, and an agreed strategy formulated to address the problem behaviour.
- The Key Stage Coordinator, class leader, support staff and Wellbeing staff working in a solution focused manner, will formulate an intervention plan, implement an agreed strategy and will monitor incidents of behaviour through internal recording system (CPOMS) and on relevant data sheets provided by the Wellbeing team. This recording is very important as it will form the basis for evaluating the success of the strategy and will contribute to subsequent reviews.
- The key staff around the student ensures that the outcomes of the meeting are carried out on a day to day basis as agreed.
- The Key Stage assigned Wellbeing Tutors and the Wellbeing Coordinator ensures that the outcomes of the meeting are recorded in the form of an updated passport and/or a Class Behaviour Intervention Plan (BIP), Individual Behaviour Intervention Plan (IBIP) or Wellbeing Intervention log
- The Wellbeing Team ensures that the plan is shared with and understood by staff who have contact with the student.
- A key contact will be assigned and listed in intervention plans.
- Once the intervention plan is set, a date will be set to review the action taken, to monitor progress and to modify the programme as necessary.
- Parents and carers are informed of actions related to the intervention plan, which may include a positive handling plan.
- In certain cases, after the assessment a case discussion with relevant staff, it may be decided at the review to seek additional advice from outside agencies, i.e. Educational Psychologist, CAMHS, Doctor, Social Worker etc. Referrals for this will be made by a wellbeing team member or form teacher after discussion in a wellbeing team meeting.
- The new strategy will then, once again, be distributed to all relevant staff to ensure continuity and consistency and a further review date set.
- Lighthouse School are committed to the positive management of behaviour and proactive teaching to enable positive behaviours for learning. In *very rare* circumstances a student may receive fixed term exclusion for a minimum period. This would occur as a safeguarding measure for all students.
- On very rare and serious occasions, after consultation with all relevant parties, further exclusions may be made to ensure safety of staff and pupils on site. A multi-agency meeting would be called to seek advice from relevant professionals.

All records (passports, risk assessments, class and individual behaviour intervention plans) are kept centrally with copies also in the SEN and behaviour files. Where appropriate copies will be made for any class files. All behavioural incidents will be recorded on our online behaviour and safeguarding recording system (CPOMS). Example paperwork can be requested from the school office for the correct current formats.

Students

All students at our school are entitled to:

- Opportunities to develop self-worth through gaining success and where appropriate, accepting opportunities to develop self-discipline
- An orderly, caring and supportive environment in which personal growth can be nurtured
- Consistency of approach from members of staff
- Praise and reward for positive achievement
- Access to a fair and balanced level of support
- Involvement in the planning and self-assessment of their own behaviour strategy if at all appropriate or desirable
- Opportunities to set specific behavioural codes for their particular groups to work within, through the school's PSHCE programme, wellbeing sessions and pastoral system.
- Visual support displayed in classrooms and bases to help understanding of behavioural expectations.
- Consideration for their dignity at all times by staff when dealing with behavioural difficulties. This includes the way in which students are addressed; the choice of language, tone of voice and general approach.
- Encouragement to develop non-aggressive strategies to resolve behavioural difficulties
- Development of appropriate replacement strategies to help students make appropriate behaviour choices.
- Opportunities for teaching emotional development and relaxation timetables into the curriculum.
- Reduction in environmental stressors, when these factors appear to have a negative impact on students' wellbeing.

Safeguarding

Where there is cause for concern that a student may have suffered abuse or been a witness to abuse, procedures are implemented to support the student. We recognise that a student in this situation may show anger, frustration and helplessness through their behaviour. Our staff recognise the high level of responsibility this places upon them in terms of welfare and safeguarding in a school such as Lighthouse school.

The schools Safeguarding and Child Protection policy is strictly adhered to. All staff have yearly Safeguarding training and have read and understood Keeping Children Safe in Education Part 1 and Annexe A (2019) and Guidance for Safer Working Practices (2019).

Parents & Carers

All parents and carers receive opportunities for:

- Be listened to.
- Regular and active involvement in the social and personal education of their child
- Constructive advice in formulating solutions regarding concerns about their child
- Regular and open contact with school staff including contact via student planners and email.
- Information about the school's Positive Behaviour Management Policy (on the school website)
- The opportunity to express their views and concerns.
- Establishing and implementing appropriate behaviour patterns within a school context is considered to be fundamental to the students' education. It is important that appropriate behaviours are generalised to the home and to other settings.
- Support in managing their child's behaviour in the home if requested.

We can assist parents and carers by:

- Sharing a Home/School Agreement for parents/carers to sign and return to the school.
- Having regular contact with parents/carers
- Involving them in the celebration of students' achievements
- Encouraging the regular use of home/school diaries in a positive way
- When appropriate involving parents in behaviour contracts agreed between student and school
- Involving parents and carers in the setting of behaviour plans, where appropriate.
- Offering support and advice as and when it is required
- Providing parent sessions in school and home visits where appropriate.

Staff

All staff receive:

- A supportive environment to promote effective teaching and learning
- The opportunity to participate in the development and review of the Positive Behaviour Management Policy
- Access to appropriate training
- Advice and support from colleagues via briefings, wellbeing meetings, staff meetings, review and as an individual.
- Pastoral mentoring and debriefing opportunities.
- Clinical supervision for relevant staff members as appropriate.

Positive Handling

All staff who work with students are trained to de-escalate a difficult situation; some staff are specifically trained in positive handling/physical intervention. Staff who work with students at Lighthouse School are currently trained as part of the 'Team Teach Programme' to de-escalate and positively handle students who are showing negative/challenging behaviours. In extreme circumstances or as part of a planned response this may result in a physical intervention. All such interventions are logged and reported to parents.

For the use of any positive handling appropriate paperwork would be completed detailing type of handling, times of any Restrictive Physical Intervention. After the use of any positive handling all staff would be debriefed, and parents/careers informed as required.

Use of appropriate RPI record sheets and serious incidents in line with the Leeds City Council Care and Control guidelines.

Responsibilities

- The Governing Body is responsible for ensuring that a school policy on behaviour is in place.
- The Principal is responsible for ensuring effective behaviour management throughout school.
- The Wellbeing Manger is responsible for monitoring behaviour management and developing positive attitudes to learning.
- The policy should be considered by the senior leadership team at a formal meeting on an annual basis.
- All staff are responsible for following the Positive Behaviour Management Policy.

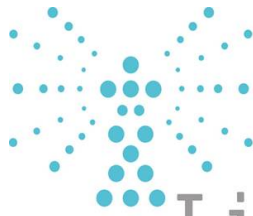


Positive Behaviour Management Policy

Links to other policies

Online Safety policy

Anti-Bullying policy



Appendix 1: Home School Agreement

Home-School Agreement



As a Parent/Carer, I agree to...

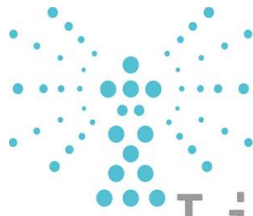
- Support my child in arriving to school on time, prepared for the day
- Send my child to school in correct school uniform with the items and equipment needed for the day
- Contact the school on days of absence and provide a note on my child's return to school
- Ensure my child does not take holidays or is absent unnecessarily during term time
- Attend consultation events and engage in discussions about my child's progress whenever possible
- Inform the school of any changes to the information supplied on the admission form, or changes in circumstances which may affect my child's progress, health, and behaviour
- Attend meetings as required and be available in any emergency situation
- Inform the school of any concerns I, or my child, may have
- Support the ethos, values, and code of conduct of the school
- Adhere to, and advocate, the school's policies
- Support the school's strategies for learning and development
- Endorse the school's decisions in the level of additional support provided (e.g. group, 1-on-1)
- Work with staff to ensure understanding of methods used to support students
- Be understanding that my child's school peers have ASC, and it may impact the way they interact with my child.
- Not discuss the business of school or children attending the school in any public forum, including social media sites

Signed _____ Signature of Parent/Carer

Lighthouse School will...

- Ensure your child's safety and wellbeing whilst in our care
- Regularly review progress and complete an annual review
- Ensure your child achieves their full potential as a valued member of the school community
- Provide a broad, balanced, and challenging curriculum
- Provide a stimulating and challenging environment in which students can have a fulfilling school life
- Set high standards of work and behaviour through the building of good relationships and development of a sense of responsibility
- Apply the school's policies, including the code of conduct, consistently and fairly
- Contact you about positive achievements and if there are any issues affecting your child's work or behaviour
- Keep you informed through regular reports and consultation events.
- Regularly inform you of your child's progress through student planners, phone calls, texts, or personal contact
- Respect our students' right to privacy, unless there is a safeguarding concern

Signed _____ Signature of School



Appendix 2: School Rules

7. School Rules



Students agree to...

- Come to school everyday
- Make positive choices and take responsibility for my own actions
- Wear the school uniform and maintain a tidy appearance
- Show respect to all members of my school and local community – whether adult or student
- Be polite, helpful, and tolerant
- Demonstrate the school values
- As much as is possible, be responsible for my own belongings in school (including my planner)
- Complete schoolwork to the best of my abilities and ask for help when needed
- To respect school property and show care for the school environment (e.g. put litter in the bins)

The following items are strictly prohibited and will be confiscated:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been, or could be, used to commit a criminal offence or harm

Signed _____ Signature of Student

Appendix 3: Wellbeing Guidance for Negative Social Interaction and Potential Bullying Incidents

Due to the profile of our students, having difficulties understanding social interaction and social communication; it is often difficult to differentiate between planned intimidation and the constant rivalries, incessant insults, overreaction, deliberate provocation and occasional that characterises the behavior of some of our students present. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Lighthouse will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual.

The social dynamics are always changing and supported by staff so that it is unusual for anyone to dominate or provoke others for long. Some of our more challenging students, who could be labelled as “bullies”, tend to engage in that behaviour with everyone. Their behaviour could be learned or used as an alternative function. They can be unaware that the behaviour is unacceptable or intimidating; therefore our bullies are just as likely to be victims. Our school behaviour policy addresses how we deal with negative and challenging behaviour this proactively.

We are aware that young people do not speak out when being bullied and our students with communication difficulties may find this challenging. As a school we are aware that students who are being bullied may show changes in behaviour.

There are a number possible signs such as;

- becoming shy
- becoming nervous or frightened
- feigning sickness
- refusing to come to school
- clinging to adults
- refusing to remain in class
- changes at home
- changes to their usual behaviour profile
- Has damaged possessions or lots of lost items.
- Unusual sleep patterns

It is important that as staff we are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Students displaying any of the behaviours listed above either as a potential bully or victim may require support and targeted wellbeing intervention.

Specific wellbeing interventions could include teaching across the following areas:

- Behaviour support systems (During teaching, in unstructured times).
- Positive mentoring
- Restorative Practice (Restorative Relationship Circle)
- Self-Awareness (Emotional Literacy)
- Self-regulation (Emotional Literacy)
- Empathy (Emotional Literacy)
- Positive Mental Attitude (Mind Mates)
- Peer Pressure and appropriate relationships (SRE)
- Positive relationship building with peers.
- Perspective Taking.
- Social Skills (Emotional Literacy)
- Vocabulary teaching (in collaboration with SaLT team).
- School Council

Interventions may take place in 1:1, targeted small groups and themes can be covered within the wellbeing curriculum. These interventions can require time to be successful due to the nature of the students learning profile and the consistency of the implementation across staff and settings

Any incidents that could be deemed as bullying should be reported by staff using CPOMS and the interventions put in place school be recorded and feedback given to the designated safeguarding team.