

MAYFIELD SCHOOL

Behaviour Policy



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Mayfield School

Behaviour Policy

Our Behaviour Principles

Four key aspects of our schools aims underpin our approach to our principles around behaviour. We strive to ensure that the following aspects are a permanent part of our culture:

- Provide a safe learning environment where everybody respects the abilities, values and beliefs of others.
- Provide expertise, knowledge, ongoing advice, and guidance to secure positive home environments for all pupils.
- Promote opportunities and skills for all pupils to establish their own place in society irrespective of disability, gender or culture.
- Provide a secure, organised and harmonious community where effective learning can take place.

In our context, it is vital that there is a consistency of approaches and that our staff provide that for pupils. Staff are experienced in effective techniques for working alongside pupils with a wide range of abilities and disabilities. Our pupils benefit from clear boundaries and routines. The Senior Leadership Team (SLT) monitor the effectiveness of behaviour management and intervene where appropriate, there is a behaviour lead who is supported by two deputy behaviour leads. There is a continual process of reflection and evaluation to ensure that there is both a consistency of approaches but also flexibility to ensure that individual needs are met. Classroom teachers work closely with their class teams to ensure that effective approaches are present. There is a responsibility with class teams to follow whole school approaches and to record behaviours of concern using the relevant systems. CPD is provided to all staff, as this is a key aspect of our work.

Prompting Positive Behaviour

In our positive environment, we strive to reward good learning behaviour. Rewards may be given for good behaviour, good work, helpfulness, kindness, sharing, politeness and effort. To achieve consistency amongst staff in the use of rewards and consequences have been drawn up and agreed by staff.

These include:

- Verbal praise
- Reward stickers and certificates
- Public recognition i.e. within class, during assemblies
- Privileges i.e. time on an iPad, individual treat
- Class Dojo points for behaviour
- Class Dojo points for achievement linked to targets

Praise and rewards are determined on an individual level. The use of symbols is effective in supporting our teaching of good behaviour. Due to the nature



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of our pupils, we also need to explicitly teach aspects of appropriately good behaviour and this is done through our PSHE programme. For example, behaviour that is appropriate in 'public' places and that which is appropriate in 'private' spaces. Consequences are also personalised and it is important that staff can distinguish between behaviours as a result of a pupil's need and that which is not. As a school we have an agreed set of rules which are promoted through all we do and displayed around school (appendix 1).

Our school environment and the facilities that we have are organised in such a way as to promote good behaviour and reduce the potential for negative behaviour. A great deal of attention is given to managing transitions throughout the day. We ensure that spaces are not overcrowded at changeover times and care is given to the different combinations of pupils in any given area at any given time. Visual resources, clear planning and appropriate use of language are the main strategies that are provided to ensure smooth transitions.

We have a number of areas that are used for a range of different things. For example, pupils may go in there as part of their learning programme or may choose to go into the space as a form of self-regulation.

Definition of Challenging Behaviour

Perhaps the most widely used definition of severe challenging behaviour is that of Eric Emerson.

"Behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to, and use of, ordinary community facilities."

Emerson et al (1987)

The term "challenging behaviour" or "behaviour that challenges" is an umbrella term which covers a diverse range of behaviours which staff may find difficult to manage and which may threaten or impact on the pupil's quality of life. Behaviours which pose a risk to the safety of individuals or the safety of others are more likely to lead to responses that are restrictive.

Supporting Pupil Behaviour

Pupils have a Lalemand behaviour scale (appendix 2). The Lalemand Green Scale highlights positive aspects of a pupil's life and allows staff to promote positive behaviour. To varying degrees the need to belong, to contribute and make a difference, and to feel that life is good, is common to us all. The scale highlights the communication that is associated with being in each column, although the absence of quality often means that the opposite statement is true for those with significant stress factors and facing greater challenges. Staff can support an individual to build upon this quality of life with an understanding of appropriate, supportive responses. Those who know how



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and when to create opportunities, to influence and recognise the contribution made by each individual pupil, who work in partnership and are an effective role model of positive behaviour, will have considerably greater success. When the need for restrictive practice decreases, quality of life increases.

The Lalemand Amber Scale identifies stress factors that could lead to behaviour that challenges and outlines responses for individual pupils and the schools response to these.

The Lalemand Red Scale explicitly set out the types of behaviours of concern that a particular pupil may exhibit and provide strategies to effectively manage them. A NAPPI trained staff member understands what is communicated by the presenting behaviour and is able to select from a range of appropriate response options. The scale describes a common language of behaviour, the use of which ensures appropriate and consistent understanding and support that leads to more effective de-escalation. Behaviour is understood as a form of communication, with each level being associated with a differing degree of self-control. The appropriate selection and effective use of bespoke responses to behaviour will support the individual pupil's return to the safety and psychological comfort of their green behaviour scale.

All staff receive initial training and regular refreshers in NAPPI strategies.

All staff have received training with regards to recording behaviour via the behaviour database system (PBS Cloud). The database allows low level / frequent and high-risk behaviours to be recorded in appropriate detail and analysed to provide focused feedback to support the pupil. All incidents will be recorded accurately using PBS Cloud following guidance given during training and written guidance. Following a physical intervention both staff and pupils will participate in a de-brief to ensure well-being of all parties involved.

Parent and Professional Input

In order for behaviour to be at its optimum levels to facilitate great learning, we work very closely with parents and other agencies. Parents are informed of positive and negative behaviour and we develop joint strategies to ensure that negative behaviour is reduced. Our Home School book/class dojo is used alongside regular verbal conversations with parents and carers. We employ a Pastoral Manager with a team of pastoral assistants who have a particular focus in this area. We also work closely with the Educational Psychology service, Forward Thinking Birmingham, School Nurse and a range of other agencies in order to develop positive behaviour. There are times when our school may not be the right provision for a pupil, in these circumstances we consult with all relevant professionals and parents at all stages during the transition process to ensure the needs of the individual pupil are met.



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Planning for Positive Behaviour Support

When planning for positive behaviour support we adopt the NAPPI ethos and commit to:

- Working in partnership with the pupil being supported, the people important to them; family, friends, advocates; and other professionals we will undertake a functional behaviour assessment
- Establishing the need for behaviour support, based on the results of the functional assessment and analysis
- Provide a baseline on the frequency and intensity of behaviour which presents a challenge
- Support the development of positive, pupil-centred behaviour support plans, which will focus on improving the individual pupil's overall quality of life

Behaviour Support Plans will be based on the findings of the behavioural assessment, and risk assessments, and will:

- Include primary and secondary prevention strategies aimed at preventing challenging behaviour occurring
- Provide concise details of preferred communication methods
- Describe the likes and dislikes of the individual pupil
- Identify stress factors or the triggers that may lead to challenging behaviour
- Give clear guidelines for staff so that they can recognise the early signs of agitation and distress, and identify or manage the triggers, thereby preventing behaviour from further escalation
- Address environmental contributory factors
- Support the development of skills, especially communication, daily living skills, coping and tolerance skills and resilience
- Increase opportunities for meaningful activities and social inclusion

Defining Seclusion and Containment

Containment (Timeout)

In some circumstances, a pupil may need to use one of the self-regulation spaces in a 'time out' situation for a very short period. This will only be when one of two criteria are relevant:

1. The imminent risks of danger to themselves are so great that not to use time out for the pupil would be dangerous.
2. The imminent risks of a pupil hurting others are so great that not to use time out for the pupil would be dangerous to others

In both of these situations a pupil is **not** prevented from leaving the time out space and a member of staff is present at all times implementing strategies to



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de-escalate challenging behaviours. This might be a strategy which is clearly stated on a pupils Lalemand Scale.

Staff need to keep calm in these situations, as their behaviour will impact on the pupil if not. In these situations, we do the following:

1. Remove the audience
2. Reduce language and listen
3. Think how a change of face may help the situation
4. Implement individual interventions/strategies for the pupil

Seclusion

There may be some occasions where seclusion (preventing a pupil from leaving a room or space) is necessary these are very rare situations and seclusion is only considered in exceptional circumstances. Seclusion is **not** included in any of the pupil's Lalemand Scales. Positive environments where children can flourish (2018) states

"As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare."

Recording and Reporting

In the case of any such instance occurring, the time kept in containment or seclusion is kept to an absolute minimum and full details are recorded in a post incident review. The fundamental aspect of using containment or seclusion is that there was no other alternative intervention to prevent the pupil's behaviour causing serious harm to themselves and/or other pupils/adults.

Racist and Bullying Incidents

Racist incidents will be logged and parents will be informed in line with LA guidelines. These are also reported to the Local Authority regularly. Given the nature of our pupils, it is important that these issues are handled skilfully.

Bullying behaviour including cyber bullying is not tolerated under any circumstances; any such behaviour will be reported to the appropriate Senior Leader and dealt with in line with our anti-bullying policy. All incidents will be reported to parents who will be involved in any consequences.

Allegations



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Appropriate consequences will be applied to any pupil who is found to have made malicious accusations against school staff. If an allegation is made against a member of staff, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. Staff should not be suspended as a default response to an allegation. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

We acknowledge Mayfield School's legal duties under the Equality Act 2010 in respect to pupils with special educational needs (SEN).

Physical Interventions

Our Values and Beliefs

At Mayfield we believe that by providing our staff with NAPPI training embraces the principles and philosophies of Non-Abusive Psychological and Physical Intervention (NAPPI). Our focus is minimising the use of restrictive practices, avoiding them wherever possible, and supporting our pupils primarily through proactive interventions.

We view restrictive physical interventions and other forms of restraint as last resort options to be used only when it is in the best interests of the pupil, and when all other routes have been attempted, and failed to remove risks. When they are used we follow the principles of the least restrictive alternative option described in national legislation and policy.

Our values reflect our belief that the most effective way to support individuals whose behaviour can challenge is to teach the skills and support the experiences that reduce the likelihood that the individual will need to display these behaviours. This means developing capable environments and reducing reliance on challenging behaviour by making it redundant as a skill.

Therefore our approach to supporting behaviour will be based on the principles of:

- Developing an understanding of what is important to the pupil, what their interests and skills are, and building opportunities for them to experience these in their daily lives
- Establishing what the pupil is trying to achieve and/or communicate through their behaviour and teaching more appropriate, more effective alternatives



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- Supporting the development and maintenance of effective communication and independent living skills, and incentivising more positive, constructive behaviour
- Recognising, rewarding and reinforcing progress and achievements;
- Promoting a positive self-image and active contribution to the individuals' community and society
- Upholding the Human Rights of the individual

Legislation

The Children Act 1989 makes clear that in any decision involving a child the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason staff need to carefully consider what is in the best interest of the pupil, both in the short term and the longer term.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible.

- Self – injuring
- Causing injury to other pupils, staff, parents and visitors
- Causing significant damage to property
- To maintain good order of the school ([Positive Environments](#) and [Education and Inspections Act 2006](#))

This policy has taken into account the requirements and guiding principles of the following legislation and guidance:

- Mental Capacity Act 2005
- Mental Capacity Act 2005: Code of Practice 2007
- Mental Health Act 1983 (amended 2009)
- Mental Health Act 1983: Code of Practice (Revised 2015)
- The Children & Families Act 2014
- SEND Code of Practice (Sept 2014)
- Safeguarding Vulnerable Groups Act 2006
- Human Rights Act 1998
- Equality Act 2010
- Children Act 1989
- Health & Safety at Work Act 1974 & Management of Health & Safety at Work Regs 1999
- Deprivation of Liberty Safeguards: Code of Practice 2009
- DfE guidance on School and College Behaviour & Attendance (2011, updated Nov 2016)
- Guidance on Restrictive Physical Interventions for People with Learning Disabilities and Autistic Spectrum Disorder in Health, Education, and Social Care Settings: DfES/DoH: 2002



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- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training (2014)
- Positive and Proactive Care: reducing the need for restrictive interventions" (DH 2014)

Restrictive Physical Interventions

Definition

Restrictive Physical Intervention is:

"direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual."

Welsh Assembly Government, (2005)

Training for Restrictive Physical Interventions

At Mayfield school we use NAPPI, all NAPPI physical intervention techniques pass through the following criteria:

1. Have minimum impact on the service user
2. Have minimum impact on the environment
3. Does the technique start at the point of a person's natural reaction?
4. Is easy to learn. Techniques should have as few steps as possible
5. Is likely to be recalled during a high-stress event.
6. Is disaster-proof. If it all goes badly, will major injury still be avoided?
7. Requires minimal athletic skill and is do-able by a wide range of employees
8. Is applicable over the broadest range of scenarios
9. Is necessary
10. Is effective

NAPPI physical intervention techniques are also designed to gain a kinesiological advantage. As opposed to relying upon strength or athletic ability, this advantage is obtained by the intelligent use of one body in relation to another body.

Some of the techniques still trained today can cause impact upon a person's mechanics of respiration. Others involve an element of pain compliance, and many are contrary to the guidance within the BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training (2014). The NAPPI physical intervention techniques are part of the overall curriculum accredited under the BILD Physical Intervention Accredited Scheme. All design and application of the techniques have been independently risk assessed to minimise impact on both the individual and their environment. In certain situations NAPPI uk Limited approve acceptable adjustments to the techniques that have been trained. Bespoke risk assessments are provided to support such variations.



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Use of Restrictive Physical Intervention

Timeline

At Mayfield any planned restrictive physical intervention will be planned in accordance with and reference to the holding events timeline (appendix 3):

Restraint Decision - Decisions regarding the potential need for restraint should be made. Agreement should be reached by at least two staff members.

Restraint Avoidance Techniques - A minimum of three restraint avoidance techniques must be attempted.

Team in Place - Training passionately advocates that the team in place must be a show of support and not a show of force.

Restrictive Physical Interventions Protocol - Staff to use appropriate restrictive physical intervention in line with training, protocol and pupil's individual plan.

Monitor and release as soon as possible - Immediately upon capturing an individual the team in place must look for signs of co-operation, required to commence an immediate sequenced release. Staff use detailed consideration when applying the method of release to an individual. This is because under-planned or rushed release of an individual from a confined space has been identified as a factor for further escalation of challenging behaviour.

Monitoring of airways, breathing, and circulation is undertaken in-line with training, by the most appropriate members of the team.

Post Incident Review - Following the release of an individual and a check upon the fitness of staff involved in the procedure, a full post-incident review, including pupil and staff de-briefs (appendices 4&5) should be undertaken in line with this policy and procedure.

Use of Restrictive Physical Interventions

The use of restrictive physical intervention will only be: justifiable as a last resort; must always be in the best interests of the pupil; must always consider the least restrictive alternative intervention; be employed for the minimum duration necessary and used only under the following conditions:

- A robust proactive plan is in place as a preventative measure and has been properly followed
- Restrictive physical intervention plans must be structured to give clear guidance to employees as to what physical interventions can be used and when
- There are no contra indications for the use of restrictive physical intervention as assessed by a medical professional
- Restrictive physical intervention plans must ensure minimal, non-abusive intervention, and that the person is treated with dignity, care and respect at all times
- Any restrictive physical intervention, whether planned or unplanned must justifiably satisfy the criteria of reasonable, appropriate and necessary use of force



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- All restrictive physical intervention plans must be
 - agreed with the person being supported (where possible)
 - agreed with others who are involved with/important to the person, with best interests decisions made where required
 - regularly reviewed

There is an expectation that the need for reactive strategies (especially those requiring restrictive physical interventions) will reduce over time with the implementation of effective proactive, positive behaviour support plans.

Complaints

The availability of this policy should reduce the likelihood of complaints but may not eliminate them. All allegations will be investigated thoroughly; however, it is the responsibility of the person making the allegation/complaint to prove any inappropriate actions by the staff member.

Appendix 1

Mayfield's Golden Rules



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Appendix 2

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Green and Amber Behaviour Scale

Pupil:		Completed By:	
Date:		Review Date:	



CARING COMMUNITY	PRODUCTIVITY	HIGH QUALITY RELAXATION	STRESS FACTORS



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Appendix 2



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Lalemand Red Behaviour Scale

Pupil:		Completed By:	
Date:		Review Date:	

AGITATED	DISRUPTIVE	DESTRUCTIVE Increased Gross Motor Activity	DANGEROUS	THREAT OF LETHAL
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
I'M DISTRESSED Recognise the Cause and Relieve Distress	PAY ATTENTION Stop Action Set Limits 360° Viewing	LOSING CONTROL Keep Everyone Safe	LOST CONTROL Follow All Policies & Procedures	STOP ME! Say "DON'T do it!"
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

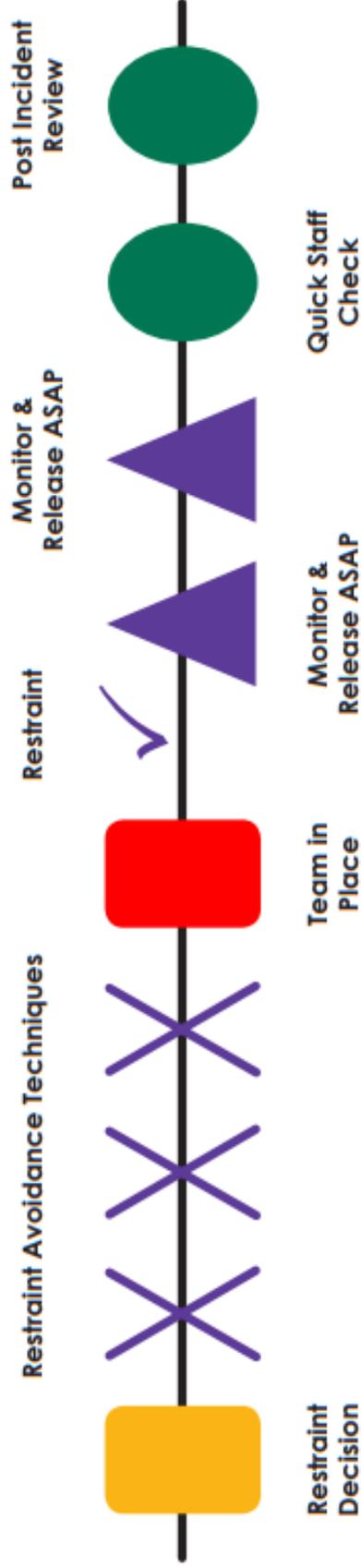


Appendix 3

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Holding Events Timeline

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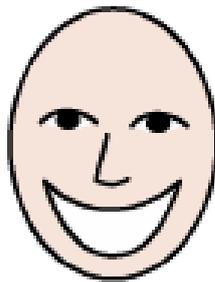
Name _____

Date _____

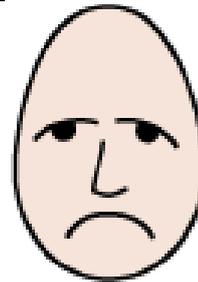
Pupil De-Brief



How did it make you feel?



Happy



Sad

Comment on behalf of pupil:

Adults Name _____

Signed _____



Name _____

Date _____

Pupil De-Brief



What happened?

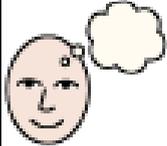
How did it make you feel?



How did it make _____ feel?



What could you do next time?



How could we make _____ feel better now?



Adults Name _____ Signed _____



Name _____

Date _____

Pupil De-Brief

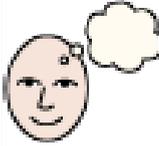


What happened?

How did it make you feel?

How did it make _____ feel?

What could you do next time?



How could we make _____ feel better now?

Adults Name _____ Signed _____



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Appendix 5



Staff Team Structured Debrief Form

Sleuth Ref:

Date of debrief:	Date of incident:	Name of debrief Leader (teacher/DHT) :	Name of young person:

Debriefing (reviewing the experience) through a structured process aids staff through reflection, by sharing experiences, gathering information, and developing ideas moving forward. Whether things went well or not so well all involved have likely learned from the experience. By debriefing you can capture lessons learned to ensure better future outcomes.

Points to consider when asking the questions are in bold

Please use the space below to detail:

1. How well prepared were you?

(Any noticeable triggers, able to clear the environment, enough staff etc)

2. What strategies were used? Which if any physical intervention were used?

(Which strategies worked? which didn't, is the physical intervention on the YP Lalemand scale or does it need adding?)

3. Why did it go well, is there anything to learn from the incident?

(Identify anything that worked or any areas of improvement for the future)



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Appendix 5



Staff Team Struct ured Debr ief Form

Sleuth Ref:

4. How did the intervention finish, did it work?

(What strategies used - high motivator offered, given symbol strip, space and time?)

5. Is everyone ok? Was first aid needed?

(Did anyone sustain injuries i.e. young person or staff, does anyone need further emotional/physical support. Does anyone need longer to reflect on the intervention before feeding back)?

6. Are there any immediate next steps that need to be taken?

(Environment change – is the intervention happening in the same place/same time, who to follow up on staff reflection)

Name of attendees and signatures:

Refer to additional services:

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