

1.0 Philosophy

Within the educational environment, the school strives to engender respect for self and others. We believe that if our pupils can develop a strong sense of self-worth, a belief in their own abilities and confidence in themselves, good manners, and an attitude of consideration for others will naturally flow. Pupils are positively encouraged to take responsibility for their own actions and behaviour, and the school believes that this is always possible in the long term, irrespective of the degree of learning difficulty. We believe that behaviour is a subject to be taught and like any other subject and is embedded in the ILS Curriculum, it should be given time and a high profile if it is to be successful.

For all pupils at The ILS, the need to be guided on how to behave in ways that are appropriate to their age and maturity, will form a large part of their daily and weekly timetable. For all pupils, such a need may constitute the only requirement of their daily and weekly timetable. For such pupils there will however, always be (i) a Behaviour Support Programme (BSP) in place (ii) named adult support and (iii) an expectation that pupils will progress towards re-joining the main curriculum of the school.

One of the most overt manifestations of challenging behaviour is the development of unusual patterns of physical behaviour. This may simply mean that a pupil's ability to understand and process social situations is severely impaired compounded by sensory overloads, resulting in behaviour and responses that might be considered unusual or inappropriate. For most pupils at the ILS, such social impairments are exaggerated by the development of complex and compelling rituals and stereotyped or obsessive behaviours that may come to dominate their lives or others' perceptions of them. For a significant number of pupils, this will include the extremes of bizarre, uncontrolled, provocative or violent physical behaviour we refer to as "challenging behaviour". It is imperative both for staff and pupils concerned that a clear policy outlining support systems and appropriate strategies for managing such behaviours is provided.

Direct work with these areas of pupils' behaviour constitutes a significant and vital component of the curriculum offered by The ILS School. Much of this work is carried in the consistent approaches and teaching strategies used across the curriculum and home settings, but also includes specific strategies for both the management and the modification of a range of inappropriate or unacceptable behaviours. This element of the school's work is absolutely integral to, and consistent with, the all-round education and integrated of the pupils.

The school's behaviour support policy is rooted on a positive approach – valuing mutual respect, participation and reward – and therefore is an absolute and categorical rejection of anything that could be construed as punishment. Core to this approach is the acceptance of each pupil as a human being capable of learning through a process of mutual change. This approach does not preclude the use of holding or restraint as there may be occasions when it is necessary to interrupt a behaviour to prevent harm or injury to themselves or others (or damage to property) occurring, but such holding or restraint will only take place by staff specifically trained to carry out such practices. Further, the continued use of such restraint is always taken by the school as an

indication of our failure to teach a 'better way', and as such its reduction and non-use is one of the main criteria for the success of our positive behaviour philosophy.

2.0 Policy

In order to provide a structure for behaviour support which is clear and easily accessible, this policy aims:-

1. To cater for both pupils' and staffs' needs by practising consistency and kindness.

2. To ensure that there is a real attempt to understand reasons for the challenging behaviours through a functional analysis prior to the behaviour support programme being put into place.
3. To recognise that the pupils' learning difficulties will be a major contribution to their having challenging behaviour in the first place. No blame can be attached to the pupil for having either the learning difficulty or the challenging behaviour.
4. To develop strong attitudes of self-worth and respect for others.
5. To provide all staff with a regular global overview and up-dates of information on all pupils and to ensure effective channels of communication for relevant information. Multi Agency Working MAW.
6. To provide a structure of Senior Leadership support which will enable staff dealing with stressful situations (due to pupils consistently presenting challenging behaviours) to debrief and restore positive relationships.
7. To provide INSET which seeks to develop understanding of strategies for dealing with inappropriate and challenging behaviours relating the Autism and Learning Difficulties.
8. To ensure that appropriate behaviour targets are held within an Individual Behaviour Support Plan (IBSP) for all pupils who habitually display challenging behaviours, in consultation with relevant members of the multi-disciplinary team, school staff and parents.
9. To ensure confidentiality and sensitivity.
10. To provide effective backing from The Leadership Team when difficulties occur to ensure that the correct procedures are followed.
11. To recognise that in all crisis situations the appropriate, graded and gradual Team-Teach strategies and approaches may be needed to be applied, thus ensuring that the option of positive physical handling and holding are taken only as a last resort.
12. To recognise that in risk assessed circumstances where physical restraint needs to be used, there is an understanding of the reasons for such a course of action and the ability (through on-site Team-Teach training) to apply methods of holding which are calming and prevent injury and distress both to the pupil being held and to the adults doing the holding.
13. To be committed to a system of debrief and positive repair for both pupil and adults involved in the incident.
14. To recognise that challenging behaviours can be passive (self harming/withdrawing) as well as active.
15. To accept the importance of close partnership working between home, school and other settings in devising successful strategies to meet the challenging behaviours being displayed by pupils.

3.0 Procedures relating to the Policy on Behaviour Support

3.1 The Structure of Behaviour Support:

- 3.1.1 It is not the purpose of these procedures to construct Individual Behaviour Support Programmes, but rather to lay down general principles of practice for use within the ILS and beyond.

The first of such considerations is that all approaches to behaviour support within the ILS should adopt a non-aversive approach, by using the principles of ‘human presence, participation and reward’ with the rejection of any course of action that could be interpreted as punishment:-

- i. ‘human presence’ means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour;
- ii. ‘participation’ means that pupils’ challenging behaviours, wherever possible, will be redirected into other activities by persuasion and encouragement;
- iii. ‘reward’ means that pupils’ behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.

3.1.2 Literature on the philosophy of non-aversive approaches will be made available in the Staff Resources room so that all staff can make themselves familiar with its content.

3.1.3 INSET and opportunities to attend appropriate courses will be provided on a regular basis.

4.0 Respect for Self and Others:

4.1 Pupils and staff will be continually reminded that respect for each other is a two-way process and lack of respect will harm the operation of the school as an educational community.

4.2 Every effort will be made to give pupils both ownership and control of their own behaviour.

4.3 Whenever possible pupils will be allowed to make choices about the content of their own education in order to promote independence, self-direction and self-esteem. This may include attendance at their own (formal) Annual Reviews and IEP meetings, when that is deemed to be appropriate, as well as opportunities to evaluate their own achievements on a regular basis.

5.0 Communications:

5.1 School ‘child/student centred’ meetings will be held each week so that staff can be given an overview of all pupils/student. These meetings will be used to focus on individual behaviours and to compile IBSPs as well as suggesting ways of implementing them.

5.2 Minutes from these meetings will be made available.

5.3 INSET will be organised on a regular basis as part of the staff training programme to deal with any aspects of behaviour support that staff feel needs to be explained.

6.0 Stress Management:

6.1 Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which arises out of such incidents. Senior staff should be made aware of all such situations so that cover can be arranged and staff supported as appropriate.

6.2 At least one member of the Senior Management Team will be available in the school during the day to ensure that staff have access to prompt decision making and the opportunity to report all incidents of challenging behaviour.

- 6.3 Incidents of challenging behaviour which may result in injury to pupils, staff or visitors must be recorded in the Incident/Accident Book (kept in the school office) and on Accident Forms (AR3) according to the procedures outlined on the inside cover of the I/A book, and in line with Borough Health & Safety policy. This will enable management and organisation strategies to be formulated to deal with any problems of challenging behaviours which become apparent.
- 6.4 Whenever restraint is used on a pupil a record must be entered in the Bound and Numbered Incident Book, kept in the school office.

7.0 Training:

- 7.1 Through regular ILS based Team Teach INSET given by the school's team of qualified Team Teach trainers, staff are brought up to date with current thinking and are given regular training and re-training in acceptable holding techniques.
- 7.2 Staff will be encouraged to attend courses on the management and support of challenging behaviours and to disseminate the knowledge they have gained throughout the school via the internal training programme.
- 7.3 New staff will be inducted into the workings of the school, including the philosophy for dealing with challenging behaviour.

8.0 Multi-Disciplinary Collaboration:

- 8.1 Wherever possible, all challenging behaviours in the school will be subject to multi-disciplinary consultation.
- 8.2 The Individual Behaviour Support Programmes will sit in conjunction with the pupil's IEPs.

9.0 Maintaining Confidentiality:

- 9.1 It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who are not charged with care of the pupils.
- 9.2 Confidential reports relating to challenging behaviour will be kept in pupils' files, access to which is normally restricted to members of staff who are charged with care of that pupil / student and the parents / carers of that child.

10.0 Support by the Senior Leadership Team (SLT):

- 10.1 The procedures for dealing with challenging behaviour in relation to members of the SLT are as follows:
- i. A nominated member of the SLT (in the first instant The Head of School) will take responsibility for all IBSPs written in the school. These IBSPs will be written with staff; will be the basis for regular (usually weekly) meetings between school staff and the nominated member of the SMT; and will be up-dated by the nominated member of the SMT as and when required, but at least once a term.
 - ii. A member of the SLT will be available during the day for decision making, advice and support.

- iii. Where an incident of challenging behaviour takes place outside the school, it is the duty of the most senior member of staff on site to make decisions on how to manage that particular behaviour in the light of guidance contained in this policy and in other school documentation (i.e. IBSPs relating to individual pupils).
 - iv. Where challenging behaviours are being dealt with outside the school, advice can be sought from a senior member of staff by telephone if such assurance will help the situation. All staff will be equipped with advice cards for members of the public in case of cause for concern.
 - v. It is accepted that where a member of staff follows the principles laid out in this policy and other school documentation any course of action taken will be fully supported by the Head of School and Executive Head teacher. The safety of all pupils is paramount in dealing with challenging behaviours both in and out of school.
- 10.2 In addition to the above, challenging behaviours should be dealt with by staff keeping the following points in mind:-
- i. Interventions should always be initiated when challenging behaviours are causing injury (to the pupils themselves, or to other persons) and may be initiated when there is damage to property. Such interventions should be consistent with any behaviour support programmes in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in this policy. Where possible, advice should be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.
 - ii. Members of staff may allow challenging behaviours not causing injury or damage to continue when that is in line with specific behaviour support programme or when it is a 'new' behaviour. In such cases it is essential that the environment is made as safe as possible and advice is sought from a member of the senior management team as soon as possible after that behaviour ceases.
 - iii. Pupils with high risk challenging behaviours should not be left in the charge of a single member of staff, where that person has no means of contacting assistance immediately. Such assistance must either be within calling distance or in the immediate vicinity on the end of a walkie-talkie or mobile phone link-up. It is incumbent upon all staff to be alert to situations where assistance may be required and to act accordingly in the spirit of 'help protocol'. Staff levels will be risk assessed for all pupils at The ILS
 - iv. A member of the SLT should always be informed, preferably at the time of the incident but certainly afterwards so that the IBSP can be reviewed or action can be initiated as required.
 - v. Where a child or adult has been injured as the result of an incident, medical treatment must be sought either from the First Aider on site or the school nurse. An accident report must be completed and the parent/carer informed.

11.0 The Use of Physical Restraint:

- 11.1 Training in physical restraint and holding techniques will be provided through the Team-Teach programme as part of the school's training programme. The essential elements of the law are held in **DFEE Circular 10/98 entitled 'Section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils'** and **Guidance on Restrictive Physical Interventions for People with Learning Disability**

and Autistic Spectrum Disorder, published by the Department of Health (July 2002), copies of which are held by the Head of School.

- 11.2 The Bridge School supports and follows CEA@Islington's Behaviour Support Plan entitled '**Positive Handling Strategies – guidance for schools**' (2001).
- 11.3 Physical restraint will not occur as a matter of common practice, unless this is clearly stipulated within the individual pupil's BSP. Where such practice is common, such BSPs will be reviewed AT LEAST weekly.
- 11.4 It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of the parents). Pupils should be kept safe and secure from injury and any actions we taken in ensuring this will be judged as would the actions of 'a reasonable parent'.
- 11.5 When restraint is used on any pupil the incident must be recorded in the Bound and Numbered Incident Book kept in the school office.

12.0 The School's response to bullying:

- 12.1 While the scope for bullying by some pupils at The ILS is more limited than in mainstream schools our pupils are more vulnerable, and it is accepted that some pupils are potentially capable of 'bullying'.

Article 1.10b Such things as deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school may be symptomatic of other problems but may also be early signs of bullying.

- 12.2 Staff will positively promote a no-bullying approach through:-

- i. Being punctual for lessons and supervisory duties and being highly observant;
- ii. Promoting self-discipline and good behaviour e.g. using praise to "catch potential bullies doing things right", reinstating favoured activities as a pupil makes progress;
- iii. Praising co-operative and non-confrontational behaviour;
- iv. Responding to and following up all incidents consistently;
- v. Offering the victim immediate support and dealing with the bully by instigating an appropriate IBSP;
- vi. Ensuring that in the case of repeated or serious incidents of bullying are reported to the Head of School through the Accident/Injury/ Incident forms if not also directly;
- vii. Helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;
- viii. Discussing bullying in PSHE sessions, where group discussion is possible;
- ix. Promoting relationships and opportunities for pupils to share concerns with adults;

13.0 The Use of Safe Rooms

- 13.1 A Safe Room is a “place of safety” that provides a facility for staff to support acting out pupils through violent or aggressive outbursts, helping them to calm whilst preserving the safety of other pupils, and staff in the classroom.
- 13.2 Under no circumstances will a pupil be left alone in a Safe Room, without a member of staff being in the immediate vicinity.
- 13.3 The legal position in the use of Safe Rooms for the purpose of calming pupils is held in “Guidance for Restrictive Physical Interventions” Department of Health (2002) and attached to this document.

14.0 Partnership with Parents/Carers:

- 14.1 Parents/carers will be brought into the system of behaviour support as soon as the challenging behaviours have been identified.
- 14.2 The insights of parents/carers into the behaviour patterns of their children must be used to provide as full a picture as possible of the context of their behaviours. The ‘culture’ of the home must be taken into account when consideration is given to any response to those behaviours.
- 14.3 Whilst it is recognised that behaviour support programmes are most effective when they are carried out at in every area of the pupils’ life (and every effort will be made to ensure that the management of behaviours is as consistent as possible in all places) it is accepted that support may be more effectively given in school where greater resources are almost always available.
- 14.4 It is an essential part of this policy that change can take place in school in the first instance, before being translated to other areas of the pupils’ life such as home, respite care, after school clubs etc.
- 14.5 Where a IBSP is in use, the home/school liaison process may be used to monitor its effectiveness in both places.

Policy Owner and Contact Details

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