This is a statutory policy as required by the Department of Education

The Loyne Specialist School and Grizedale Centre Behaviour Policy

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Policy Connections

This policy **must** be read in conjunction with **The Loyne Specialist School Policy on On-line Safety, The Whole School Safeguarding & Child Protection Policy,** the **Policy on Anti Bullying,** and the **Supplementary Guidance for Policies** (covering Philosophy & Purpose; Audience, Monitoring & Evaluation; Assessment, Recording & Reporting; and Supporting Learning Beyond the School).

Audience

This document is intended for all staff within The Loyne Estate, school governors, stakeholders, parents/carers, advisers and school inspectors. Policies, curriculum guides and mapping can be found on the Policy drive, Teachers Drive and are shared on the school website as required.

Core Beliefs

At the Loyne Specialist School and Grizedale Centre we believe that;

- Each person is unique in his or her learning style
- Positive expectations have a positive effect on the behaviour of others
- As staff we must seek to be free of stereotypical notions or preconceived ideas
- All people can learn and develop
- Each person is of equal value and worthy of respect
- Each individual is deserving of a quality education

We believe all learners need:

- To be loved and valued
- To feel secure and know what is expected of them
- To have a balance of activities

- To have help to develop relationships
- To develop self-awareness and a knowledge of the world outside of themselves
- To have creative experiences, including external exploration and internal reflection
- To be fully involved in the process of their education

Introduction

Supporting positive and appropriate behaviour amongst our learners lies at the heart of our mission as a school. Learners who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Learners in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our learners can grow and develop.

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour in our learners through the principles and practical application of positive behaviour support, underpinned by the PROACT-SCIPr-UK® philosophy. Supporting positive behaviour using the Whole Approach is fundamental to each learner's well-being, safety and also considers the quality of life for the individual.

Encouraging positive behaviours

A learner is less likely to exhibit difficult behaviours if his / her self-esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated. All staff have a duty to show all learners that they are liked, respected and welcomed. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in learners. Daily routines with a clear structure and predictability to the day and each lesson help learners to feel secure. Consistent boundaries also enable learners to understand expectations. Staff should model appropriate behaviours and in particular how to express their emotions. It also imperative that we respond to good behaviour. Some learners do not pick up on body language, tone of voice or facial expressions. It is imperative that staff praise learners in a way that they understand taking into account their preferred mode of communication. Teaching of good behaviour should be explicit within classroom practice and should follow the model; communicate, show and practise. Staff should seek to encourage expected behaviour using the four part cycle for tier one behaviour – clarify, teach, encourage, discourage.

Within school, our classrooms should be seen as a continuum with the following tiered approach to behaviour:

Tier 1 – Classroom expectations that are explicitly taught throughout the curriculum
Tier 2 – Unwanted or limiting behaviours – should have a Positive Behaviour Support plan in place.
Tier 3 – Positive Behaviour Support Plans of high importance – should implement a Multi-Disciplinary Team approach.

The Loyne Specialist School and Grizedale Centre positively encourage desired behaviours through:

- Defining behaviours and making expectations clear
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for learners having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Minimising attention given to inappropriate behaviour
- Creating a safe and predictable environment
- Communicating to learners that they are valued, whatever their background or abilities
- Teaching the social skills required to participate fully in the school
- Actively assigning roles and responsibilities within the classroom environment

Positive Behaviour Support

The Loyne Specialist School and Grizedale Centre implement the use of Positive Behaviour Support and adopts the philosophy, policy and principles of PROACT-SCIPr-UK® whose intent it is "to minimize the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual 's needs, characteristics and preferences". It is also widely recognised that positive behaviour support is "the best evidence based approach for supporting people with learning difficulties and behaviours that are challenging".

"*Positive behaviour support provides a framework that seeks to understand the context and meaning of behaviour in order to inform the development of the supportive environments and skills that can enhance a person's quality of life.*" (PROACT-SCIPr-UK® Introductory/foundation course materials)

Through implementation of the PROACT-SCIPr-UK® whole approach The Loyne Specialist School emphasises the need for a proactive and preventative approach involving personalisation, the least restrictive environment, a therapeutic approach which is non-confrontational and shared decision making at frequent reviews. The key components of positive behaviour support include values, theory and evidence and process.

Understanding Challenging Behaviour

Challenging behaviour can be defined as, "*culturally abnormal behaviour(s) of such an intensity, frequency, 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 the use of or result in the person being denied access to, ordinary community service.*" *(Emerson et al, 2001)*

All behaviour is purposeful, functional and useful within the context of the environment and that is to get the needs of the individual met. It may be to communicate an unmet need. In attempting to modify behaviour we must first examine the reasons and functions behind the behaviour and identify the area of

need which the behaviour is serving. In order to structure the planning of support processes a thorough **functional assessment** needs to be completed. Effective strategies in addressing challenging behaviour are characterised;

- thorough functional assessment of the behaviour (sensory, escape, attention, tangible)
- accurate identification of the behaviour to be addressed
- appropriate realistic interventions
- clear objectives for outcomes
- consistency in applying the strategy
- review and evaluation

Positive Behaviour Support Plans (PBS)

A number of learners frequently exhibit challenging behaviours and these learners need a clear and comprehensive PBS plan to effectively support their behaviour and teach substitute skills. This is to ensure that all staff are aware of behaviours that challenge and that a consistent and supportive approach is adopted, using proactive strategies where possible. They are also aimed at promoting positive long-term outcomes and increasing quality of life for the individual. Positive behaviour support plans are a fundamental document to ensure the learners are effectively supported.

Building on the principles identified above, the PBS plan provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice.

A PBS must be introduced for a learner if there is

- an awareness of behaviour which is likely to endanger the learner, their peers or staff working with the learner
- a prolonged period of disturbed or challenging behaviour
- persistent concerns related to a leaner's well-being or health
- Behaviour that may limit their access to their curriculum, social inclusion or impact of potential future outcomes

PBS plans may be written by the learners' class teacher or Centre Manager and must be shared with the learners' parents or carers. It is considered good practice that everybody working or living with the learner will have been consulted during the design of the plan through the use of a co-production meeting.

Copies of the PBS Plans will be stored on the Teachers Drive. Parents and carers will be provided with a hard copy of the PBS plan.

Positive behaviour support plans include the following information:

- Front page with name, class and date table as a record of updated dates
- Important information about the individual such as key word understanding (both expressive and receptive) and preferred communication method, equipment required, known likes, dislikes, medical conditions, family, history, learning style, engaging activities.
- Behaviours of concern, including; operational definition of behaviour, frequency, duration, potential to cause injury, known antecedents, setting

events, triggers, possible function of behaviour (SEAT – Sensory, escape, attention, tangible) possible reason for behaviour, warning signs and potential or known triggers.
- Proactive strategies
- Active Strategies
- Reactive Strategies
- Teaching Substitute Skills
- Long term outcomes
- Natural consequences to behaviour
- Processing and Recovery Time
- Risk Assessments (for the use of Restrictive Physical Interventions)
- Restraint Reduction Plan
- Learner Learning History (if applicable)
- Functional assessments
- Consent page – for parents/carers to sign

Positive behaviour support plans are a dynamic document and are reviewed regularly, to reflect any changes in behaviour presentation, situational changes or strategies being used. All PBS plans are agreed and/or modified at Annual Review with parents/carers; and then copies are sent to respite homes (if applicable) and shared with passenger assistants where relevant. They may also be sent to other agencies who are working with the individual when requested, with explicit consent.

When appropriate, PBS plans are shared with all staff at morning briefings, in order that all staff are aware of effective strategies. These must be reviewed regularly by the class team and updated at least annually. They must also be reviewed should a change in behaviour arise or subside then new strategies should be considered. They are then shared with parents. When reviewing PBS plans, the reviewer must sign and date the updated plan (on the front page of the PBS plan) and save a new copy, archiving the older documents in order to be able to have a record of change.

Creating Supportive Environments

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our learners to learn in. Our care for each learner should be explicit and constantly reinforced through our actions, words and attitudes. Our learners need to feel good about themselves, good about their peers and good about the staff team. In order to achieve this all members of staff are committed to observing the following key principles

1. **Be positive** – in all your interactions with learners. Comment on the positive things learners do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at learners; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the leaner's dignity.
2. **Remain consistent** – be the stability that many of our learners crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions.

4. **Stay calm** – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Present a coherent and united front at all times. The learners will respond to this.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others; it is expected of you and will help you succeed.
7. **Celebrate achievement** – surround your learners with the sweet sound of success. It's contagious!
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of learners or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the tangible benefit of the leaner.
10. **Plan strategically** – be prepared to wait for success. Think about the long term benefits and not the short term gains.

Supportive and Functional Environments

The impact of the environment on a learner's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of staff and the right to work in a supportive and functional environment is recognised for staff and learners alike.

A **supportive** environment is characterised by

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the learners' needs
- optimally stimulating
- sufficiently resourced

A constant evaluation of both the supportive and functional environment is required in order to ensure that as learners develop the environment evolves accordingly. The Senior Leadership Team and Governing Body are responsible for determining that resources are available in order to ensure the environment is both supportive and functional. In addition, the Positive Environmental Observation Checklist (PEOC) in Appendix 2 can be an effective tool in auditing the environment and can also be found on the school's network. The positive environmental checklist should be used at the start of the school year and then referenced at regular junctures throughout the year.

Proactive Strategies

Proactive strategies are person centered and focus on improving the quality of life of the individual. These strategies are based on a detailed understanding of the individual's likes and dislikes, dreams and aspirations and support needs. These may include changing aspects of the individuals' environment (and skills teaching) to reduce the likelihood of behaviour that challenges occurring. At the Loyne Specialist school these should form at least 70% of a learner's positive behaviour support plan. (See Appendix 1)

Proactive Strategies can include but are not limited to:

- Communication
- The Environment
- Substitute skills
- Choice making
- Positive programming
- Opportunities for leisure
- Access to the community
- Structured timetable for the day
- Reinforcement schedules
- Promote independence
- Relationships
- Relaxation

Physical Contact

Situations will arise in which physical contact occurs between staff and learners, e.g. use of deep pressure for sensory regulation, during physical therapy programmes such as hydrotherapy or rebound therapy, in PE/swimming, or to comfort distressed learners.

It would seem reasonable that young children do require opportunities for carefully considered contact such as a restorative hug or sitting closely beside a member of staff. Some older learners also respond well to a carefully considered reassuring hug. At the same time all learners are taught what appropriate physical contact is. As long as this is sensitively carried out, and is age appropriate, the Governors would fully support this approach.

Active Strategies

Active strategies are referred to as secondary preventative strategies and aim to promote relaxation and avert any further escalation to a crisis. They can be implemented when the learner is showing behaviours that they are moving towards a crisis, also known as "bubbling". This will look different for each individual and it is important to look for signs that the learner has moved into the active stage as implementing strategies is key to avoid crisis and prevent intervention. All potential warning signs should be referenced in the PBS plan and form up to 20% of the strategies used.

Active strategies can include but are not limited to:

- Addressing immediate needs
- Redirection
- Distraction
- Diversion
- Disengagement
- Offering a preferred item or activities
- Lowering demands
- Adapting the environment
- Adapting interaction
- Teachable moments

Reactive Strategies

Reactive strategies are used in response to situations of risk. They involve managing a challenging situation in order to minimise the immediate risk. It is vital that these strategies are person centred and are used to manage an immediate risk and to keep everyone safe. They do not aim to deliver long term and lasting behavioural change.

Non restrictive reactive strategies

Before moving to restrictive reactive strategies, it is important that all non-restrictive options have been exhausted.

Non-restrictive reactive strategies can include but are not limited to:

- Strategic capitulation
- Stimulus change
- Evasion
- Moving away
- Redirection
- Adapting the environment
- Calming techniques

Restrictive Physical Interventions

Restrictive Physical Interventions are defined as "*strategies of last resort, not aimed at changing the behaviour itself but at managing the associated risk*" or "*the implementation of any practice or practices that restrict an individual's movement, liberty and freedom to act independently without coercion or consequence*."

Restrictive physical intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

If restrictive physical intervention (RPI) is likely to be necessary, it should be risk assessed and clearly noted with specific strategies aimed at reducing the need for the intervention on the plan.

Restrictive Physical Intervention should be seen as the least restrictive, used for the shortest time possible, and be of a last resort once all other proactive, active and non-restrictive reactive strategies have been exhausted.

Any restrictive physical intervention is accompanied by a restraint reduction programme as part of the long-term positive behaviour support plan in order to reduce the use of, or need for restrictive interventions and in accordance with the Restraint Reduction Network Standards.

At The Loyne Specialist School and Grizedale Centre we recognise that not all use of physical intervention is restrictive, for example providing guidance or reassurance in line with a person's consent / wishes would not be considered a restrictive physical intervention.

Restrictive Physical Interventions are implemented only in the context of the individual's 'Best interests' and in a manner which respects the rights of the individual. All restrictive physical interventions will be implemented in accordance with the following 5 principles:

1) **Consent** – *Where the individual has been assessed to have the ability to consent to their support, their approval of the proposed interventions will be achieved prior to implementation. Where the individual is not assessed to have capacity, their best interests will be considered through a Multi-disciplinary team meeting consisting of all relevant stakeholders.*

2) ***Best interests*** – *All RPI's will be considered in regards to the individual's quality of life and the potential risk that may be encountered.*

3) ***Least restrictive*** – *All RPI's will be implemented within a gradient approach where the response is dynamically adjusted depending on the risk presented*

4) ***Last resort*** – *RPI's form a small part of the support plan and are used only to meet duty of care. The primary focus of any support plan will be proactive, progressive interventions designed to increase quality of life. RPI's will only be used in response to a truly dangerous situation after all other strategies have failed.*

5) ***Transparent*** – *All use of RPI's will be clearly recorded and documented using CPOMS, the records being made available to relevant external parties upon request.*

Approved PROACT-SCIPr-UK® interventions are risk assessed by The Loyne Specialist School and shared with a multi-disciplinary team for each learner. Staff are taught these contingent upon the identification of need in a current Training Needs Analysis.

Restrictive Physical Interventions are taught within the context of "proactive, active and reactive" strategies which are documented in an individual Positive Behaviour Support Plan by certified PROACT-SCIPr-UK® Instructors in line with a Training Needs Analysis completed prior to training to specify need. *RPI's* being used do not cause pain or panic and are part of a multi-element approach promoting independence and improvements in Quality of Life. *RPI's* should also be agreed by relevant stakeholders. All staff are trained in the PROACT-SCIPr-UK® approach and receive Refresher training at least annually.

Any identified restrictive practices are subject to a "restriction reduction plan" to ensure that current levels of support are regularly monitored and reviewed. This ensures that strategies are always in place to offer progressive development to the child, through the teaching of alternative or replacement skills to reduce the level of restriction required. As outlined in Positive and Proactive Care (2014) the use of restrictive practices across The Loyne Specialist School and Grizedale Centre will be reviewed annually with the intent of demonstrating a reduction in the frequency of the use of restrictive interventions.

Staff should not use *RPI's* unless specified for a particular learner in their Risk Assessment and Positive Behaviour Support Plan, unless in the event of an emergency. In this case an unplanned *RPI* can be used provided it is proportionate to the risk, in the person's best interests, the last resort, least restrictive and used for the shortest time possible. All incidents should be recorded on CPOMS in a timely manner following the occurrence as part of a planned debrief. This should be in accordance with school recording procedures using the ABC approach. All incidents using an RPI should be recorded with openness, transparency and be entirely factual. They should be devoid of opinion and should include a rationale for the use of the RPI, with specific detail about the following:

- The RPI used
- Where it took place
- The length of time it was used for
- Who was involved
- How the person was monitored and who by

Parents/ carers should also be informed and monitoring of the learner should take place for the relevant time period as stated in Proact-Scipr restrictive physical intervention policies. Once an unplanned *RPI* has been used a planned response must be outlined within the individuals Risk Assessment and Positive Behaviour Support Plan. This should form part of the learning history, subsequently informed planning for the PBS.

Calming Strategies

Staff should support the individual following a crisis according to their individual needs, however it can be useful (where applicable) to implement the following six steps to calming.

- Identify – What is the learner feeling?
- Reflect – Tell the individual the emotion they are feeling
- Empathise – Give an example from your own life that they can relate to
- Reassure – Let the learner know that you understand how they are feeling
- Reflect – Get them involved in something else so that they don't dwell
- Praise – Reward the individual for constructive action

Recovery and Processing time

- All learners should be given time to recover from an incident and this will differ widely from learner to learner. It is imperative that this is considered to avoid actions that may cause a reescalation in the behaviour of concern.

- Time intensity model (Appendix 2)

Risk Assessments

All restrictive physical interventions require a separate risk assessment and are completed by class teachers and the class team, in conjunction with a member of the PROACT SCIPr U.K® Instructor team. Any restrictive physical interventions should be agreed with parents. Demonstrations should be given to parents to enable them to fully understand the measures put in place and they should be informed of what to monitor and the duration of monitoring relevant to the intervention if applicable. Parents should also sign the final page of the PBS plan to demonstrate that they have read and understood the use of a planned RPI.

Unplanned Restrictive Physical Intervention

As part of the duty of care it is often necessary to intervene in challenging situations. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of PROACT SCIPr U.K®. However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. In order to minimise the risk to everyone the following principles must be adhered to during **unplanned RPI.**

- the learner's safety and that of other learners is of paramount importance
- staff should take every precaution to avoid being left alone
- if isolated, seek support as soon as is reasonably possible return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety in a timely manner following the event

Physical restriction is only permissible where

- there is a clear and immediate threat of harm to the learner and/or other learner's/staff

- there is a clear and immediate threat of significant damage to the environment

However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to Health and Safety principles:

- Reasonable and proportionate
- For the shortest time possible
- Deemed absolutely necessary
- Within duty of care
- Recorded and reported with openness and transparency
- report and record the incident in its entirety as soon as possible

The following are examples of sanctions that are *not* permitted:

- Corporal punishment.
- Deprivation of food and drink normally available.
- Withholding medication.
- Intentional deprivation of sleep, (however gentle awakening of learners who use sleep to opt out would be allowed after discussion with parents).
- Requiring learners to wear distinctive or inappropriate clothing as a sanction.
- Intimate physical searches.
- The use of a space to physically restrict the liberty of a learner. A learner may have to be isolated in a classroom/area to protect people or property (see seclusion). A learner may need support to calm in a specified and safe area.

Health and Safety

The health and safety of both staff and learners is of the utmost importance when using any physical intervention and the following principles should be considered;

Avoid – physical contact entirely where possible
Deflect – contact and move away
Protect – vulnerable areas of the body
Stabilise – the situation and move away

It is imperative that the lead staff member monitors the health and safety of the learner during and following a restrictive physical intervention. Staff should monitor **BBANC;** body alignment, breathing, ability to move, noise/sound and circulation and should follow the protocol "no pain, no panic, no joints" as good practice. Following specific restrictive interventions, monitoring of the learner is required for up to 48 hours after the incident and parents need to be informed. At this time, parents should be informed/reminded of what signs to look out for in accordance with the intervention used.

Restraint Reduction Plan

School is a member of the Restraint Reduction Network and in accordance with the RRN, school have in place a comprehensive policy and programme aimed to reducing the need for RPI's over time and where possible.

The Loyne Specialist School adheres to the Whole School Child Protection Policy and in accordance with Lancashire Children's Safeguarding Assurance Partnership (CSAP).

Teaching Substitute Skills

Following a functional assessment of behaviour, substitute skills are identified. The aim of these are to replace the undesired behaviour with positive skills which have the same or similar function/outcome as the behaviour of concern i.e. meeting a sensory need in a more socially appropriate way.

General and broad alternatives include but are not limited to;

- Alternative ways to communicate
- Promoting self-confidence
- Developing the ability to make choices
- Developing social skills
- Developing problem solving skills

Mental Capacity

The Loyne Specialist School acts in accordance with the Mental Capacity Act 2005 which by definition applies to everyone involved in the care, treatment and support of people aged 16 and is designed to protect and restore power to those vulnerable people who lack capacity.

The MCA also supports those who have capacity and choose to plan for their future – this is everyone in the general population who is over the age of 18 and all professionals have a duty to comply with the Code of Practice.

The Act's five statutory principles are the benchmark and must underpin all acts carried out and decisions taken in relation to the Act.

If capacity is lacking, school staff should follow the checklist described in the Code to work out the best interests of the individual concerned

Understanding and using the MCA supports practice – for example, application of the Liberty Protection Safeguards.

Anti-Bullying including cyber-bullying

Please see anti-bullying policy for full detailed information regarding all aspects of bullying.

Bullying can occur in various forms. Verbal bullying may involve name calling, threats of physical violence. Physical bullying can include deliberate jostling, bumping,

pushing or shoving; (note it is a criminal offence where it involves assault, actual bodily harm, or wounding). Manipulative bullying occurs when someone manipulates social networks with the intention of ostracising individuals or spreading malicious accusations. Staff must also be aware of the possibility of both prejudice - based and discriminatory bullying. Raising learners' self-esteem is crucial in ensuring that a bullying culture does not develop.

How the Loyne Specialist School and Grizedale Centre combats bullying.

- All staff work hard to ensure that learners are kept safe, and learn how to make effective relationships with others, (a key element within PSHCE, SEMH (social, emotional and mental health) and SMSC (social, moral, spiritual and cultural opportunities).
- Learners are listened to carefully and sensitively.
- When there is appropriate cognitive understanding, learners are taught that it is acceptable to say "no".
- Class rewards and positive reinforcers are used to promote achievement, including behavioural progress too.
- Equal opportunities and Social, emotional and mental health aspects are identified and taught directly and indirectly throughout the school day, (particularly because bullying often focuses on individual differences).
- Staff (including Welfare Assistants) remain vigilant at all times, learners are always supervised.
- Implementation of the KidSafe Programme which is delivered to identified pupils.
- Any form of bullying is dealt with appropriately and in line with the learner's cognitive level and understanding, and recommendations in the positive behaviour support plan.
- Issues relating to bullying are shared with all staff and relevant parents and carers.
- KidSafe is delivered in school to identified leaners

Incidents of bullying are recorded using CPOMS. If necessary, and where dynamics/ combinations of particular learners create situations where bullying may occur, then consideration is made if learner can be separated physically in class and during unstructured times and proactive strategies should be implemented.

Working with Families and Other Agencies

It is imperative that we work closely with each learners' parents or carers to evolve effective strategies in order to support learners across a range of contexts. In most instances, upon the initial development of a PBS plan, parents will be included in a co-production meeting. Regular liaison and collaboration are required in order to develop consistent approaches that enable the learner to generalise appropriate learning and in order to support both families and professionals in their work with the learner.

The school will actively engage other agencies and professionals where it is considered by the school and the learner's parents or carers that this action is in the best interests of the learner. The school will offer and seek support in the development of practice which is of benefit to individual learner.

Parents / carers must be informed of any major incidents, of all agreed physical intervention that require monitoring and of any unplanned RPI's parents / carers should also be immediately informed of any marks and or bruising by phone call. Judgement and agreement with families is needed in the frequency of informing parents of minor incidents. The use of a PROACT-SCIPr-UK instructor can also be used to support co-production meetings.

Supporting Staff

Working with learners and families in developing positive and appropriate behaviour requires great skill and dedication. At The Loyne Specialist School and Grizedale Centre we are committed to supporting staff in this highly demanding work by;

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of PROACT SCIPr U.K. ®
- Offering pastoral support from a member of the Senior Leadership Team to all members of staff whenever requested
- Developing Positive Behaviour Support Plans (Appendix A) for learners in order to address challenging behaviour
- Dedicating time in weekly briefings to the discussion of issues related to positive behaviour support
- Regular monitoring of reported incidents
- Debriefing staff following difficult incidents using a range of personalised methods
- Providing annual refresher training and bespoke, dynamic person specific training.
- Ensuring that Proact-Scip trainers are present for co-production meetings

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore incumbent upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the individual, recognise the difficulties that the individual may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive, threatening or compromise the rights or dignity of the learner.

Where staff feel that approaches are in any way illegal or inappropriate they are obliged to report this immediately to the Headteacher, Chair of Governors or Local Authority in accordance with the school's safeguarding procedures and Whistle blowing policy.

Rewards and sanctions

Where appropriate, reward systems are extremely effective motivators in the development of positive behaviour. Some learners respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades the school is the use of praise and encouragement with learners as we

seek to develop their confidence and self-esteem. For some learners, the intrinsic value of praise is insufficient and further extrinsic rewards might be necessary such as access to favoured activities. Where this is the case, these motivators can be offered to the learner alongside praise.

Within the Loyne Specialist School we adopt a "House Point" system in which learners receive points throughout the week, which then accumulate to the learner being awarded a certificate and an opportunity to choose a reward from "The Golden Chest" during whole school celebration assembly. In addition, FE and Secondary leaners are awarded "Student of the Week" which is also awarded during whole school celebration. EYFS pupils receive "Star of the Week" for which they receive a certificate and a soft toy school mascot 'Barley' to take home for the week. There is also a "Pupil of the Week" for Primary pupils who also receive a certificate and reward from the Golden Chest. Golden Chest prizes comprise of a range of rewards, aimed at all age phases and to meet the needs of different learners. Pupils also receive certificates on achievement of Personalised Learning Outcome Targets and other achievements such as pedal awards, movement in water and Lexia. There is also a Headteachers award to recognise notable / considerable achievements across the curriculum.

As a rule, learners do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other learners in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other learners.

In the first instance, where there is a behaviour of concern, staff should carefully consider the use of natural consequences to the behaviour and how this can be used as teaching point for the learner. These should be identified on the positive behaviour support plan. As a school we recognise that all behaviours have a consequence within the adult world and in order to teach this in an effective way in preparation for adulthood natural consequences are used to support the persons understanding in a real-world context to support in making safe and healthy choices.

Sanctions, such as the removal of a favourite activity or item, are only permissible as part of a rational and considered intervention. Any such sanction should be recorded as an incident on CPOMS and included within the PBS plan. Similarly, in accordance with human rights legislation, it is not permissible to withdraw food or drink as a sanction. Where staff feel that these rights have been breached this should be reported to the Headteacher.

Duty of Care

Staff have a legal and moral obligation to always act within their Duty of Care by taking "reasonable care to avoid acts or omissions which are reasonably likely to cause harm".

Staff should:

- Be proactive in supporting learners' positive behaviour
- vigilant in their care of learners
- aware of current developments in safeguarding policies
- accountable for all the actions they take

Staff requiring further guidance in this area are encouraged to seek meeting with the Headteacher or seek advice from a DSL or ProAct SCIPr lead.

Observation and monitoring

The frequency of the targeted challenging behaviour must be carefully monitored. An annotated timetable or behaviour chart can be helpful to record and review frequent incidents, as can CPOMS. It can also be helpful to use a member of staff outside the staff team to spend time in the environment and help to ascertain potential triggers. A "critical friend" can sometimes see antecedents that class staff are too involved to see. Consider too the use of filming a particular situation in order to give additional information, this can reveal small and often imperceptible triggers. (any such filming should not be shared and should only be used to inform detailed assessment of behaviours that challenge)

Recording and Reporting

All incidents should be recorded on CPOMS (Child Protection On-Line Monitoring Service) using the ABC method (antecedent, behaviour, consequence) as soon as possible following an incident. The time and date should be recorded accurately and the relevant staff members alerted where appropriate. These are monitored by SLT and used for finding patterns in behaviour, tracking behaviour and ensuring a full history of behaviour is accurately recorded. When adding an incident on CPOMS, staff may hypothesise as to the function of behaviour (sensory, escape, attention, tangible). All records should be factual, transparent and devoid of opinion.

Parents / carers should be informed via phone call for significant behavioural incidents but collaborative judgements and agreements with families should be made around more minor incidents (excluding where an RPI has been used).

Staff Training

PROACT SCIPr U.K. ® is an approved approach to behaviour support which has been adopted by the Governing Body of The Loyne Specialist School. PROACT SCIPr U.K. ® is accredited through the British Institute of Learning Disabilities (BILD) which ensures that our learners and staff team are served by a high quality programme of training and intervention in order to support practice in this complex area. There are currently four trained instructors supporting within school who are qualified to train all members of staff within the school.

Staff at The Loyne Specialist School receive a robust training package and trained from a bespoke curriculum underpinned by PROACT SCIPr U.K. ®.

All staff receive 12 hours, introductory foundation course and a 6 hour refresher each year (using a trauma informed approach).

School provide staff with a range of supportive planning tools to help formulate the most effective and meaning strategies.

These include but are not limited to:

- Positive environment checklist (Appendix 2)
- Setting events checklist (Appendix 3)
- Time intensity model (Appendix 3)
- ABC recording (Appendix 5)
- The STAR approach recording chart (Appendix 6)
- Functional Assessment Tool (Appendix 7)
- Gateways (Appendix 8)

Training Needs Analysis (Appendix 10)

The content of PROACT SCIPr U.K.® training courses for staff at The Loyne Specialist School and Grizedale Centre is informed and shaped by a regular Audit of Need. Training needs analyses take into account a range of information arising from various sources such as CPOMS recording, staff observations of learners, incident debriefs, staff meetings, lesson observations and learning walks. Primarily, these Audits inform training sessions that are rolled out across the staff team or specific class teams working with identified learners, ensuring that all staff are able to work with, respond appropriately to and safely support learners' within the Loyne School Community.

Our objective is to provide training to promote behaviour that is

- functional
- socially acceptable
- effective
- dignified and
- respectful of others

An understanding of learning disability compels us to proactively engage each leaner in the development of these skills whilst respecting at all times the individuality of each person, their rights and their needs. With this in mind, our primary objectives in this domain are:

Safe spaces and seclusion

Seclusion is a form of restraint referring to "*a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.*"

"It should only be used to contain severely disturbed behaviour, including which is likely to cause harm to others, and for the minimum time necessary." Staff would normally stay with the individual to support them and monitor their progress until they are ready to resume their usual activities. Seclusion should never be used solely as a means of managing self-harming behaviour. It should only be used when the professionals involved are satisfied that the need to protect other people outweighs

any increased risk to the individual's health or safety arising from their own self-harm and that any such risk can be properly managed.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion to monitor their welfare and the time and duration should be noted. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave and should be supported appropriately using known supportive strategies.

An incident involving the use of seclusion must be recorded and reported in accordance with the school recording and reporting procedures.

Searching, Screening, Possession and Confiscation of any prohibited items.

Prohibited Items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Anything that has been, or is likely to be, used to cause injury or commit an offence.

The Loyne Specialist School and Grizedale Centre withholds the right to **confiscate any prohibited items.** These items will not be returned to the learners. We will also confiscate any item which is harmful or detrimental to others. These items will be returned to learners after discussion with senior leaders and parents / carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance (DfE: Searching, Screening and Confiscation; Advice for Schools (2022) and in accordance with Education Act 2006 which acts in line with Article 8 of the European Convention on Human Rights (Right to a Private Life).

In accordance with current legislation, identified staff that are authorised to conduct searching should it be required are the Designated and Designated Deputy Safeguarding Leads.

Child on Child sexual violence and sexual harassment

All DSL's are trained in the Brook Traffic Light Tool and the wider staff are taught about healthy sexual behaviour in children and young adults. Where it is deemed that behaviours fall within the red category of the Brook Traffic Light Tool, DSL's should be immediately informed and policy should be followed. It is also important to recognise and understand the cognitive level of child as sexual behaviours are often driven by physical and sensory needs and it is important to distinguish the function of the behaviour.

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping

children safe in education (KCSIE – 2025). Each incident will be dealt with on a case by case basis. (See School Safeguarding policy)

Liberty Protection Safeguards

It is school's legal obligation that in order 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.
- In order to determine this, the responsible body must consult with the person and others, to understand what the person's wishes and feelings about the arrangements are.
- An individual from the responsible body, but not someone directly involved in the care and support of the person subject to the care arrangements, must conclude if the arrangements meet the three criteria above (lack of capacity; mental disorder; necessity and proportionality).

Taken from the Social Care Institute for Excellence (Liberty Protection Safeguards Information)

Suspensions and Permanent Exclusions

We do not believe that suspensions are the most effective way to support learners and we aim to adapt and personalise the provision for all in order that they can access education.

In exceptional circumstances it may be necessary to suspend a learner for a fixed time period with careful consideration for all implications. The use of suspension should not be punitive but one of a supportive measure, to allow the staff team to assess the behaviour of concern, formulate strategies to support the learner, make reasonable adjustments and plan carefully for reintegration into the environment. It is used as a last resort when broader measures are needed to support behaviour such as room modifications, reallocation of staff, specific staff training etc. It can also be a means of opening wider discussions with parents/ carers about behaviours that are driven by external factors. Often wider professionals are involved if this is the case.

Within school, suspensions can also be managed internally and a learner removed from a class for a fixed period of time. (please refer to the Suspension and Permanent Exclusion Policy)

Behaviour incidents online

Any behaviour incidents that occur online should be dealt with in accordance with the school online safety policy and safeguarding policy which explicitly states that:

We adopt a zero-tolerance approach to all forms of bullying behaviour and expect pupils and parents to do the same. Everyone will minimise the potential for and be aware of the impact of so-called cyberbullying.

Staff are mindful that concerning, unacceptable and potentially criminal behaviour must be dealt with as safeguarding issues.

Suspected Criminal Behaviour

If a pupil or student is suspected of criminal behaviour, the school safeguarding policy and protocols should be adhered to.

(see Safeguarding & Child Protection Policy)

Mobile Phones

Learners should not have access to a mobile phone throughout the day. On a case by case basis e.g. if they are an independent traveller, should a learner require a mobile phone, this will be kept securely in a designated office until the end of the day and be returned upon leaving.

Staff mobile phones are not permitted to be used during the day other than break times, lunch times or in connection with school business. Mobile phones should not be kept in classrooms or on a person, and instead should be kept in the staffroom or other secure location e.g. a locker.

(See Acceptable Use Policy for Adults, Pupils and Students)

Written Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the Loyne School Governors annually and written as part of the statutory guidance set out by the Department for Education Behaviour and Discipline in Schools Guidance for Governing Bodies.

We believe:

- Each person is unique in his or her learning style
- Each person is of equal value and worthy of respect
- Each individual is deserving of a quality education
- Each person should feel secure and know what is expected of them
- Positive expectations have a positive effect on the behaviour of others
- Each person should have the opportunity to develop self-awareness and a knowledge of the world outside of themselves
- As staff we must seek to be free of stereotypical notions or preconceived ideas
- In the right of all people to be emotionally healthy, financially secure and learning fulfilled
- Our curriculum should be balanced, relevant, purposeful, accessible and constantly evolving
- Teaching and learning should be enjoyable, exciting and consistently inclusive

Teaching and learning should be founded on established best practice and an openness to innovative approaches
- We are providing a foundation for our leaners' adult lives (preparing for adulthood.
- In continuously improving our school through honest, collaborative teamwork
- Learners should be fully involved in the process of their education

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Appendices

1. Proact-Scipr-UK Gradient
2. Positive environment checklist
3. Setting events checklist
4. Time intensity model
5. ABC recording
6. The STAR approach recording chart
7. Functional Assessment Tool
8. Gateways
9. Training Needs Analysis
10. Debrief tool
11. Contingency Diagram