



The
Rise
Partnership
Trust
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RPT Behaviour Policy

September 2021

Approved	September 2021
Review date	September 2022

**With Reference to Keeping Children Safe in Education – September 2021 and
Guidance for full opening: Special schools and other specialist settings**

RPT's Behaviour Policy

RPT Vision and COVID-19 Update

RPT believe it is of upmost importance for pupils to feel safe in their school environment. We recognise that behaviour serves a function and is often a method of communication. At RPT we believe it is important when implementing behavioural intervention that we prioritise teaching socially acceptable functional alternatives so our pupils can get their wants and needs met in positive ways.

All our pupils are individuals, and we aim to foster a highly personalised approach in our teaching and management of challenging behaviour through the development of individual behaviour plans and risk assessments. We believe it is our responsibility to help our pupils learn and develop positive strategies to manage their own behaviour.

Covid-19:

RPT schools take the responsibility to ensure the safety of the pupils and staff very seriously and additional measures will be taken to reduce risk when managing pupils challenging behaviour.

These measures include:

- Providing PPE
- Environmental modifications
- Timetable modifications
- MAST support (including at lunch times)

We continue to feel strongly that a pro-active approach is the most effective way to support pupils to manage their own behaviour. Members of the Inclusion Team will work closely with class teams to identify the most effective, pro-active strategies for individual pupils and to develop strategies to reduce the need for physical intervention when it has occurred.

Policy Aims:

- To ensure consistency in behaviour management strategies
- To ensure protocols for incident reporting are adhered to
- To ensure proactive strategies are employed to support pupil progress and reduce occurrences of challenging behaviour
- To ensure staff understand the use of sanctions and monitor their use effectively

This policy should be used alongside the RPT (or individual schools):

- Physical Intervention Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-bullying policy

This policy has been developed in line with recommendations from "Positive environments where children can flourish", OFSTED, 2018.

Managing Challenging Behaviour

The term challenging behaviour covers a diverse range of behaviours that may affect the pupil, their community or environment very differently. RPT defines challenging behaviour as behaviours that:

- cause a barrier to learning
- could (or do) cause physical risk to themselves or others
- could (of do) cause physical or emotional harm to others
- isolate the pupil from engaging with peers and adults and forming positive relationships
- inhibit the pupil from engaging in activities within the school and the wider community

RPT recognise that a number of pro-active strategies have been shown to reduce the occurrence of challenging behaviour and should be used as best practice within all learning environments across the trust.

Pro-active strategies:

- Use prompting and modelling when teaching to ensure pupils can be successful in their learning
- Enable support staff to have clear roles within the classroom to enhance pupil progress
- Develop motivating and fun learning activities, taking into consideration pupils' special interests
- Ensure activities are differentiated, suitably paced and purposeful
- Maintain a clean, safe and uncluttered learning environment
- Use visual resources, symbols and Makaton signs to support pupils understanding
- Ensure children are not expected to sit for long periods of time and that physical activities are built into the timetable under recommendation from Occupational Therapists
- Ensure recommendations from our Speech and Language Team are acted upon and are built into the class curriculum to support communication
- Be clear about responsibilities and boundaries at a level appropriate to the learner
- Support emotional regulation through bespoke pro-active strategies and discrete teaching (Thrive, Zones of Regulation)

Positive reinforcement:

Positive reinforcement is used to help our pupils learn new skills. Staff identify reinforcers (to increase positive behaviour) for each child, including when and how often to deliver reinforcement. Reinforcement is built into lessons taking our pupils special interests into consideration.

Positive reinforcers could include, positive praise, toys, enjoyable activities, special privileges, certificates, token systems and reward cards, access to electronics or additional choosing time.

For some of our pupils who have a very limited set of reinforcers edibles may be used. When using edibles staff are always looking to expand the pupils' variation of reinforcers and endeavour to continue to expose them to many new items and activities in order to achieve this. The selection of edible items will be personalised for each child and healthy options will be investigated and prioritised. Pupils will have individualised containers which are washed

at the end of each day.

Sanctions:

Behaviour reduction interventions that are employed after a behaviour has occurred are designed to reduce risk and the reoccurrence of the behaviour in the future. Staff develop/write behaviour plans and monitor pupil progress through data collection and monitor if interventions are successful and make changes where necessary.

Alongside behaviour reduction interventions, positive reinforcement is utilised to reinforce and teach functionally appropriate behaviours.

Sanctions that may be used include:

- Removal of reinforcers if a particular negative behaviour is displayed
- Supervised time out - pupils will always be supervised closely during time out procedures and never left alone/isolated
- Verbal reprimands and warnings – this **does not** include shouting at pupil

At no point will a physical reprimand be used i.e. tap/hit etc. or the use of physical intervention as a punishment.

At no point will children will be isolated, alone, in a room or space where they are unable or afraid to leave.

Behaviour plans and risk assessments:

All classes have an individual risk assessment relating to the needs of the pupils in the class. When a pupils' challenging behaviour has been identified as causing a barrier to their ability to take part effectively in school life an individual behaviour plan should be created by the class team.

The purpose of an individual behaviour plan is to record interventions that have been put in place to support the individual's behaviour to ensure consistency of approach across the class team and wider community.

Behaviour plans must be shared and discussed with parents or carers. This is done as standard during structured conversations with parents. Additional meetings may also be arranged when required.

The Role of the Principal and Trustees:

All Trustees and Governors for RPT should ensure that they have read this document and are familiar with their role in ensuring:

- Policies, procedures and training are effective and comply with the law
- Inter -agency working is in line with statutory guidance – Working Together to Safeguard Children (July 2018)
- Safeguarding arrangements take into account the procedures and practise of the Local Authority and the Local Safeguarding Children's Board
- Effective safeguarding and child protection policy and code of conduct is in place
- Policies and procedures are followed by all staff
- Appointment of a Designated Safeguarding Lead in each RPT School
- The Designated Safeguarding Lead liaises with the local authority and other agencies in line with Working Together to Safeguard Children (July 2018)

- Referrals to social care are made where there are risks of harm
- All staff undertake training and ensure that all training needs are up to date

RPT Schools:

All schools within RPT recognise their responsibility to assess their individual environment to ensure the safety and well-being of the whole school community. Any identified risks, including physical danger and psychological stressors, will be assessed, recorded and acted-upon to ensure staff and pupils are supported and are safe in the school environment.

RPT schools will:

- Inform and discuss concerns about pupils' behaviour with parents and work in collaboration with them to achieve positive change
- Provide on-going training and support to staff in the areas of positive behaviour management, safe physical handling, incident reporting and writing individualised behaviour plans
- Monitor incident reporting, and ensure incidents of physical restraint and time-out are recorded and communicated to parents in-line with the RPT Physical Handling Policy
- Ensure all learning environments are safe and well-maintained
- Ensure pupils are provided with a rich and varied curriculum of learning opportunities and experiences

Parents and Carers:

RPT schools want parents to feel supported to manage and address problem behaviours effectively in the home environment. If we have concerns about the behaviour of one of our pupils, parents will always be informed and our behaviour intervention strategies will be explained. Where necessary additional support and training can be delivered to families by teachers, our Family Liaison Team or Inclusion Team.

We ask parents to communicate:

- any concerns or problems they have in order for us to offer appropriate support
- any health problems or medications/medication changes that may affect pupil behaviour
- any change in routine that may affect pupil behaviour
- any additional external advice or support they are receiving in relation to challenging behaviour in order to promote consistency of approach

RPT Senior Leaders and the RPT Multi Agency Support Team (MAST)

We all take responsibility for promoting positive behaviour. Our Senior Leadership Team (SLT) has developed this Policy in conjunction with staff and governors and is responsible for sharing this policy with parents and outside agencies. The SLT ensure that the content of this policy is shared with new staff during their school induction.

The SLT model and monitor the implementation of this policy and when a more focused intervention is recommended members of the MAST are available to support and train staff in the following areas:

- **Director of Inclusion & Inclusion Team**- run school wide training on behaviour, reinforcement, and problem behaviour reduction strategies; support class teams to develop strategies within the classroom and school environment, help to form behaviour plans and monitor progress, co-ordinate multi-disciplinary working
- **Team Teach Trainers** - run school wide training on positive handling and de-escalation strategies and are available to attend class meetings
- **SaLT team** - train teachers to prioritise communication within the classroom so our pupils can get their wants and needs met appropriately. Training is run throughout the year to support our staff team with developing effective communication strategies
- **Occupational therapy team** - support classroom staff to build regulating activities into lessons and increase awareness of strategies and activities that can help a child to attain an appropriate level of alertness and attention for learning.
- **Thrive Practitioner** – Supports pupils in 1:1 sessions as well as providing support to class teams to develop approaches and strategies that will support pupils' emotional development and regulation
- **Parent Support Practitioner** - runs parents meetings, training sessions and conduct home visits to support parents to manage challenging behaviours in the home

Where necessary agencies from outside of the school will be included in decision making and planning for the reduction of problem behaviours and pupil progress.

RPT Staff:

RPT are aware that environmental factors and adult behaviour can have an effect on our pupil's behaviour. Our staff will display the following behaviour in order to support our pupils' behaviour and act as positive role models:

- Implement pro-active strategies in the classroom
- Follow agreed individual behaviour plans
- Use clear language
- Remain calm
- Model appropriate behaviour at all times
- Support other staff members by offering help
- Be consistent in setting limits
- Provide consistency, positively reinforce positive/desired behaviour and always respond and acknowledge positive behaviour
- Be clear about responsibilities
- Report incidents using the individual school's incident reporting systems
- Report ALL incidents involving injury, use of physical handling or time out on the day of occurrence
- Staff will sign and follow agreed behaviour plans and discuss any concerns with appropriate members of staff if they arise

- Teaching staff will share and explain behaviour plans with parents during structured conversations or specially organised meetings
- Encourage independence and problem-solving skills
- Communicate positively and effectively with each other
- Keep environments clean, safe and uncluttered
- Where appropriate discuss inappropriate behaviour with the pupil
- Hand over to another member of staff if necessary
- Ask for help where necessary
- Raise concerns or queries about a behaviour intervention/or use of physical restraint with appropriate members of staff

Staff will not:

- Verbally or physically threaten or demean pupils, including shouting (unless there is an emergency)
- Physically harm pupils
- Physically handle pupils (including handling by clothes) unless it is necessary to keep them and others safe. It is never appropriate to use force to gain compliance
- Deprive pupils from their right to sustenance i.e. lunch/pudding/snack
- Deprive pupils from their right to a varied curriculum i.e. Swimming/Preferred Learning Activities/community activities unless on the grounds of health and safety (This must always be discussed with the Head of School.)
- Use another pupil in order to aid the behaviour management of another pupil

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