

Hamilton School Behaviour Policy

Three key aspects of 'What We Stand For' underpin our approach to our principles around behaviour. We strive to ensure that the following aspects are a permanent part of our culture:

- A calm, positive and structured environment that enables students to feel safe and achieve their 'personal bests' across the school.
- Partnerships with families, and others, that develop a consistency of approaches and enhance opportunities and well-being for students and families.
- A culture where everyone is supported and challenged and treated with dignity and respect.

In our context it is vital that there is a consistency of approaches and that our staff provide that for students. Staff are trained in effective techniques for working alongside students with a diagnosis of ASD. Our students benefit from clear boundaries and routines. The Senior Leadership Team (SLT) monitor the effectiveness of behaviour management and intervene where appropriate. A member of the SLT has specific responsibility for the area of behaviour and is supported by the Inclusion Manager, who is a qualified and experienced Autism specific teacher. 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. CPD is provided to all staff as this is a key aspect of our work.

In our positive environment, we strive to reward good learning behaviour. Praise and rewards are determined on an individual level. The use of symbols such as the one for 'good' are effective in supporting our teaching of good behaviour. Due to the nature of our students, 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. Sanctions are also personalised and it is important that staff can distinguish between apparently negative behaviour that is due to the students ASD and that which isn't.

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

students 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.

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 is used alongside regular verbal conversations with parents and carers. We employ a Pastoral Manager and Inclusion Manager who have a particular focus in this area.

Class teams work closely with our Occupational Therapist, Speech and Language Therapist and Clinical Psychologist in order to ensure sensory, communication and wellbeing needs are met. We also work closely with the Educational Psychology service, CAMHS, School Nurse and a range of other agencies in order to develop positive behaviour. If we feel a placement at our school isn't appropriate for a student we will also use the services of the various organisations and consult with SENAR.

When negative behaviour does occur, we always seek to understand the underlying causes as they are not always obvious. As part of our school mission of striving to transform lives, we focus on not only managing negative behaviour but also provide the tools pupils need to positively change negative behaviour. We follow the principles set out in "The Stages and Management of a Critical Incident" (Arnett 1989 and Clements & Zarkowska 2001). See Appendix 1 for a representation in the form of a diagram. Our overriding priority is to adopt a calm and measured approach. We look for behaviour triggers and analyse patterns in order to improve behaviour. Our new recording system enables us to be pro-active and to use data to support our strategies.

Some students have a Positive Behaviour Plan (PBP). These documents explicitly set out the types of behaviours and sensory needs of concern that a particular student may exhibit and provide strategies to effectively manage them. We work vigorously to ensure de-escalation techniques are in place and that a child's high-interest activities are used to motivate and engage them.

We use the TeamTeach Approach to enhance behaviour management. All staff receive initial training and regular refreshers in TeamTeach strategies. This supports the philosophy that approximately 95% of all so-called challenging behaviours can be addressed using positive non-physical intervention.

As part of our intervention work, we use some non-restrictive and restrictive manual handling techniques. Non-restrictive handling requires no 'Team Teach' physical restraint procedures and instead involves de-escalation techniques which are specific for your child. A restrictive physical restraint is a taught and trained manoeuvre from 'Team Teach' where your child has put themselves or others in danger and they need to be physically removed from a situation to ensure their safety. In school we evaluate the Interventions needed to enable our pupils to be calm and happy.

These restraints are used as an absolute last resort and as a school our policy is “hands off”, however at times, these restrictive holds can be necessary.

All staff have received training with regards to recording behaviour via the behaviour database system. (Accessed via: desktop folder Bsd local / Bsd input). 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 student. We offer regular support around the database system, completing whole school training around climate and focus groups for the BSD database.

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 child, both in the short term and the longer term.

We have 1 reflection room, which is used for a range of different things. For example, students may go in there as part of their learning programme or may choose to go into the space as a form of self-regulation.

In emergency circumstances, a student may need to use spaces around school for de-escalation for an appropriate amount of time. This should 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 student would be dangerous.
- 2 The imminent risks of a student hurting others are so great that not to use time out for the student would be dangerous to others

Staff need to keep calm in these situations as their behaviour will impact on the student if not. In these situations it is useful to try and do 3 things:

- 1 Remove the audience
- 2 Reduce language and listen
- 3 Think how a change of face may help the situation.

In the case of any such instance occurring, the time kept in a time out situation is kept to an absolute minimum and full details are recorded. The fundamental aspect of using alternative spaces is if there is no other safe alternative intervention to prevent the child’s behaviour causing serious harm to themselves and/or other children/adults

Every effort will be made to ensure that all staff at Hamilton School:

- Understand their responsibilities in the context of their duty of care to keep children and adults safe.
- Understand that the paramount consideration is the welfare of the individual child
- Understand that 'reasonable' force means that it is necessary, proportionate and reasonable in the circumstances.
- Are provided with appropriate training to manage risk and this training is maintained at an appropriate level.
- Understand that where needed Positive Behaviour Plans should be in place and shared with student's families and are signed to give consent and agreement to any proposed strategy.

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 children, staff, parents and visitors
- Causing significant damage to property

The paramount consideration is for staff to work in the best interests of the child. Reasonable force will only be used when no other effective alternatives are available.

It is essential to make risk assessments when considering the use of reasonable force. Staff should balance the risk of taking action against the risk of not taking action. The Health and Safety Executive (HSE) has developed a 5 step approach to risk assessment. This can easily be applied to situations where staff need to make a decision whether to use de-escalation or physical contact.

1. Look for hazards.
2. Decide who might be harmed and how
3. Evaluate the risk and decide on the necessary and proportionate action.
4. Record your findings.
5. Review and revise if necessary.

It is not always possible to predict all risks relating to a specific behaviour of a child. When an unforeseeable risk presents itself a "dynamic risk assessment" can be undertaken. This means that staff do a mental risk assessment and then act in the best interests of the child. Once a risk has been identified, or if the risk is already known, then a planned risk assessment needs to be put in writing. If physical touch or restraint is required, a Positive Handling Plan is used by staff who work closely with the child, using their knowledge of the child's behaviour and the environment they are working in.

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 students, it is important that these issues are handled skilfully.

Appropriate sanctions will be applied to any student 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 Hamilton School's legal duties under the Equality Act 2010 in respect to pupils with special educational needs (SEN).

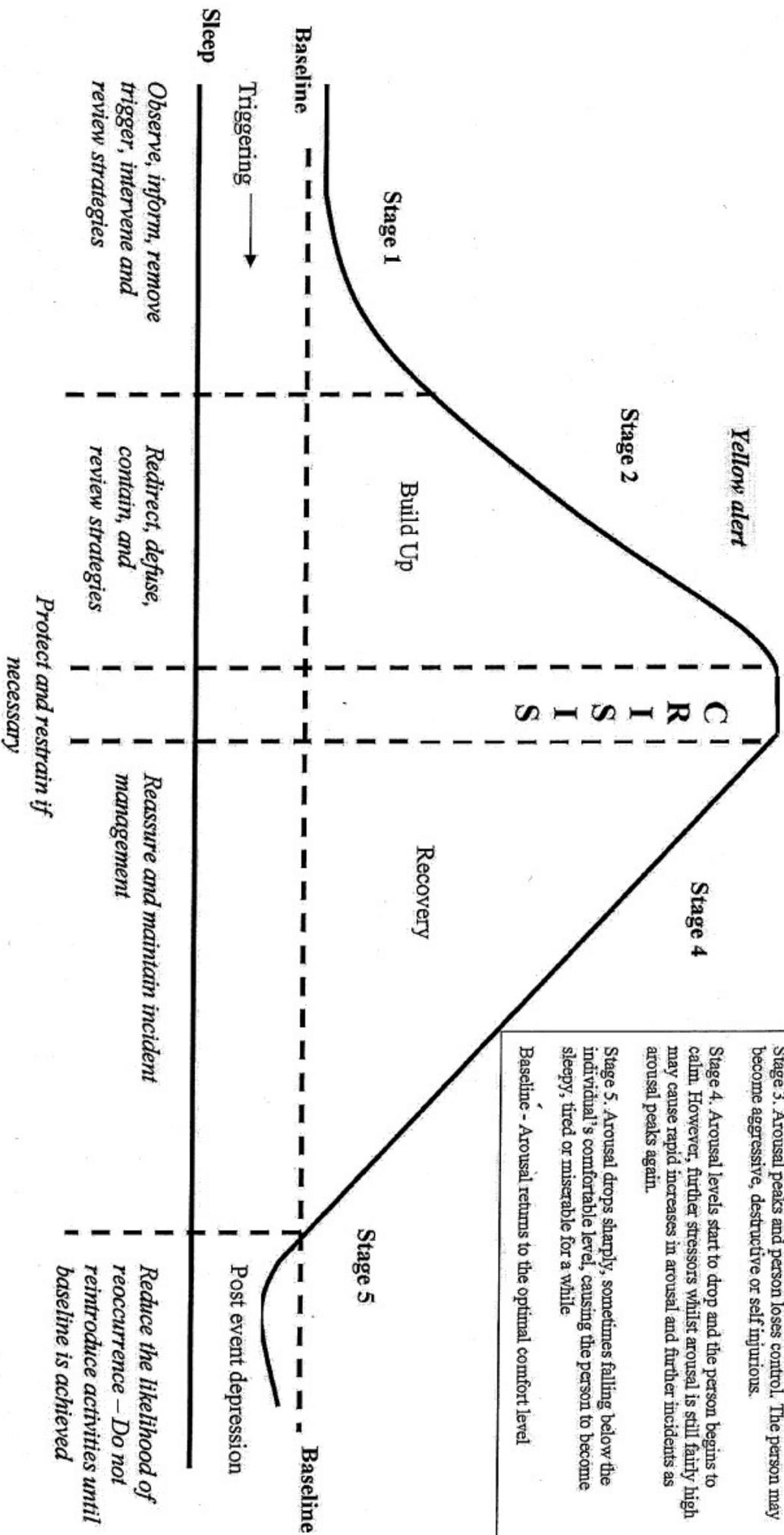
Complaints:

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.

J Harris

The Stages and Management of a Critical Incident
Arnett 1989 and Clements & Zarkowska 2001



Baseline - Person functioning at optimal level

Stage 1. Something pleasant, frightening or aversive happens which triggers an increase in arousal. The person may become anxious, angry or excited.

Stage 2. Arousal continues to build either rapidly (seconds) or slowly (minutes, hours or days) depending on trigger, the presence of other triggering events and individual levels in 'arousability'. The person may become irritable, demanding, threatening or abusive, less able to cope with everyday demands.

Stage 3. Arousal peaks and person loses control. The person may become aggressive, destructive or self injurious.

Stage 4. Arousal levels start to drop and the person begins to calm. However, further stressors whilst arousal is still fairly high may cause rapid increases in arousal and further incidents as arousal peaks again.

Stage 5. Arousal drops sharply, sometimes falling below the individual's comfortable level, causing the person to become sleepy, tired or miserable for a while

Baseline - Arousal returns to the optimal comfort level

Reduce the likelihood of recurrence – Do not reintroduce activities until baseline is achieved

Post event depression

Baseline

Recovery

Build Up

Stage 1

Baseline

Sleep

Triggering →

Observe, inform, remove trigger, intervene and review strategies

Redirect, defuse, contain, and review strategies

Protect and restrain if necessary

Reassure and maintain incident management