

<b>Policy No:</b>	
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## Protocol for SEND Behaviour Management

### Appendix to: Student Behaviour Management & Conflict Resolution Policy

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# Protocol for SEND Behaviour Management - Appendix to the Student Behaviour Management & Conflict Resolution Policy.

## 1. Introduction

1.1 This document is to be read in conjunction with other College Behaviour Policies including the Student Code of Conduct, Student Complaints Procedure, Health and Safety Policy and the Safeguarding Policy

1.2 All students are expected to abide by the standards outlined in the Student Code of Conduct. This document acknowledges that students with moderate, severe, profound and multiple learning difficulties (PMLD), Autistic Spectrum Conditions (ASC) and other physical, sensory and learning disabilities may often require a differentiated approach to achieve these standards of conduct. The College Group is committed to working in accordance with the Equality Act (2010) to include learners with 'protected characteristics' (including disabilities) by ensuring reasonable adjustments are made to all policies and procedures as appropriate

1.3 As an overarching principle, exclusion off site is to be avoided as far as possible. In line with advice from the Equality and Human Rights Commission (2013) exclusion must only be used "when it is considered a proportionate means of achieving a legitimate aim". Excluding a disabled learner for behaviour which arises as a consequence of their disability may result in unlawful disability discrimination.

## 2. Behaviour Principles

2.1 We understand all behaviour as a communication. The approach taken to tackling behaviour that challenges will vary depending on the impact of the behaviour and the nature and severity of the learning difficulty. **At all times we will seek to understand why behaviour occurs in the context in which it does, and will endeavour to reduce the likelihood of behaviour which is harmful occurring or re-occurring**

2.2 We understand that inappropriate behaviour is best approached as a systemic issue that is not simply 'within-person'. The environment and interactions surrounding the student influence the presentation of the student at college **and provide an opportunity for staff to intervene and support proactively and reactively**

2.3 For some students their challenging behaviour arises as a direct consequence of their disability. There are various perspectives that are useful to consider to understand why students sometimes behave inappropriately. **Staff will at all times seek to understand the perspective they are taking in constructing a narrative about a behaviour and discuss in a professional capacity with colleagues how these factors may interact and therefore be most effectively tackled**

2.3.1 From a *developmental* perspective, the behaviours of students with educational disabilities are compared with typically developing students with the same level of understanding. Thus, for example, temper tantrums, are considered a perfectly normal response to feelings of frustration for students who do not have the ability to reason and to understand other people's perspectives. Some students are developmentally young and find it more difficult to attend or show intentionality. It is not realistic to expect these students to manage their own behaviour independently. **They need activities that reflect these constraints**

**and staff who accept their need for constant redirection.** For those students with profound and multiple learning difficulties (PMLD) and more complex and severe needs **we recognise that their limited capacity to engage with behaviour modification may result in a longer process of behavioural change**

- 2.3.2 From an *educational* perspective, students who demonstrate challenging behaviour do not yet have the skills with which to adapt to stressful circumstances. **We therefore structure opportunities for teaching and practising new behaviours and coping strategies**
- 2.3.3 From a *communication* perspective, behaviours are seen as learners' attempts to communicate. They may need attention; they may be telling us that they do not want to engage with the activity we have offered. They may want something that we have or they may crave sensory experiences that are not immediately present. **We try to work out what the student is trying to communicate and then teach them the skills and means to communicate their needs in a more appropriate way**
- 2.3.4 From a *behavioural* perspective students' behaviours have been learnt and reinforced over a long period of time and continue as long as needs are being met by this behaviour, e.g. attention or opting out. **Staff analyse what is being achieved by the behaviour and put in place an alternative way to meet the student's needs**
- 2.3.5 From a *physiological perspective*, a learner may demonstrate challenging behaviour due to having a physiological or neurological difference, e.g. epilepsy. Students who display 'challenging behaviour' as a direct result of this perspective may not have contravened the college policy, because of the non-deliberate, non-intentional nature of the behaviour and/or the unawareness of the behaviour having happened until after the event
- 2.4 **Behaviour, within the context of antecedents, consequences and environment is discussed as a matter of course within the weekly tutorial review sessions.** These meetings are held by tutors with their team of support staff . Attendance of an educational psychologist and speech and language therapist can be requested for these meetings
- 2.5 **All learners will have a risk assessment that is regularly reviewed at progress meetings alongside targets,** and those students who present with behaviour that challenges will have a **behaviour support plan (BSP) that runs parallel to the risk assessment that is more frequently reviewed**

### 3 **Transition**

- 3.1 Transition can be a difficult time for some students, when they are learning about and testing the boundaries in a new environment. We understand that some issues with challenging behaviour may arise due to learners becoming familiar with a new routine and setting. **We endeavour to support learners to do this as quickly and effectively as possible, with a proactive approach to inclusion, establishing a clear individual transition plan that utilises information from the EHCP, assessments and involved professional agencies and previous educational provision if appropriate.**

Where behavioural, emotional and social difficulties (BESD) are identified as a primary area of need for a learner, we will ensure that we:

- **Establish a student-centred Behaviour Support Plan (BSP) that builds on previous approaches**

- **Include the views of parents and carers**
- **Include input from relevant external agencies**
- **Review the plan at least half termly to ensure it remains relevant.**

#### **4. Student Commitment**

4.1 We have high expectations of all students. **Expectations are referred to regularly by staff** and it would be helpful for parents and carers to support the college in this respect.

#### **5. Rewards Tariff/Proactive Strategies**

5.1 Praise and rewards are an essential part of teaching and learning to motivate and encourage achievement. The system allows for all students, regardless of ability, gender or age to operate within a rewards framework. Central to the rewards philosophy is **the expectation that all teachers will praise students, including contacting parents by phone, homework book or note, as a matter of routine.** Spontaneous day to day praise is a key factor in motivating students and establishing a positive climate for learning

5.2 Rewards are effective when used:

- To build new skills or sustain desired skills
- To shape behaviour
- Consistently by all staff
- Multi-dimensionally (e.g. rewards for Student A, the student who spotted Student A, rewards for Student A's class)
- At the class, departmental and whole college level, eg. Student Awards events

5.3 However, rewards are used badly when:

- Delivered ambiguously
- What we deliver is not a "reward" from the student's perspective
- Partial rewards are delivered when a full reward is expected/promised
- Rules for getting a reward create psychological pressure
- Large rewards are delivered briefly and then withdrawn completely.

5.4 **All staff are responsible for implementing the rewards structure.** Any differentiated individual behaviour management reward systems (e.g. those implemented for students whose behaviour persistently challenges as part of their disability) need to feed into the overall Rewards Tariff to ensure inclusion, for example:

- Jack Petchey Awards – borough-wide – yearly
- Student awards – college based – yearly
- Student home/college diary written feedback
- In class strategies, e.g. verbal/ non-verbal praise, reward time

- Department based awards for individual students such as student conduct role model of the week – Based on effort, outstanding achievement, sustained effort This feeds into the annual student awards ceremony

## 6. Reactive Strategies

6.1 Our approach to consequences relies on 'restorative approaches' to encourage student responsibility for behaviour and the development of a strategy to put things right again. Any consequences should be constructive, rather than punitive and take in consideration the abilities of the student. We try to use sanctions sparingly, but when necessary: **proactive behaviour management is far more effective in shaping behaviour**. Should parents or carers need to be informed about aspects of behaviour which are presenting a problem in college, we ensure we let them know how we would like them to follow up on this behaviour. We will give parents and carers positive feedback when there are improvements. For students under 18 or those who lack mental capacity, **parents will be invited to Behaviour Support review meetings with the tutor and student and relevant external agencies**. For other students over 18, they will also be invited to bring a supportive parent, relative or friend to these meetings.

6.2 The following is a general positive approach to inappropriate behaviour

- In class verbal/non-verbal strategies
- For students who have some grasp of cause and effect and perspectives of other people, the use of restorative conversations to try to gain a shared understanding with affected students of the behaviour and repair what has gone wrong immediately
- For some students the use of designated quiet areas inside the classroom and around the college, e.g. Chill out room or the learning resource centre/library to allow time for an arousal level to fall
- Feedback to parent via phone or in communication book re inappropriate behaviour, with a 'call to action' (clear instruction of what we expect the parent to do with this information)
- Completion of incident log/ behaviour event as close to the incident having happened as possible
- **Exclusion should never be used as a punitive punishment**. Fixed term exclusion should be used very rarely for safety reasons and allowing collation of information (see section below on exclusion). While exclusion is enforced the student support plan will be reviewed and adjusted
- Creation and regular review of a Behaviour Support Plan (with the support of relevant external agencies and the learner, parent/carer)
- Multiagency involvement, e.g. through person centred annual review

6.3 The educational psychologist (EP) is able to support staff where necessary in their approaches with students through consultation informally and formally. Parents will be contacted to join a consultation meeting where formalised direct work with the student, e.g. observation, assessment, multiagency involvement is requested. Parents and students will give informed consent to involvement and a file note being held within the student's personal profile.

## **7. Managed Absences**

7.1 A managed absence is used as a last resort as far as possible and to ensure the physical safety of all students. A managed absence can be between 1 and 5 days. When a tutor feels they have no alternative but to send a student home the Senior Curriculum Manager would need to first consult with the group Curriculum Director and / or Borough Principal and agree to the course of action.

## **8. Restorative Approaches**

8.1

This section is to be read as part of the 'reactive strategies' section – section 6. Staff will receive additional training on restorative approaches techniques which include:

8.1.1 Involving those responsible for and those affected by the behaviour in solving the problem

8.1.2 Addressing the needs of all those involved in harmful incidence

8.1.3 Providing strong messages and reminders about what behaviours are acceptable and unacceptable

8.1.4 Providing high levels of support for all parties, whether perpetrators or those affected. This may include differentiation such as:

- Determining the level of understanding the learner has about the incident, given their understanding of social interaction and developmental stage;
- Supplying visual, sign supported or simplified language access;
- Use of a reflection sheet prior to any meetings to allow the students to recall the chronology and impact of events from multiple perspectives;
- Embedding further consequences within existing systems as far as possible, e.g.
- Tutorial time

## **9. Bullying**

9.1 We understand that learners with learning difficulties are particularly vulnerable to exploitation and bullying in society. We understand the need to upskill students to be aware of and communicate to those in a position of responsibility, situations that are exploitative in nature

9.2 We understand that for some students they are unable to understand and communicate explicitly about incidents where they have been subject to bullying or exploitation. Parents and professionals agree to be mindful of the subtle changes in student presentation/behaviour which may communicate a social-emotional need or that they have experienced trauma

9.3 In order to ensure the needs students with PMLD or SLD are met in respect to this, we will review behaviour report forms regularly to spot trends, differences in behavioural presentation overall and in behaviour that challenges.

## **10. Involvement of External Agencies**

10.1 Safeguarding review meetings are held regularly and provide an opportunity for Managers, tutors and others to think through priorities that may require external agency support or advice that is available to them.

- 10.2 The rationale for the involvement of agencies with individuals at a particular point in time is to provide further clarity on the presenting needs/behaviours of students, for the purpose of broadening the assessment of needs, or to provide intervention to meet needs over time
- 10.3 Tutors are able to consult directly with external agencies for advice that supports their practice on an informal and anonymous basis. Time is built into the weekly timetables of tutors for this purpose
- 10.4 External agencies who may be consulted (list not exhaustive) are:
- Speech and language therapist (on site)
  - Educational Psychologist (on site)
  - Borough Transition Teams
  - Adult Learning Disabilities team
  - Physiotherapy
  - Occupational Therapy
  - Young People's Mental Health Services
  - Behaviour Therapists
  - Local Borough Inclusion Teams (including peripatetic teachers of visually impaired and hearing impaired)
  - College Advice and Guidance Service
  - College Mental Health Teams
  - SRE Teams

## **11. Positive Handling (physical intervention)**

- 11.1 Appropriate staff will be trained in the Team Teach method of physical intervention. 'Team Teach', de-escalation is the favoured approach to working with students displaying highly challenging behaviour. 'Team Teach' training is refreshed for staff annually to ensure consistency of approaches.

## **12. Behaviour outside of the college (educational visits)**

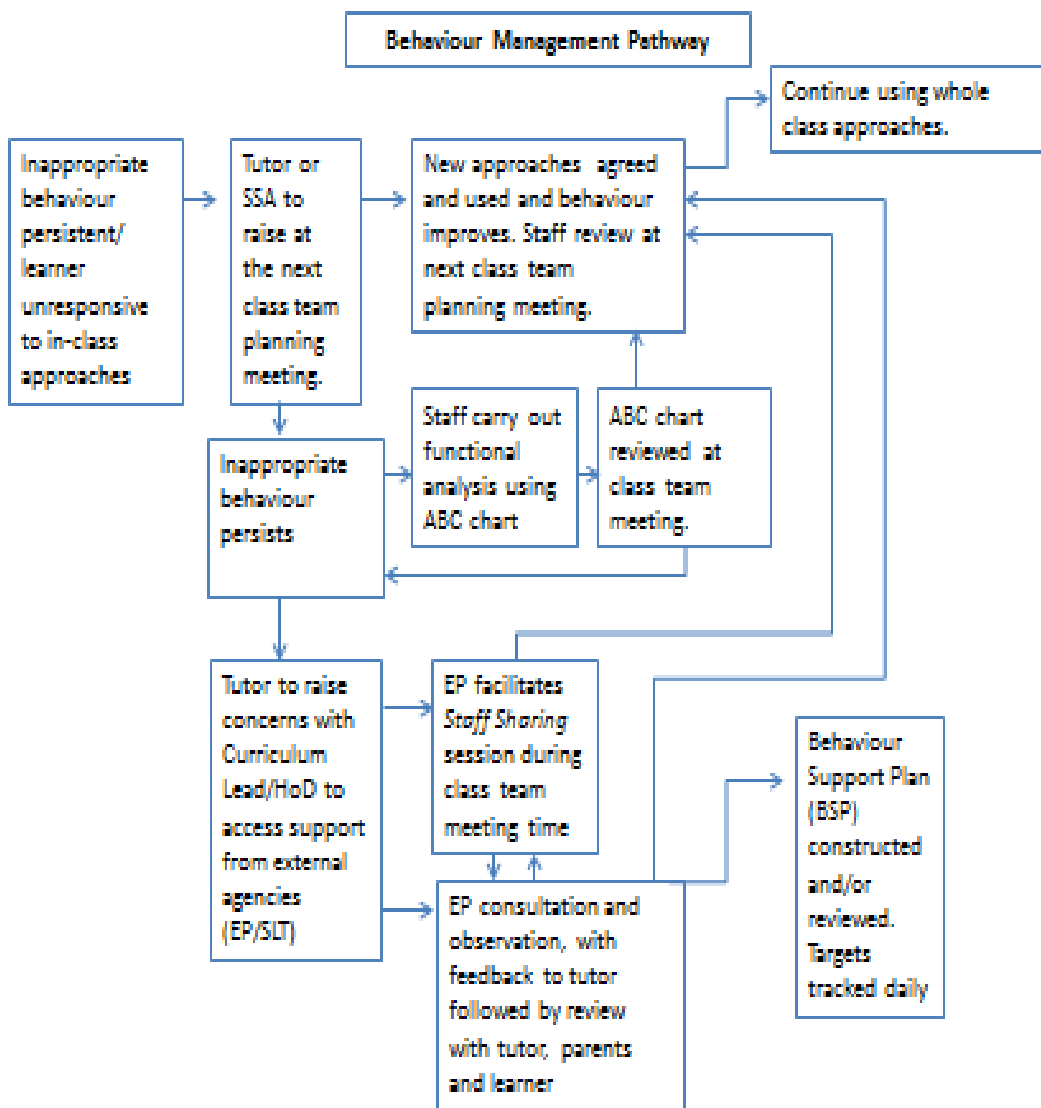
- 12.1 Before any visits take place staff carry out a group risk assessment, taking into consideration the individual needs of the learners (indicated through their individual risk assessments. See section 2.5). Staff are allocated on a student: staff ratio as agreed in the risk assessment or support plan and individual one to one support is made available where indicated on a student's support plan.
- 12.2 Group Risk Assessments must be approved and signed off by the line manager before the visit can take place.

### 13. Evaluation

The following procedures provide evaluation points for the effectiveness of this behaviour protocol:

- Monitoring of rewards systems
- Tracking of negative behaviour system
- Number of exclusions recorded
- Student voice (student forum meetings)
- Parent voice (parent forum meetings)

### Appendix - Behaviour Management Pathway





**Equality Impact Assessment:**

Completed: Y / N..... Date:.....

Signed:.....

Name:.....

**Additional Information:**

**Reference Associated Procedures:**

This is the policy statement of New City College. The overall responsibility for the policy is that of:

Name: .....

Position: Borough Principal

Signed.....

Date: .....

Policy Review Date: August 2020