



**MAPLE
GROVE**

Behaviour Policy

June 2021

Policy Review Date: January 2023
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1. Statement of Principles, Values, Aims and Objectives

At Maple Grove School we aim to promote positive social, emotional and behavioural change in our children and young people through a supportive and consistent approach, based on the needs of our children and young people. Our Positive Behaviour Support approach is based on an holistic, person-centered approach to the development of our children and young people. It is based on current theories and effective, evidence-based, methods of teaching.

Maple Grove School admits vulnerable children and young people who experience significant barriers to learning due to complex learning difficulties and disabilities, autism spectrum condition, associated medical and health needs, trauma and mental health needs. Challenging behaviour is often a form of communication, and/or serves a purpose for the individual engaging in it. Our role is to understand this purpose (function), and support our pupils to find alternative ways to have the same need met,

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and immigration status, and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:

- To value each other and our community,
- To listen to each other and ask for help when we need it,
- The promotion of mutual respect, acceptance, trust and honesty,
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence,
- To proactively manage and de-escalate challenging behaviours when children are in crisis or distress,
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding, and manage behaviour fairly and effectively, encouraging young people to achieve their potential,
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being,

- To work in partnership with all stakeholders, to promote good behavior,
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them,
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances.

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions,
- To provide clear guidance and support to all staff,
- For staff to provide leadership and positive role models to children and young people,
- To promote good behavior and positive change for our children and young people, setting them clear and achievable goals,
- To expect the highest standards of educational attainment and achievement, through the development of pro-social, learning-related behaviours.
- Children and young people should be assisted to develop an understanding of what is right and wrong,
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities,
- To develop and implement, coordinated and cohesive practices and procedures between home and school,
- To regulate the behavior and conduct of children and young people, and develop, as far as possible, self-regulation skills,
- To reduce the risk/likelihood of bullying,
- To comply with statutory standards and requirements.

This statement should be read alongside other key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

3.1 Review

This policy is subject to review every 18 months.

4. Headteacher Responsibilities and the Legislative Framework

The Headteacher of Maple Grove School will set out measures in this policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to promote positive behaviour, and determine the rules and any disciplinary penalties for breaking them. The Headteacher will also consider measures and strategies to manage the following;

- All education staff have the responsibility to manage the behaviour of children and young people while in school, and in some circumstances out of school. e.g. transport and educational visits,
- The screening and searching of children and young people,
- The power to use 'reasonable force' and other physical contact,
- When to work with other local agencies to assess the needs of children and young people who display long-term, complex behavior including that which has an impact on staff and other pupils,
- To have in place an effective Safeguarding policy and procedures,
- To have in place an effective anti-bullying policy,
- To publish annually the Behaviour Policy to parents and staff,
- Support and pastoral care for staff accused of misconduct,
- Clear guidance to all staff with regards their responsibilities to manage and support children and young people positively.

The legislative framework Heads of Services are required to consider;

- The Children's Act 1989
- Education Act 2011
- Education and Inspection Act 2006 Section 90 and 91
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice for Headteachers and School Staff; Behaviour & Discipline in Schools (2016)
- Independent School Standards (2014)
- DfE ‘Working together to safeguard children’ 2015 and ‘Keeping Children Safe in Education’ 2020

5. Creating a Positive and Structured Environment

The principle function of Maple Grove School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavor, it is essential that there is nurture, care and support balanced with good order and discipline. Children and young people should have the opportunity to play an active part in the review of the Behaviour Policy.

We aim to promote respect between all members of the Maple Grove School community.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at Maple Grove School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour support strategies as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Education Plans (IEP) & Positive Behaviour Support (PBS) strategies.

The main emphasis at Maple Grove School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of strategies in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment, or compromise the health and safety of themselves, or other children young people and adults;

The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand what is and is not acceptable behaviour in school and in the wider community. Over time, and with the right support and strategies, independence and autonomy in self-regulation of behaviour should be possible. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage positive behaviour within every learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence.

6. Relationships

While many pupils will respond positively to extrinsic, tangible rewards and preferred activities, it is vital that use of these contingently awarded sources of reinforcement is done in the context of positive, respectful relationships between adults and pupils. Maple Grove School encourages positive behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between children and young people, and between staff and children and young people.

For various reasons, some children and young people may at times test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

All staff are expected to ensure they treat pupils with dignity and respect at all times. This includes not discussing with another adult a pupil or their behaviour in the company of that child. This applies regardless of the communication skills of the child, and their perceived level of understanding. It also includes ensuring conversations regarding children's behaviour, in any context, are carried out using professional and objective language.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental stage the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

7. Challenging Behaviour and Children and young people on the Autism Spectrum

Many children on the autism spectrum experience high levels of distress and anxiety, meaning they are more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices, and in processing information and sensory input.

Maple Grove School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is at least consistently good,
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people,
- Communication schedules and alternative communication strategies,
- The opportunity to make meaningful choices,
- Careful attention to physical, emotional, and sensory needs,
- Experiences and activities which are appropriately stimulating,
- Careful management of the environment, including the setting conditions and triggers for behaviours,
- Warm and caring relationships with adults,
- Structure, predictability and consistency in daily routines,
- Clear and explicit boundaries and rules within the learning environment,
- Regular explanation of the rules and expectations,
- Functional assessment of any behaviours of concern in order to best understand the causes, and therefore facilitate the development and implementation of effective and supportive strategies.

Children and young people and staff are supported in managing and reducing challenging behaviour by the senior leadership team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

8. Wellbeing Support

The School endeavours to provide support for student that enables them to achieve academically, socially and personally. Wellbeing support can take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a child or young person's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified, individual support is provided consistently by experienced Teaching Assistants. Team meetings will consider and incorporate all professional views from within the school, involve the student and their parents/carers and review all data and reports, before revising targets and actions. Typically, the agreed proactive and reactive strategies will be recorded as part of the pupil's Personal Progress Plan.

The school will consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at Maple Grove School

Some of the children and young people at Maple Grove School may display a variety of challenging behaviours which result in a range of strategies, including RPI, being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

Maple Grove uses MAPA (Management of Actual and Potential Aggression) as a preferred method of RPI, as approved by The Crisis Prevention Institute: "With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. Training Certified by Bild-ACT under the Restraint Reduction Network Training Standards."

RPI involves a range of techniques according to the level of risk they are presenting to themselves or others. At Maple Grove School the use of RPI is **always used as a last resort** (unless otherwise stated in a Positive Behaviour Support Plan (PBSP)) where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident

- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the children and young people behavior,
- The risks to the pupil or others inherent in not intervening.

All of the above would be considered through Risk Assessment and Behaviour Planning, or changes to legislation.

Staff Authorisation to use restrictive physical intervention/staff training:

Maple Grove School recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility. All staff working directly with children and young people at Maple Grove School will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of MAPA. This is a framework that encompasses a range of approaches and methods to manage challenging behaviour. By using MAPA we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site tutors enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour. The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, and non-verbal de-escalation strategies being used and exhausted before RPI strategies are used (unless otherwise stated in a Positive Behaviour Support Plan). Through regular training staff are provided with open forums to discuss and develop their practice.

MAPA techniques seek to avoid injury to the service user but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

Justifications to use Restrictive physical intervention:

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Maple Grove School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

- *They should be clear about why the action they took was NECESSARY.*

- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children*
- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.*

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;

- Withdrawal-involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities,
- Time out - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisation's psychology service,
- Seclusion-involves a child or young person being forced to spend time alone against their will. **(Maple Grove School does not make use of seclusion as a planned response to behaviour management at any time).**

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

1 – Assess

Identify hazards and people likely to come into contact with them

2 – Reduce

Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure

3 – Communicate

Refer to (and subsequently review if required) an individual's Behaviour Support Plan (or Personal Progress Plan).

De-escalation:

Through Team Teach staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI. These can include:

- **Use of space**
- **Changes to the environment, including a 'change of face**
- **Planned positive distraction**
- **Verbal and/or visual advice/support**
- **Tactical Ignoring**

All of the strategies are encouraged in order to use RPI as a last resort and more details on these techniques can be found within the MAPA manuals.

9.1. Safe spaces:

As part of other de-escalation strategies we have a number of 'safe spaces' or chill out rooms' in school in order to support young people in managing their behaviour. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process.

When a young person is using a chill out room or safe space they are always monitored and supported by a member of the staff team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. Pupils are never left completely alone at times of anxiety.

9.2. Wellbeing Support Plans (WbSP):

At Maple Grove School we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-injurious behaviour, however we aim to be proactive in managing this, and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour support planning for each young person at Maple Grove School is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from education staff, as well as our Clinical and Wellbeing team, comprising our Wellbeing Coordinator, Occupational Therapist, Speech and Language Therapist, and Psychotherapist. Using a Positive Behaviour Support approach (PBS), our plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, RPI techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). Maple Grove School ensure, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

Maple Grove School has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system allows senior managers to monitor and evaluate incidents regularly with a consistent approach. All of the staff are supported in incident recording and reporting throughout day to day practise and also via training provided by MAPA instructors.

Through consistently monitoring the use of RPI we can inform practice throughout the organisation and use information to assist in planning for change, and achieving the desired outcome of reduced levels of physical intervention.

The process of monitoring involves capturing key data electronically which can be in turn assessed for patterns and trends. This in turn can form a basis for rationalising Behavioural Support and Personal Progress Plans.

9.3 Post incident support (staff/student):

Challenging behaviour that may occur within Maple Grove School can often be a result of difficulties in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The school encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Through MAPA training and on-going supports from the tutors, staff are encouraged to adopt the following process when offering de-brief:

- **Hear** - To listen to all sides of the story first.
- **Explain** - Discuss the reasons behind why staff took the action they did in order to improve relationships.
- **Link** - To show how feelings can often drive behaviours.
- **Plan** – Use the session to work together to find better ways of dealing with arising problems.

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate on the RPI form and, if required, will be followed up by a senior member of staff.

9.4 Complaints:

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. Maple Grove School uses a Wellbeing post-box that all children are encouraged to use to raise issues of concern. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

10. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards are provided to reinforce positive behaviour or recognise an achievement. Sanctions are rarely used at Maple Grove School, and would only be done so in a planned

way, with careful consideration of the individual child or young person's needs, development and level of understanding

Giving rewards is one way of giving feedback on how well children and young people are doing. Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas (the list is not exhaustive):

- Praise
- Points/Credits/Certificates
- Weekly celebration of success
- Trips
- Extra responsibilities
- Positive time with individual staff
- Supporting other children and young people
- Tokens, stars, badges and commendations
- Time on the computer
- Having a story read to you
- First choice of reward activities
- Positive letters/postcards home
- Positive feedback on young person's work

Where rewards are material items it is a good idea not to over-use them as this can reduce their effectiveness.

Every Friday afternoon, 'Above and Beyond' certificates are awarded to pupils who have demonstrated positive behaviours under the headings of Endeavour, Resilience, Adventure and Kindness.

11. Sanctions

As a general rule, use of sanctions is actively discouraged in Maple Grove. For pupils with autism, they are unlikely to be an effective long-term strategy for reducing challenging behaviour, as they do not teach a new way of responding in similar scenarios in future. For some pupils however, carefully planned and fairly and consistently applied sanctions over a short period of time may be appropriate. It needs to be explained very clearly in advance to the pupil what will happen in these circumstances, and why. In the event that a sanction is used, it should be made clear to a pupil why staff took the action they did, and what the pupil could do differently to avoid such an outcome. If the pupil does not have the cognitive or verbal skills to follow such a conversation and process this information, then sanctions are probably inappropriate and likely to prove ineffective. Sanctions need to be carefully monitored to determine their effectiveness, and should not be used over an extended period. Their use should be subject to review. Some examples of sanctions that may be considered for use at Maple Grove are:

- Verbal reprimand/correction
- Apology/reparation
- Catching-up with work missed or incomplete (as a result of behaviour), which may result in missing out on other activities.

- In more serious incidents, contacting parents

12. Expected Standards of Student Behaviour

Maple Grove School has the very highest expectations of our pupils' behaviour. While individual complexity of need and life experience may contribute to challenging behaviour that requires thoughtful and long-term support, we retain the aspiration that all of our pupils can and will participate in, and contribute to, a calm and positive school ethos and atmosphere.

At Maple Grove we want all of our pupils to:

- engage positively in all lessons, completing work tasks and complying with staff requests, guidance and instructions,
- cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, DT and Vocational Education lessons,
- cooperate and comply with the school dress code,
- cooperate and comply with the schools' policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs,
- contribute to an environment where pupils and staff can attend work or school without actual or threatened physical aggression or violence,
- actively display and model the school's key positive behaviours. These are **Ready, Respectful and Safe**
- help us ensure that as a school we comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status.

Appendix 1 – PACTT Poster



MAPLE
GROVE

PACTT

Patience

Aspirations

Consistency

Trust

Time



Maple Groves PACTT

PACTT is the ethos we have adopted at Maple Grove in order to best meet the needs of our unique and remarkable pupils.

Patience – When supporting our pupils in self-regulation and understanding what and why they are experiencing different emotions, there will be no quick fixes. Our staff will demonstrate ‘Patience’ and understanding in all situations. Colleagues will support each other in order to maintain a high level of patience in challenging situations.

Aspirations – Setting ‘expectations’ for our pupils will often leave a sense of failure. Pupils supposed to obtain a set of expectations when they are experiencing high levels of low self-worth, will only heighten negative thoughts and feelings. However, we do have ‘Aspirations’ for every individual. We will strive to build positive images of themselves through praise and encouragement. The ‘Aspirations’ that we will promote will start small initially. Our aim is to encourage our pupils to feel appreciated and understand that there is a place for them in the wider community.

Consistency – As a member of Maple Grove staff, we will be calm and understanding towards our pupils. This approach will be demonstrated throughout the whole of our school, by all staff, at all times.

Trust – We will use empathy, and kindness to build the trust in our pupils. Staff at Maple Grove will act as role models. Our interactions between each other around our school will be warm and courteous. With respect and humanity, we will strive to build relationships and therefore gain ‘trust’ from our pupils.

Time – The wellbeing of pupils and staff at Maple Grove is paramount. We will offer our pupils ‘time’ to build upon their strengths. We will offer them ‘time’ to feel valued and secure in a safe and nurturing school environment. We recognise that the happiness and confidence of staff will feed into the security of our pupils, and invest time in their training and wellbeing.