

Libra School

Promoting Positive Behaviour and Relationships Policy

Date	Review Date	Coordinator	Director
29.03.18	27.03.19	Kirsty Crosby	Joan Wilkes

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Equality Act 2010
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Childrens Homes (England) Regulations 2015

The following documentation is also related to this policy:

- Behaviour and Discipline in Schools - A guide for Headteachers and School Staff (DfE) 2014
- Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)
- Ensuring Good Behaviour in Schools, A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils, Department for Education 2011.
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (DCSF)
- Safer School Partnerships Guidance (DCSF)
- Screening, Searching and Confiscation - Advice for Headteachers, Staff and Governing Bodies (DfE)
- DfE's Mental Health and Behaviour in School 2016
- Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies (DfE)
- Bullying around race, religion and culture, Department for Education and Skills, 2006

The children placed with Libra have often experienced multiple rejections and exclusion in their lives. The majority have experienced significant abuse and harm at various levels and, as a result

Libra School

display behaviours which test the boundaries of others. At Libra we manage exceptionally difficult behaviours within our residential care settings and the school which have previously been unmanageable in previous foster care placements, residential placements and education day placements.

We believe that we promote good behaviour by creating a happy caring school and care environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that within the school only we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Within school we have in place calm rooms specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school staff can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. Within the residential homes, a safe space is discussed and identified with the child and written into their behaviour management plans which is shared with care staff.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

Libra School

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We as a community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

We aim to be judged outstanding in our school and care inspections by ensuring that standards for all children are high within our care homes and higher than schools of a similar size with children with similar emotional and behavioural difficulties and that standards continue to improve faster than the national trend.

Aims

- To create an ethos that makes everyone in the Libra community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the children, within the care home, school. With parents and other professionals.
- To promote self-discipline and proper regard for authority among our children.
- To prevent all forms of bullying among children by encouraging good behaviour and respect for others.
- To create safe and secure environments for all members of the Libra community.
- To create safe and secure environments for children to form good attachments thereby allowing them to work through their emotional difficulties in a safe and contained manner with respect and dignity.
- To enable children to learn to utilise strategies they have been given to manage their own behaviours over time so they can grow to be functioning adults useful to society.
- To ensure the health and safety of Libra staff
- To manage risks in the workplace.

Libra School

- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Behaviour Interventions

In order to safely manage the extremely difficult behaviours that our children can present, Libra has developed a raft of interventions and policies which are collectively interconnected. These policies are specifically designed not only to support children in the process of learning, but also to create and maintain a safe environment in which to live. Libra adopts a social pedagogic approach to looking after the children in our care based on total partnership working with children. Critical to this process is the way we help children understand the impact their behaviour has on others and about the way the child can help him/herself to move on.

This consultation process benefits the staff in being able to understand not only how the child functions and operates, but also in realising that the presenting behaviour is often symptomatic of the inability to explain problems.

“The problem is not always the problem” (Solution Focused Therapy –de Shazer)

In essence, this means that we view “challenging behaviour” as an opportunity to work with and understand children.

This rationale is underpinned by our own experience of working with children over many years, in which we can firmly state that:

- Many of our children initially use challenging behaviour as a means of communication.
- Many of our children initially do not have an ability to understand the cause and effect of challenging behaviour on others.

Hence, our most effective models of intervention are those based on a social pedagogic approach where the emphasis is placed on the development of social, emotional and behavioural skills through partnership with the child. In this way, children can make well informed choices about behaviour.

Where these social learning interventions fail to promote change and subsequent behaviours present significant risks to either the child or others, then we can use other established protocols and procedures which draw on the help of other professionals to effect change.

The LIBRA School is committed to a policy of promoting positive behaviour and relationships, care, control and discipline that reflects:

1. The rights of children
2. The rights and responsibilities of parents, those with parental responsibility and professionals who supervise young people.

LIBRA’s policies fall into two main categories;

Libra School

1. The promotion of positive behaviour (including the use of sanctions for negative behaviour)
2. The management of children on a daily basis to ensure a safe and calm environment for both children and staff.

The Thrive Approach

Libra is a Thrive community and we have two Licensed Thrive Practitioners who ensure that the Thrive Approach is the foundation of how we behavior manage children and how staff are trained to support children.

Thrive is a systematic approach to the early identification of emotional developmental need in children so that differentiated plans can be put in place quickly by the staff working most closely with the child. It is preventative, reparative, pragmatic and easy to use.

Addressing emotional development needs early builds resilience, decreases the risk of mental illness, prepares children for school and equips them to be ready and willing to learn and it helps those children who are underachieving to become more positive about their learning to improve engagement.

Using the Thrive Approach:

- Benefits children as they show improvements in behavior and social relating. Incidents of poor behavior reduce in number and children engage more positively. Children who do not meet the threshold for specialist support receive Thrive support.
- Helps staff to put in place effective strategies for children.
- Within school provides Local Authorities good value for money placements.
- Improves relationships between staff and children and supports staff to feel more confident and more competent to deal with disruptive behaviours.
- Contributes to the Libra workforce development producing better informed, better abled staff.
- Facilitates closer collaboration with parents and helps staff with strategies to support parents so that they feel more included, informed and supported.
- Is an excellent intervention to support ongoing emotional and social development.

Our two Licensed Practitioners can assess and identify the learning needs of our children. The Thrive Approach informs every aspect of our provision to better meet the developmental and learning needs of all our children.

Our practitioners are skilled in:

- The observation of children's behavior
- Understanding what that behavior communicates about the children's emotional and social development

Libra School

- Screening children's current emotional and social skills
- Knowing how that relates to their readiness and ability to engage with learning
- How to make conscious use of their relationship with the child to enhance their wellbeing
- Being able to select differentiated strategies to address specific learning gaps
- Changing behavior management plans to ensure they meet the needs of the individual children in terms of emotional and social skills development.

The Thrive Approach centres around a personal programme for each child which is based on the identification of underlying needs and a straightforward set of actions designed to meet them.

The Promotion of Positive Behaviour

A key feature and strength of the approach offered by Libra is the focus on the 'individual young person' and the ability to be able to plan and adapt structures and approaches to meet the needs of the young person.

All young people will present with a range of challenging and / or disturbed behaviour requiring sensitive support and management.

Many young people, due to complex life events, will present with one or more of the following types of behaviour.

1. Lack of confidence – fear of failure – frightened to take risks or explore new learning opportunities, resist change, displace anger onto others.
2. Inability to trust adults / peers.
3. Inability to recognize and manage their emotions and feelings and show empathy to others.
4. Low self esteem
5. Lack of intrinsic motivation
6. Lack of respect for self and others.

Although they are often trapped within a cycle of negativity, they will all present with a range of personal skills and qualities; strengths and interests that can be nurtured and built upon.

The starting point is a fundamental belief in the young person – look for the positive – act positive. It is important to believe in the Young Person.

The Libra behaviour management model works on the idea that improving the understanding of trauma and its impact on development allows staff to improve interactions with children by:

1. Focusing on strengthening attachments and improving the child's capacity to make attachments
2. Building competencies
3. Adjusting expectations depending upon children's developmental stage and trauma history
4. Involving families in the child's care and treatment
5. Enriching dimensions of the environment to create more therapeutic media

These interactions help children to develop more positive perceptions about themselves and their relationships and interactions with others. This also contributes to improvements in children's social and emotional well being. The complex process of behaviour management for every young person is achieved by ensuring:

1. Strong communication between care staff

Libra School

2. Strong communication between the young person and the staff but particularly their Key Worker and Unit Manager.
3. Strong communication between care staff and the school
4. Strong communication between parents (usually but not always of day pupils) and school
5. Effective leadership from the Director of Care, Senior School Management and Company Directors.

Each young person's behaviour management programme is an individual bespoke plan led by the individual child's needs. It is created and progressed by the young person, the Keyworker or Senior Learning Support Assistant, the Registered Home Manager, the Deputy Headteacher and the Director of Care. Although every young person's behaviour programme is unique to the individual there are key principles which are used by Libra in the formation of every child's programme:

- Entitlement
- Motivation
- Rewards

Entitlement

Entitlement can be divided into two levels:-

- Core entitlement:

Refers to the basic level of care / education that each young person is entitled to, that cannot be removed by a sanction.

A young person may choose not to avail themselves of that entitlement but LIBRA will always make such entitlement available to the young person and encourage their access e.g regular meals of high nutritional content; sleep; exercise; attendance at lessons; pocket money (1/3rd core entitlement – cannot ever be removed through a sanction); contact with family / Social worker.

- Entitlement Plus (E+) :

Is the entitlement that a young person has:

- Progressed onto through their time at LIBRA, as part of their core programme, as they are now no longer dependent upon a complex system of 'rewards' to manage their behaviour and can be more self-motivating and self responsible e.g leisure activities; work placement; driving lessons.
- Activities that are viewed as an essential vehicle through which to meet a child's essential need.

The cut off for each young person as to when an activity falls within an entitlement as opposed to reward will vary according to that young person's individual personal care plan.

	Presenting Behaviour	Entitlement
e.g Exceptionally poor self image	<ul style="list-style-type: none"> • Self Harm • Consistent self put downs • Low level personal hygiene / lack of care 	<ul style="list-style-type: none"> • Clothes • swimming costume • exercise clothing to encourage change in behaviour.

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	<ul style="list-style-type: none"> No interest in appearance (clothes etc) 	
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Motivation

Intrinsic Motivation

The ability to feel good inside when we do something positive (internal pay off – self reward) e.g I go to school because I want to learn.

Extrinsic Motivation

To work towards a set goal for external positive gain e.g either material or social.

I go to all my lessons today so I can go surfing tonight (material).

I do the washing up to please my worker and gain his / her approval (social).

Rewards

Social (higher order)	Token (Material)	Material (lower order)
<ul style="list-style-type: none"> Attention Praise Privileges Responsibilities Increased time with key worker 	<ul style="list-style-type: none"> Token points for general exchange for other rewards 	<ul style="list-style-type: none"> Money Activities Clothes Equipment Special food / Meal out

Types of Rewards (all of which can act as extrinsic motivators)

Guidance for use of Rewards

Our aim should be to work with a young person at the highest level that is effective and not to use a material reward when a young person will respond to a social one.

We should always aim to move from: Material to \longrightarrow Token to \longrightarrow Social

Reward System

There are Four Levels of Uses for Rewards:

1. Incentive (Social / Encouragement)

To be used in all interactions to help raise self esteem, motivate and help young persons to access their entitlements.

2. Incentive (Material Rewards)

To offer a material reward (together with a social reward) when a young person is unable to respond solely to a social reward.

The use of such rewards can be used flexibly to reflect the situation but care must be taken to ensure:

Libra School

- Clarity about the specific behaviour expected and the reward that they will receive (preferably negotiated with young person) e.g when we have cleaned the house / car then we can go to the cinema. (No manipulation, no changing goal posts either by adult or young person).
- Be consistent in giving rewards (across the team relating to individual young person's behaviour / presenting need)

3. Behaviour Programme (Simple)

- A simple reward system can be set up to help modify a problematic behaviour.
- It should be negotiated with the young person in documented meetings.
- It should be part of their Placement / care Plan / IEP / PEP
- All members of the team / staff should be clear about the programme, which should be applied consistently.
- Targets should be S.M.A.R.T
 - specific
 - measurable
 - achievable
 - Relevant
 - time limited
- Identify with the young person a list of rewards that will work for them, either direct material rewards that can be used or tokens (point system) to build into a negotiated reward (big or small)
- Identify with the young person through documented meetings which sanctions will be used for identified poor behaviour

Generally no more than three behaviour programmes to address three different aspects of problematic behaviour should be operating at any one time.

Within the school positive reward programmes are used to encourage engagement. For example:

- Golden Time Reward Programme – children can achieve a ball in every lesson for respectful behaviour and if they achieve the agreed number of balls they are able to have Golden Time at the end of the school day to play on toys, computers, X Boxes etc.
- Handwriting Reward Programme – children achieve stickers for good handwriting (at their ability level) across all subjects which can earn them lunch out with staff.

4. Behaviour Programme (Complex)

For some young people placed at Libra, they will arrive with such a high level of 'broken trust'; low self esteem and cycle of negativity that they present with very low levels of self control, motivation, empathy or ability to relate to either adults / peers. As such they are unable to respond to a social reward system based on praise and need a stepping stone approach to get there.

For such young people initially, the only way maybe to stabilize their behaviour will be the use of a complex system of behavioural rewards based around the 24 hour curriculum; where expectations and rewards are clearly defined for all aspects of daily living.

Such a system is usually / based around a system of points (tokens) which can earn rewards at different points of the day / week.

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The longer term aim will be to move onto a programme based on a simple behavioural rewards system, incentives and entitlements.

Bribes

A bribe is something you give to get someone to do something either immoral or illegal. It is not bribery to reward a child for doing something in their own interest.

It could be seen to be a form of bribery to get a young person to do something motivated by the desire to have your needs / goals met at the expense of not meeting a young persons needs (i.e acting immorally).

Sanctions

Libra uses “Constructive Sanctions” as a model requiring that we engage with the child in a meaningful dialog. The aim is to seek resolution through the identification of strengths, positive reinforcement and reflective practice. This practice is underpinned by the sound principles of good practice which:-

- Takes into account context/circumstances of behaviour
- Totally involves the child in the process
- Encourages the child to take responsibility and put things right
- Promotes resolution
- Is none-discriminatory

Sanctions should only be applied in cases of severe misdemeanours; in most cases it will be more appropriate to encourage / reward positive behaviour than target negative behaviour. A sanction must only be implemented as a tool to encourage young people to learn that there are consequences to poor behaviour. The use of sanctions is reviewed regularly to ensure that they have been effective in improving difficult behaviours through reflection rather than as a ‘punishment’. Sanctions must be fair and equitable and where applied communicated through handovers and young peoples’ files.

Each young person should be involved when considering which types of behaviour will earn them which type of sanction. Many young people at Libra will have experienced abusive backgrounds where punishments and sanctions have been used indiscriminately – sanctions must therefore only be applied with the utmost of care within a clear behavioural management programme.

Sanctions are applied in a non-abusive manner, within the law and fair at all times. Staff should be sensitive to their position and recognise each child’s set of circumstances. When reprimanded, children should not be humiliated, oppressed or experience rejection. Staff are to remain calm when applying sanctions.

Within the residential homes a record of the use of sanction on a child by an adult is kept in a separate dedicated book, and includes the name of the child, the date, time and location, details of the behaviour requiring use of sanction, the nature of the sanction used, the duration of the sanction, the name of the staff member(s) using sanction, the name(s) of any other staff, children or other people present, the effectiveness and any consequences of the sanction, any injuries caused to or reported by the child or any other person, and the signature of a person authorised by the registered person to make the record.

Libra School

Within the residential homes examples of sanctions could be:

Loss of X Box time

Loss of TV time

Choices and Consequences

By building choice and consequences into the young person's daily pattern of interactions, it is helping the young person to take on more responsibility and to feel more empowered.

Choice:

Refers to 'options' offered to a young person regarding their actions: It is your choice – you can either choose to do 'x' or 'y' or 'z'

(We should try to always build in two positive choices with positive consequences compared to one choice leading to a negative consequence).

Consequences:

Refers to the outcomes resulting from a behaviour/actions.

Every choice has a direct consequence.

In the early stages 'choice' can be built around relatively non threatening aspects of daily living i.e TV Programme / food.

The use of consequences provides a lower level response to unwanted / less desirable behaviour, allowing sanctions only to be used as a response to more serious, unwanted behaviour.

Young Person Consultation

Within the residential homes all reward programmes and sanctions used to promote positive behaviours in young people are discussed with the young person by the Registered Manager, Keyworker and or Director of Care and the meeting documented to aid communication with all staff and to help young people make good choices during difficult times.

Within the school:

- Children are involved in the Libra Council meetings during which there is general discussion around behaviour management and ideas for positive reward programmes and incentives.
- Children are involved in establishing a Behaviour Action Plan which identifies the strategies a child is going to try to use when managing their behavioural difficulties and how staff can support them to do this.

In both the residential homes and the school children are encouraged through weekly keyworker and tutor meetings to self reflect upon their behaviours in the week and review how their target strategies are working making changes if required.

Libra School

Equality and Diversity

The nature of the many difficulties that young people experience invariably means that during challenging situations young people can behave in a highly discriminatory manner towards their peers, staff and public. The nature of this discrimination can be in the form of the language they use, for example reference to race, colour, religion or sexuality for example and the aggressive intent in which it is spoken.

In line with Libra's de-escalation techniques, discussion with young people about discriminatory behaviour will occur when the young person is calm and in a frame of mind to listen and reflect upon their earlier behaviours.

Libra children and staff working with the children can also experience discriminatory behaviour as a result of a child's difficult behaviours and a lack of understanding from the public. Staff are trained to support and protect the child as much as is possible when this happens and ensure that the incident is discussed afterwards so the child has an opportunity to talk openly about it and their experience.

The Libra School has a strong PSHE and Citizenship programme through which all pupils are taught an understanding and tolerance of cultural, religious, language and racial needs. School assemblies are also used as the tool to reinforce this work with our young people.

All young people work on their knowledge and understanding of discriminatory behaviours and equality and diversity during Citizenship and PSHE lessons within school and the 24 hour curriculum within the homes.

Recording and Risk Assessment

All incidents of challenging behaviour and issues that are observed are formally recorded in line with legislation and national minimum standards:

1. Libra Incident Report Form completed by the staff involved
2. Young Person Incident Self Reflection
3. Critical Review of Incident by Registered Home Manager or Senior School Management considering staff and young person views and feelings and the effectiveness of the outcome.
4. Monthly Review of all incidents by Registered Manager or Senior School Management to identify triggers and future strategies to reduce the number of future incidents
5. Within school within 1 working day of an incident occurring which requires a physical intervention respective Local Authorities (Education Psychologists, Placement Officers, Social Workers and or SEN Education Officers, we use the agreed protocol for each Local Authority) are informed by email with the physical intervention issue documentation attached. Parents of day children are advised on the day of the incident via the child's Daily Report Card. The use of physical intervention is further discussed at PEPs and EHCP review meetings.
6. Within the care homes parents (where appropriate) and or Social Workers are advised of an issue requiring physical intervention through an agreed protocol (which is to be documented) by the Registered Manager. This will usually involve a telephone call or email as soon as is practically possible followed by an email containing the attached Issue report. In the event of a manager being unable to follow this protocol due to absence the Duty Manager will liaise with the Director of Care to follow the agreed protocol on their behalf.

Libra School

7. Behaviour Management Plan, Placement Plan and or Individual Education Plan are updated to reflect new behaviour management strategies being implemented by Registered Manager, Director of Care or Senior School Management.
8. Strategies to manage challenging behaviours are detailed and reviewed regularly within each young person's risk assessment within the school and the Home. Libra's Young Person Risk Assessment considers the range of behaviours seen, the potential triggers and the severity to which these behaviours are being acted out. The risk assessment details strategies to manage and lower the risks.

The Control and Management of Behaviour

Within the school staff can be required to use physical intervention techniques in order to prevent personal injury to staff, the child or other children, enforce compliance (such as the requirement to remove a child from a classroom if they are disrupting the lesson and are refusing to leave the room of their own accord), to prevent damage to property or to prevent a criminal offence being committed but not as a means for disciplining pupils.

Within the care home staff can be required to use physical intervention techniques in order to prevent personal injury to staff, the child or other children, to prevent damage to property or to prevent a criminal offence being committed but not as a means of disciplining children. Physical intervention cannot be used within the care homes to enforce compliance.

Libra staff work tirelessly to support and encourage children to accept de-escalation strategies to minimise the requirement for physical intervention.

The following procedures are used to encourage positive behaviour within school and reduce the need for physical intervention:

1. Parents of day pupils will be expected to take responsibility for the behaviour of their child both inside and outside the school and demonstrate appropriate behaviour on and off site. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising. See Home School Agreement.
2. The company has a programme of behaviour assessment for all new young people who begin a residential placement. This programme is managed by the Registered Manager of the unit and involves contributions from the school as well as the care staff. On completion of this behaviour assessment it may be necessary to continue monitoring certain behaviours that have been identified through the Placement Plan.
3. Each child has a Behaviour Action Plan and supporting guidance for staff. All staff working with a child must be aware of these plans.
4. Within the placement/care/educations plan there is an individual pupil risk assessment. This is regularly updated and reviewed by the Registered Manager or Senior School Management.
5. Every young person on a residential placement has a Behaviour Management Plan which is a 'live' document in that it is updated at any time there is a need to do so by the Unit Manager which identifies in detail exactly how to work with the young person, their triggers and situations to be prepared for with an action plan to manage the situation. This document is covered in the RCCO induction procedures to ensure that all care staff are aware of how to use the document to ensure continuity of behaviour management within school. These documents are updated at a minimum monthly (more regularly if required)

Libra School

and are distributed to all care and teaching staff to ensure continuity of behaviour management.

6. The unit team and school staff working with a child must be aware of the child's profile and the identified trigger points for bad behaviour. They should also be aware of the agreed methods for defusing tension and diverting aggression. Staff need to have a common understanding of how to detect early signs of mounting tension which could lead to disruption, and should rehearse methods of communicating with each other when dealing with situations threatening the good order of the home or school. Regular team meetings for teachers and care staff nurture good communication in this area.
7. Every Young Person has an Individual Education Plan which identifies the Behaviour Targets that a young person is working towards. Tutor meetings and regular feedback in school reports further support the attainment of these targets.
8. Every Individual Education Plan is supported by a risk assessment for each young person identifying the potential risks of working with the young person and school specific situations to be aware of.
9. Every young person has a Home School Agreement that outlines the responsibilities of the parent / carer and the school including those around behaviour and attendance.
10. Positive reward programmes are in place within the school to promote respectful behaviour towards all staff and between all young people and to promote academic good work and effort.
11. Libra seeks to promote positive child-care practices. Staff are trained to form constructive relationships, to promote values and to encourage children to respect such values.
12. The vulnerability of and damage to children that results in low esteem, often means that they will seek to destroy, to hurt themselves or others, to cause damage and to test out. Staff cannot allow such behaviour to justify low standards of care. It is up to staff to create a positive ethos in which children may be cared for, drawing on their professionalism and expertise.
13. Good practice should involve children in examining and discussing the implications of their behaviour. Most pupils have behavioural problems and individual work with each child must address these issues and the question of acceptable behaviour. The involvement of young people starts from when they arrive and continues constantly throughout their placement with Libra. Documentation evidence of this involvement can be seen through Keyworker sessions, School Tutor meetings, Placement Plan review meetings and Incident Review Records. Staff must at all times provide positive role models.
14. Children are encouraged to air their views and opportunity is given within team meetings in their home and with their school tutor for this to happen. Children must also be aware on the consultation practices that LIBRA has and should be encouraged to use the "open door" system of communication rather than by reacting to a situation with violence, or by absconding.
15. Registered Managers are required to co-ordinate such knowledge and to make sure it is available to staff who may not be a regular member of the home team. It is also essential that the teaching staff are also aware of the strategies for each pupil.
- 16. Staff must, in particular, be aware of the closeness of supervision required for pupils and must not compromise the arrangements made for such supervision.**
17. Staff teams are required to know the agreed boundaries of acceptable behaviour and any sanctions that may be allowed to be imposed. These should be co-ordinated by the Unit Manager and be available to all staff in written form. The Registered and Senior School Management regularly review incidents of challenging behaviour and examine trends and issues emerging from this to enable staff to reflect and learn and inform future practice.

Libra School

Reward systems and sanctions may only be adopted under the guidance of the placement/ care/ and education plans and must be identified and revised at internal review meetings co-ordinated by the Director of Care. All sanctions must be recorded in the home sanction book.

18. Staff need to respond appropriately to situations regarding the use of strategies to maintain control:
 - a. The child's age and competence must be taken into account. This includes his vulnerability and the placing of himself in danger.
 - b. The child's placement/care/education plan will give consideration to approaches to control that would be appropriate to that child and staff must be aware of these.
 - c. Staff must be able to show that the method of control or intervention is in keeping with the incident that has given rise to it.
 - d. A distinction should be maintained between the use of a "one off" intervention which is appropriate in the particular circumstances, and using it repeatedly as a regular feature of a regime
 - e. The degree and duration of any force applied must be proportional to the circumstances
 - f. The potential for damage to persons and property in applying any or no form of positive handling must always be kept in mind
 - g. The failure of a particular intervention to secure a positive outcome should not automatically signal the immediate use of another more forceful form of intervention. Escalation should be avoided if possible: especially if it would make the situation more destructive and/or unmanageable.
19. As far as possible the company promotes those methods of care and control which fall short of physical positive handling, or the restriction of liberty:
 - a. Dialogue should be the first response to behaviour that provokes intervention.
 - b. The use of staff physical presence may reinforce a member of staff's authority or concern. In its' simplest form the presence of a member of staff should be a deterrent to misbehaviour.
 - c. It is therefore essential that where the placement/care/education plan has indicated staff presence then this presence should be there and staff **MUST NOT** vary this.
 - d. A look or a gesture is often enough to diffuse a situation and to maintain acceptable behaviour.
 - e. Staff may stand in front of a child who is ignoring instructions or losing control.
 - f. This action may be reinforced e.g. by placing a hand on a child's arm. The effect of this may be to restrict a child's movement without the use of forceful physical positive handling. This action should be limited in time (not extending into hours) and should be terminated if the child's anger or distress increases.
 - g. Libra believes that the above is more likely to be effective by virtue of the overall authority carried by the staff member, and not simply his/her physical presence. In daily dealings with individual children staff should always promote themselves as role models, should never compromise their roles by any form of inappropriate behaviour, should not allow themselves to be distracted from the task of supervision and should never allow the confidentiality of the child, other staff or the LIBRA School to be compromised in any way.
 - h. Staff must use the above strategies in the context of trying to engage the child in discussion about the significance and implications of his behaviour.

Libra School

- i. Such strategies as mentioned above should not be persisted in if the child physically resists. In this case a decision will need to be made about whether another form of intervention is justified.
 - j. There is also some merit in using the strategy of holding, which does not carry the force of physical positive handling. This includes simple measures such as holding a child's hand when he might place himself in danger crossing the road.
 - k. A situation may be diffused by leading a child away by the hand, arm or by means of an arm around his shoulder. The main factor separating "holding" from "physical positive handling" is the manner of intervention and the degree of force used. Physical positive handling uses the degree of force required to **prevent** a child harming himself or others or property. Holding would **discourage** but in itself would not prevent such action.
 - l. In other instances, where a child is leaving without authority, where supervision is required to monitor his safety but the circumstances do not indicate a need for physical positive handling then the member of staff will find it effective to walk with or follow the child, trying to engage in dialogue and to diffuse the situation to effect a return. Staff should in a case such as this always be prepared to summon back up or assistance and should therefore carry some means of communication and his/her identity card.
20. Staff must adopt the following when dealing with children where physical contact occurs:
- a. Whenever possible, the member of staff should have an established relationship with the child and should explain to the child what they are doing and why.
 - b. Holding should not arouse sexual expectations or feelings, and should cease if the child gives any indication of this.
 - c. Staff should be careful where they hold children. For instance, staff should be careful not to hold a child or young person in such a way that involves contact with breasts or genitals.
 - d. Should, when the child is held, he/she forcibly resists or demonstrably objects, then "holding" should no longer be used as a method of positive handling in that particular case. Consideration should be given to other means of intervention, in consultation with other staff if circumstances at the time permit.
 - e. At all times staff must consider the circumstances that surround any indication for intervention and use methods appropriate to the staffing levels at that time.
 - f. If there are other staff present then a combination of effort may be required. If the situation escalates and there are insufficient staff available then it may be best to observe and monitor the situation whilst at the same time using the back up procedures to summon further assistance.
 - g. Though staff should make every effort to de-escalate the situation by use of the methods indicated above it may be necessary to use physical positive handling. The circumstances when this is permissible are:
 - i. If the actions of the child would be deemed to constitute a danger to himself/herself
 - ii. If the actions of the child would be deemed to constitute a danger to others
 - iii. If the actions of the child would result in substantial damage to property

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school staff, pupils and parents are aware of and comply with this policy;

Libra School

- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - the good performance of school staff
 - take action if schoolstaff do not follow this policy
 - consistently inform parents of this policy
 - ensure school staff praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school staff
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school staff build and maintain positive relationships with the parents of pupils with behavioural difficulties
 - work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- recommend to the Directors the use of a parenting contract:
 - in cases of truancy/poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors

Libra School

- incident logs, rewards and sanctions
- the number of reported cases of bullying
- strategies to improve behaviour and discipline

- make effective use of relevant research and information to improve this policy;

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- through the physical intervention techniques, staff should always be mindful of the manual handling training they received during their physical intervention training at induction (and refreshers);
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- analyze the concerns from the 'Suggestion Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;

Role of Libra Staff

Libra staff will:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Children

Children will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;

Libra School

- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Senior Leadership team

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. The effective management of behaviour of children with social, emotional and behavioural difficulties requires staff amongst other traits to be:

- Trained
- Confident
- Resilient
- Fair
- Honest
- In control of their own emotions
- Experienced
- Physically able

Staff are however human and there may be occasions when the decisions they may take are not the most appropriate at the time for the situation, there can be many reasons for this but no reason should prevent a member of staff from voicing concerns about the actions of another. It is essential and considered of the highest priority that all staff should be prepared to raise concerns about the attitude or actions of colleagues in line with Libra's Policy on Whistleblowing and feel able to do so without fear of recrimination. Libra staff are expected to be role models to the

Libra School

children in our care and this should start with staff speaking up if they consider that someone has not acted in line with Libra policy and procedures including but not restricted to Behaviour Management or in the best interests of a child.

Training on Libra's Whistleblowing Policy is provided in Induction Training and is supplemented in the Staff Handbook. If a member of staff has a concern they should speak immediately to their line manager a member of the Senior Management Team or if their concern relates to the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team the Local Authority Designated Officer within Children's Social Care or Ofsted.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Complaints

The behaviour management policies and procedures adopted by Libra and set out within this document are not always positively received by the children and young people we work with. The implementation of this policy and procedures can result in complaints received from the children and young people we care for. In this eventuality all complaints must be managed in line with the Libra Complaints Policy.

The use of sanctions or physical intervention have the potential to generate negative responses from the young people affected. Children and young people are encouraged to openly discuss their wishes and feelings relating to these areas with their keyworker or tutor (if at school) in advance of their application particularly in terms of sanctions and afterwards through self-reflection in terms of incidents requiring physical intervention.

Exclusion

The Libra School is a non excluding school. In the event of poor and difficult behaviours we will strive harder to find solutions and strategies that work for the child.

Celebration of Good Behaviour

Good behaviour is celebrated daily with children achieving Golden Time for respectful behaviour. Regular praise and encouragement is part of the school ethos. Within the residential homes good behaviour is celebrated through both planned and spontaneous rewards which are tailored to the individual child appropriate to the success of the individual being celebrated.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home

Libra School

Training

All staff:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of disaffection
 - Pupil support programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Anti-Bullying
▪ Whistleblowing	▪ Positive Handling (Restraint of Pupils)

Director:	Joan Wilkes	Date:	29.03.18
Head Teacher:	Kirsty Crosby	Date:	29.03.18

Libra School

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Promoting Positive Behaviour & Relationships	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	29.03.18	Joan Wilkes	29.03.18

Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				