Behaviour Support Policy and Procedures

Responsible Person: Deputy Head **Last Review Date:** February 2024 **Next Review Date:** February 2025

In all AHSP Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact AHSP's Main Office.

AHSP employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Care Check (DBS)
Educare (online CPD)

Introduction

Abingdon House School, Purley is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of AHSP Policies that, taken together, are designed to form a comprehensive formal Statement of AHSP's aspiration to provide an outstanding education for each and every one of its students, and of the mechanisms and procedures being put into place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture, and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy,** the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values, our '4 Cs':
**Character**
Creativity
Confidence
Competence

Intent

To promote positive relationships, encourage reflection and develop supportive strategies to reduce behaviours of concern.

Aims

This policy is intended to help staff carry out tasks to create and maintain a safe environment for all, with a specific focus on working with behaviours of concern, maintaining a therapeutic environment, and - within this - ensuring a calm learning environment.
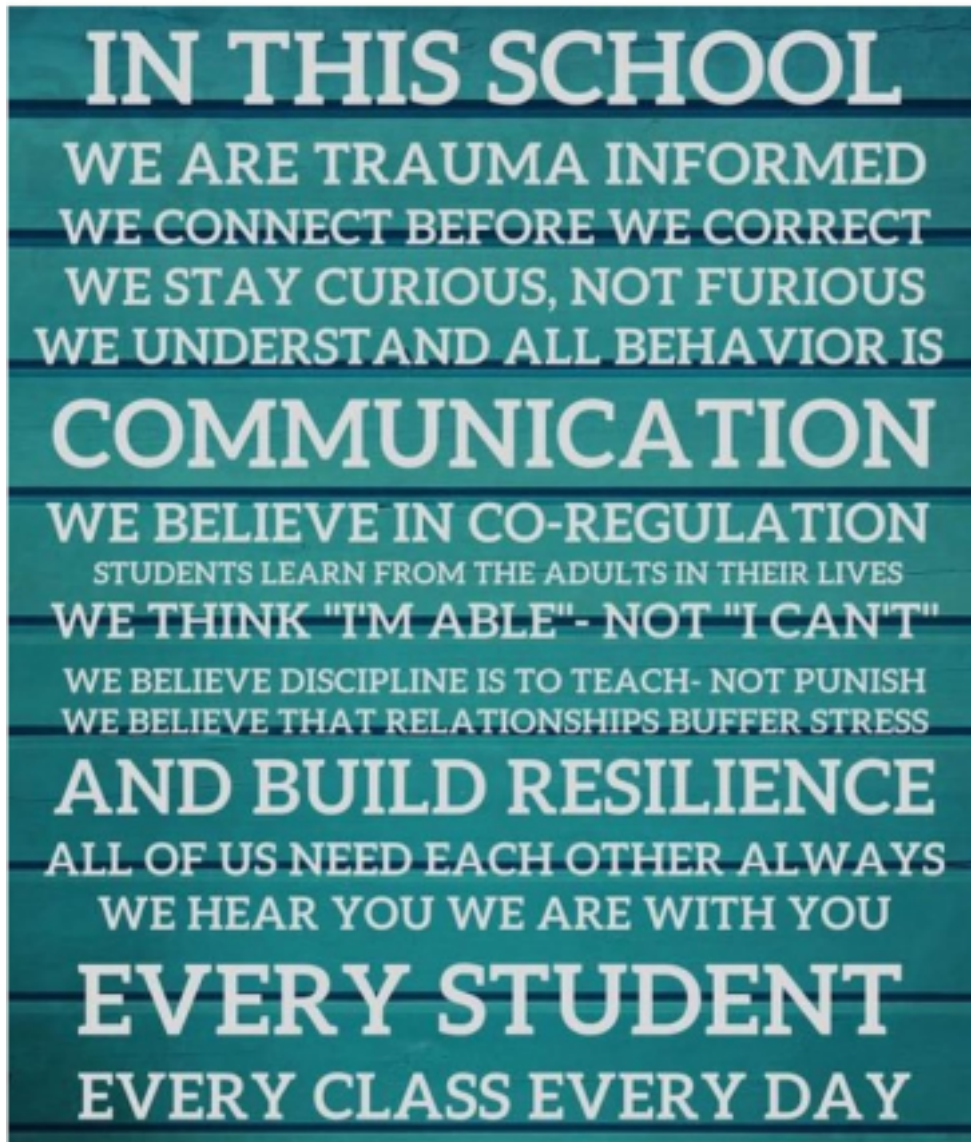
We believe that children communicate their thoughts and feelings through their behaviours.

We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of their learning difficulty and often as a result of coping strategies that they have developed over time. So, our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier and safer ways. We also work hard to celebrate the uniqueness of each child so that, by the time they graduate from Abingdon House School, Purley, they are better able to understand their own difficulties, its impact on themselves as individuals and on those around them and how to celebrate their

differences.

We recognise that many of the young people placed at Abingdon House School, Purley may have struggled in previous specialist or mainstream placements. Some have experienced early childhood adversity and all have significant learning challenges which are likely to have made school feel particularly difficult. We also recognise that previous educational experiences may have resulted in the children and young people at AHSP feeling a sense of shame about earlier failed placements that they have learned to cover with sometimes aggressive and avoidant behaviour.

Our role is to work therapeutically learners, to understand the uniqueness of their experiences and to build healthy and positive relationships. This, in turn, helps develop greater self-esteem and allows them to realise that they can make different choices.

We come from a place of curiosity about behaviours and staff are trained to think carefully about the complexities of a learner's experience in order to try to identify the feelings and thoughts behind the behaviours. Sometimes the feelings that working with a child can bring out in ourselves can give us insight into what the learners are experiencing. As an example, a learner who can display rigid-thinking and demand-avoidant behaviour has an ability to make those around them feel frustrated, powerless and at a loss as to how to help. If we, as professionals, understand that our feelings are a reflection of those of the student, it enables us to act in a way that reassures, offers options and empowers the learner.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy and safe ways of relating to others. All staff should be aware that children can be abusive towards other children (often referred to as child on child abuse) and that the school needs to be vigilant and responsive to these behaviours; we work in an environment where the behaviours of one child can have a direct impact on the feelings of another and we are committed to - rather than removing the causes of anxiety and stress - supporting learners to develop strategies, resilience and the ability to manage the impact of others on their own sense of wellbeing. We are aware that working in this way with children and young people can take time and that during their time at AHSP, it is likely that all children will go through periods of dysregulation and difficulty. We ask that all stakeholders recognise this and offer support and patience when children who have experienced a period of dysregulation might have an impact on the progress and regulation of their own child.

1. Aims

This policy aims to:

- Outline the positive behaviour support approaches at AHSP
- Provide a consistent approach to behaviour support
- Define what we consider to be unacceptable behaviour
- Outline the behaviour support systems within the school and give guidelines to ensure that they are consistently followed by all staff.
- Outline the approach and application of physical interventions.
- Outline the staff and volunteers' understanding of their responsibilities in preventing, addressing and intervening, to incidents of (or alleged) bullying, including cyber bullying in accordance with the government guidelines.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not accept bullying in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of bullying are recorded as soon as possible in the Bullying Incident Log which is signed off by a member of SLT (see appendix). We do not accept racism in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of racism are recorded as soon as possible in the Racism Incident Log which is signed off by a member of SLT.

4. Definitions of challenging behaviour at AHSP

There is generally always a reason for behaviour: it can be an attempt to communicate, or a way of coping with a particular situation.

Some behaviour displayed by young people at Abingdon House School, Purley may be described as 'challenging'. Challenging behaviour can be defined as:

'...behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities' Emerson, Eric (2001).

Behaviours that may challenge include those with the potential to cause harm. However, other behaviours can include those related to disengagement, demand avoidance,

withdrawal from interaction, repetitive routines or questioning can often challenge staff and services as much as the more obviously physically challenging behaviours.

A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours.

It is the staffs' responsibility to define challenging behaviours by identifying the following:

- Behaviours that are most affecting student's quality of life;
- By identifying how much the student's access to the curriculum is affected;
- By identifying which behaviours staff and other students find most challenging.
- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as those that need changing;
- Some behaviours are coping strategies or part of students' needs and / or personality, this is natural and should not be interpreted otherwise.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendices for behaviour logs)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Positive behaviour support and AHSP standards of behaviour

Abingdon House School, Purley has high aspirations and expectations of student behaviour and in order to fulfil these, AHSP follows a positive behaviour support approach. The British Institute of Learning Disabilities (BILD) defines positive behaviour support as an approach for working with people with special educational needs (SEN) who "exhibit behaviours described as challenging". Autism Spectrum Australia (ASPECT) explains that this approach involves encouraging helpful behaviour through reinforcement. It focuses on prevention and proactive approaches to challenging behaviour. ASPECT adds that this means "anticipating where things may go wrong and preventing that from happening", rather than reacting to them when they do.

At Abingdon House School, Purley, we expect our students to display our core values: character, confidence, competence and creativity. In order to do so we have behaviour expectations outlined in our school rules. The school rules are displayed in every classroom. These are as follows:

- Be respectful
- Be kind.
- Be safe.

In addition, the following items are prohibited from school:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images, vapes
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property

7. Overview of school wide positive behaviour strategies

Our Positive Behaviour Support takes the form of Primary, Secondary and Tertiary Strategies as outlined below.

1. Primary Strategies

These are all the things that we do as a school, all day every day, to develop a safe learning environment. These things include everything from the safety of the school campus and environments to the very individual support each learner needs around them, but also include :

- The structure of the school day, so that learners know what to expect on their timetables.
- The structure of the class groups and the staff that work with the students.
- The communication and collaboration with parents to co-develop strategies and

support for learners.

- The development of Pupil profiles, to take account of the unique nature of a learner's needs, interests, triggers and responses to behaviours as detailed in their EHCP.
- The involvement of children in decisions about their provision and the support and interventions they need through regular tutorial sessions, student council and key worker sessions.
- The involvement of the Multi-disciplinary Team to ensure that all provision is underpinned by therapeutic practice and takes account of the individual profiles of learners.
- Making use of the common language in school around the Zones of Regulation so that learners can start to be able to use language to express the feelings they are trying to interpret.
- The ongoing training and understanding of staff on matters relating to practice and support.
- The culture throughout the school of supportive nurturing relationships with a focus on getting to know each child well so that each child has trusted adults within school.
- The attitude and behaviours of staff in order to teach by example and model exaggerated respect for the children, for each other, themselves, the school and good ethical behaviours in all aspects of work.
- The staff's expectation and assumption of positive interaction with peers and learning, whilst being prepared for, and aware of, possible behaviours of concern.
- The presence of clear policies and procedures, followed by all, that provide consistency in approach and behaviours across the school.
- The clarity of expectation from children so that they are aware of what is expected of them in terms of their learning, behaviour and responsibilities and are able to ask for help when needed.
- Developing the habit of asking pupils if you can approach them, sit with them, if they require your help, etc - this places a sense of control with them about their personal space.
- Keeping the learners in a place of unconditional positive regard by all who work at Abingdon House School, Purley and maintain the desire to seek resolution through reflection and reflective practice as well as, sharing pride and enjoyment alongside children when they achieve.

2. Secondary Strategies

These are the things that all staff are trained to think carefully about, in order to manage and support the day-to-day interaction between people on site.

No single approach or technique is helpful in all situations for all children. Staff, therefore, have a commitment to paying attention to the child's individual needs and to do what actually helps them, here and now, using the most appropriate strategies outlined in the child's Pupil profile.

- We ask staff to notice and be curious about the learner's behaviours, understanding when a learner is feeling emotion and recognising when they might need support to identify, name, describe or manage the feelings they are experiencing.
- We ask staff to use de-escalation strategies to try to reduce the potentially volatile nature of interactions and feelings through distraction, diversion, affirmation, compromise and ultimately reflection and restorative practices. Abingdon House School, Purley recognises that teaching young people to recognise and name their feelings is a core part of our work. This is underpinned through the use of Zones of Regulation.
- We ask staff to consciously aim to separate a learner's feelings from their behaviours - whilst it may be unreasonable for the child to misbehave, it is not unreasonable for them to feel cross or unhappy.
- The most important part of managing any incident at school is the learning conversations that take place afterwards and when a child is calm and ready to reflect. Staff are trained to find a range of ways to support a learner, to have these conversations, in order to support them to explore other, - more constructive - ways to express feelings and frustrations.
- We ask staff to make use of positive language, so to give learners options for acceptable behaviours rather than asking them to refrain from unacceptable behaviours, for example, "let's do this" rather than "don't do that".
- We ask staff to use clear, supportive language to reduce ambiguity and to make clear the boundaries; this includes using statements of reality for learners, which can be useful in grounding and supporting the learner to understand their current experience, ie ' you are shouting at the moment'.
- We ask staff to reduce the use of language when a learner is becoming heightened and upset, in order to reduce the amount a learner has to process at that time; being present, offering a listening ear and making suggestions to give learners options are all useful strategies when a learner is starting to feel a lack of control. For learners with a more demand avoidant profile, we ask staff to make adjustments to their communication to remove demand, offer options and reassure the learner, thus treating a 'meltdown' more as a panic attack. This reflects the importance of the pupil profile to define individual learner needs and the best responses to support them.
- We ask staff to recognise their own feelings when supporting a learner, and to

be vigilant too about other staff, to identify when they might need to step away from a situation. We are not seeking a win-lose situation, we will always seek a win-win, where both parties can be supported to find a suitable solution to resolve a matter. Over time, this is one of the single most effective ways to develop resilience and strategies for a child to resolve conflict.

- When supporting a child who may be becoming heightened, we ask staff to reduce any perceived threat of their presence by sitting, kneeling, or giving space for the child to move about. Body language is evidenced to be even more important than verbal language at these times and can be the difference between inflaming a situation and calming it.

As a rule, the following strategies should be used as a quick guide:
- Change personnel if behaviour feels targeted or if the member of staff needs to regain composure.
- Be aware of positive and supportive body language.
- Be aware of the tone and timbre of your voice in maintaining calm reassurance.
- Reduce content of language to simple choices or reassurances and make sure your language is age and stage appropriate.
- Avoid any mention of sanctions.
- Check that the environment is safe, free from hazards and, where possible, without an audience; try to remember that it is frightening to feel out of control.
- Where a learner continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating Assess, Plan, Do, Review (APDR) cycles. This enables staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour. It is through the ongoing process of review that we can effect change positively.

3. Tertiary Strategies

These are the strategies that are employed when a child has reached a high arousal level and is starting to display behaviours of concern. Again, no single approach will work for all children all of the time, so we ask staff to be familiar with an individual learner, in order that they understand the best ways to support in a heightened situation.

- We understand that, if a child is presenting a risk to themselves or others or causing serious damage to property, physical interventions - *those that are reasonable, necessary, proportionate, and in the best interest of that child - may* be required. In ALL cases, this should be carried out with:

○ with the **minimum** amount of <u>force</u>
○ for the **minimum** amount of <u>time</u>
○ and should **always** be in line with<u> approved training methods.</u>

Note: This is particularly the case where we know a child may struggle with physical contact of any kind.

In the case of causing serious damage to property, any physical intervention should be *only* for the purpose of separating the property and the child and supporting the child to move to a safer space.

- At Abingdon House School, Purley, we follow the approach, guidance, and ethos of Team teach and of Positive Behaviour Support (PBS), which emphasises that the majority of behaviour management should be *proactive*.
- We would <u>always</u> expect to see a range of primary and secondary measures being employed before tertiary measures are even considered as an option. This emphasis on *prevention,* rather than *reaction,* ties in with Abingdon House School Purley's commitment to the Restraint Reduction Network.
- For the above reason, we would direct staff to make use of breakaways/releases before any kind of Restrictive Interventions are employed.
- It should always be remembered, when working with behaviours of concern, that interventions of *any* nature should be in the best interests of the child; reasonable, proportionate, necessary and as a last resort.
- In any case, where a child is using an item as a weapon, staff should aim to remove other students and themselves where possible and not try to disarm the learner; the decision to engage with police in these instances would be made by a member of SLT.
- As in all Positive Behaviour strategies described throughout this policy, we direct staff to be familiar with the risk assessments and pupil profiles for individual learners, in order that they are able to respond to individuals in a way that is most likely to be helpful to them.
- For some children, the use of RPIs can be seen as a calming strategy; in these cases, the RPI is viewed as a proactive measure, but they are still only applied in cases where proactivity has been agreed with the parents and the child as a *positive* intervention.
- In either case, - where a RPI is used proactively <u>or</u> where it has been deemed necessary as a measure to keep the child and/or others safe, - the following should always be remembered:
    - Restrictive Physical Intervention can <u>only</u> be used by a member of staff who is trained in the use of Positive Behaviour Strategies (Team teach)

or, if reasonable force is required in an unforeseeable event, to keep a child safe from immediate harm/danger.

- One person should take the lead during the incident/intervention. This can avoid creating confusion over decision-making.
- Any Restrictive Physical Interventions are defensive and protective techniques. They should **never** be used offensively.
- After any physical intervention:
  - a visual check of the child needs to be completed to check for injuries ○ a first-aider should be offered
  - any medical treatment that is required should be actioned and recorded on the report.
- Any incidents of reasonable force or restrictive physical intervention are recorded, before the end of the working day, even if further detail will need to be added later.
- Parents/carers must be informed on the same day as the incident took place and ideally before the child returns home.
- Incidents should be reviewed, debrief opportunities offered and any appropriate amendments made to the child's Risk Assessment/IEP/IBP following an incident where an RPI has been used.
- It is often helpful to have a further staff member not directly involved to support those managing the incident to take notes - this not only supports accurate recording of the incident, but also allows those involved to focus on the child and those around them.

SHARED LANGUAGE

Shared language is incredibly important within the school and staff are asked to think carefully about the language they use both toward, and about, children and young people. We do not use punitive language at school;

- children are not 'banned' from things; rather, we find a more appropriate time to rearrange the planned activity, when a child is better able to access this.
- children are not 'punished'; rather, we want to encourage them to talk about what went wrong and how behaviour might have been changed by all involved to bring about a different outcome.
- sanctions are not administered; rather, we support the child to recognise the natural consequences of their actions and make positive choices.
- we do not withdraw privileges from learners; rather, we look at how to use interests and merits positively as an incentive, rather than the removal of these as a punishment.
- incidents are described in neutral and blame-free language; examples to use

include: ○ 'the child became emotionally dysregulated', not 'the child was behaving badly' ○ 'there was a conflict', not 'they were out of control' ○ 'the primary and secondary strategies we have tried so far were unsuccessful', not 'nothing's working'

- children are not isolated from others; rather, we try to identify the sources of conflict and put measures in place to reduce heightened behaviours and restore relationships. ○ We recognise that this process can take considerable time, as repairing relationships and building trust take time.
    - ○ Staff, students and parents alike are asked to commit to this process for all learners in the class, as it is being with others that leads to the ability to:
        - manage and repair conflict
        - make compromises
        - accommodate the needs of others
        - ultimately manage their own tolerance and ability to be around others with different needs and interests.
    - ○ We consider all of the above as essential life skills and it is the learning of these things that can sometimes be the focus for children at first, whilst we introduce and slowly increase academic demands.
- Our response to conflict is to think carefully about restoration and we use the principles of restorative justice whenever supporting learners. We ask that all those participating in the restorative process do so with the following core values:
    - ○ A desire to address and repair harm
    - ○ A willingness to participate voluntarily
    - ○ A fair and unbiased attitude
    - ○ A commitment to creating a safe environment throughout the process ○ A commitment to ensuring the process is accessible for all
    - ○ A willingness to ensure respect and dignity for all

7.1 Praise and rewards

The school rules are displayed in every learning environment and referred to throughout the day. The rules cover the behaviour expectations and are clearly and consistently communicated by staff to all of the students. Students are rewarded and praised for following the school rules.

Children who present expected behaviours by following the school rules receive points. As the expectations of children are greater in the senior school, children can earn 5 points per

lesson for following all of the school rules and working hard.

Points are recorded on a shared spreadsheet daily by the class staff. At the end of term the points are totalled for each pupil and tutor group. The ten pupils with the highest points and the tutor group with the highest mean number of points go on a reward trip.

Specialist teachers also nominate a 'Star of the Subject' this is awarded to the pupil they feel has 'shone' in their subject that term, again these pupils will go on a reward trip.

7.2 Consequences

We aim to reduce the use of consequences by using a positive behaviour approach. The use of consequences at AHSP are in the form of reflection which is a restorative practice.

Our general consensus is that our students do not lose play time as the benefits of exercise almost always contribute to a reduction in anxiety and an increase in self regulation. They will not be 'banned' from activities, however, they may be asked to take a break from a game or activity in order to keep themselves and others safe.

In every aspect of school life the school seeks to promote positive behaviour. However, in instances of negative behaviour, the focus is on encouraging a pupil to change that behaviour to a more useful one. If, however, the pupil does not respond, Reflection can be used to help students understand the impact of their behaviour in a more restorative way.

At Abingdon House School, Purley we use visuals in each learning environment to support the students to identify and modify their conduct.

Other than the difference in shape, to indicate different areas of the school, the use of the system and its purpose is consistent throughout the school.

All students begin the lesson in the centre of the visual.

Students who show expected behaviours and follow the school rules remain in the centre. This recognises the fact that they are doing what is expected of them.

If a student is finding it difficult to follow the school rules, they will be issued with a verbal warning followed by an instruction on what they need to do to show they are following the school rules.

If a student receives another warning they will be moved out of the centre of the visual. This indicates that they are not following the school rules. At this point it is explained to them; what rules they are not following and how to get back into the centre of the visual.

If the student receives another warning their name will be moved to 'reflection'. Reflection happens at the end of the school day during form time and is a restorative intervention. Form

teachers deliver reflection however, in the case where they are unavailable a member of the Behaviour Support Team will support. During reflection, students are asked to reflect on their behaviour and discuss meaningful strategies to help in the future.

Students are encouraged to get back onto the centre of the visual even after being moved to the reflection area. If a student successfully gets back onto the centre and begins demonstrating expected behaviour, they will continue to have the opportunity to earn points. Students will still, however, be required to attend reflection at the end of the school day.

If a student's behaviour is significantly disruptive to learning or is potentially dangerous to other students, a member of the behaviour support team will be called to take the child for reflection immediately.

Behaviours of concern are logged on school base along with the follow-up

If multiple reflections accumulate there are incremental measures that will occur to help support the students to improve their behaviour for learning. Students who accumulate multiple reflections and who are not responding to the school wide positive behaviour support strategies will be put on a behaviour support plan with SLT input.

Some behaviours are significant enough to move beyond the typical warning system and go straight to SLT intervention. These behaviours are outlined below;

- Threatening behaviour towards others
- Inappropriate physical contact towards others
- Intentionally damaging school property
- Physical violence
- Racists comments
- Homophobic comments
- Sexist comments
- Bullying
- Stealing
- Illegal online activity

In addition to receiving a reflection, the following additional sanctions may be implemented:

- Loss of privileges appropriate to the child's age and their understanding
- The student may be required to catch up with the work they have missed at home
- Clearing up as appropriate
- Reparation of damaged school items
- The student is referred to the appropriate member of SLT
- A phone call home to parents
- Parents called for a meeting
- Exclusions (see Exclusion Policy)

Sanctions and Punishments not allowed include:

Corporal Punishment
Any form of hitting of a child (including hitting a child in anger or retaliation)
Deprivation of access to food and drink
Enforced eating or drinking
Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
Requirement to wear distinctive clothing
Locking in a room or area of building
Intimate physical examination of child
Withholding any aids or equipment needed by a child

8. Pupil profile

Pupil profile is a document created to help understand and support behaviour in young people at Abingdon House School, Purley. It provides staff with a step by step guide to making sure the young person not only has a great quality of life but also enables staff to identify when they need to intervene to prevent an episode of challenging behaviour.

1. Behaviours are identified and an observation will be carried out to establish any triggers and causes of the behaviour.
2. Consultation with the students' parents and relevant professionals.
3. Meetings are held with the class team, therapists and SENCo with input where necessary.
4. Instead of being something that is kept safely filed away, it is a document that should be readily available, and updated as new ideas come to mind. Pupil profiles are saved under the individual students' pupil files on the Google Shared Drive.

At Abingdon House School, Purley we use a variety of specific behaviour strategies to promote positive behaviour and reduce and modify behaviours that challenge. Each strategy is implemented according to a pupil's individual needs. The most common strategies adopted are:

● Teaching replacement skills
● Changing the physical environment
● Individualised routine and structure
● Visual timetables / resources
● Pupil contracts
● Social Stories
● Therapeutic input
● Behaviour interventions

These are examples of some strategies that might be used although it is not an exhaustive list and all these strategies do not work in isolation. In some cases teachers will use their professional knowledge to implement additional strategies depending on the individual.

Additional strategies are to be discussed as part of a multidisciplinary team and then added into the pupil profile.

Reactive strategies describe what should be done in response to challenging behaviour. It should include step-by-step advice on how to minimise the likelihood that the challenging behaviour will escalate and put people at risk.

Initial steps might include non-physical responses such as:

- Not responding to the behaviour
- Giving reminders
- Distraction
- Withdrawal from the situation

<u>Parent and Pupil Input</u>

This part of the profile ensures that both the student and their parents are involved in the process of creating a Pupil profile, Abingdon House School, Purley recognises that for a student to modify their behaviour, they need to be involved in and accept the interventions. There will be times where the level of student input is limited. In these cases, parent input will be greater.

<u>Pupil profile</u>

The second section of the pupil profile includes step-by-step advice on how to minimise the likelihood of challenging behaviour by offering incremental support to noticing specific behaviours and de escalating strategies to stop the behaviour escalating further.

This part of the plan is separated into four coloured sections; Green, Orange, Red and Purple. Each section indicates incremental behaviours that may be displayed by the student and strategies to support. These sections are defined as followed;

Proactive strategies are the 'green' part of the Profile and aim to support the child or adult to stay happy and calm. Proactive Strategies are designed to meet the person's needs without them needing to rely on challenging behaviour. This part of the plan should include any strategies that are aimed at reducing the chances that the behaviour will happen.

This part of the plan will describe what to do in response to the early warning signs, to help you intervene as early as possible, before the person resorts to challenging behaviour/crisis

Reactive strategies are the 'red' part of the Profile. A reactive plan describes what you should do, or how you should react, in response to challenging behaviour. Reactive strategies are a way to manage behaviour as safely and quickly as possible, to keep the person and those around them safe.

This part of the plan should specify the procedures to be followed after an incident. This section should specify any immediate behavioural actions that need to be implemented following incidents.

Reviewing a Pupil profile

A Pupil profile is a 'live' document that is continuously updated to reflect any increased knowledge or understanding of the person and how best to support them. Pupil profiles are reviewed on a regular basis, at least 3 times per year.

School Wide Classroom Support

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Our Approach

We adopt positive strategies to develop long term changes to behaviour. We believe that changed behaviours as a result of positive strategies may take longer to achieve but will have greater lasting results.

Children are helped to understand acceptable behaviour through classroom organisation and the establishment of clear routines, explicit expectations of behaviour, and the use of timetables. There is a consistent attitude amongst staff as to what constitutes inappropriate behaviour.

Behaviour patterns are tracked and monitored on the Behaviour Log (on google sheets) database. This enables us to track behaviour patterns and make more focused interventions.

Strategies

At Abingdon House School, Purley we use a variety of strategies to reduce and modify challenging behaviour. Each strategy is implemented according to students' individual needs. The most common strategies adopted throughout the school are:

- Changing the physical environment / stimulation etc.;
- Ensuring the environment is organised and predictable;
- Paying attention to external stimulation such as light, temperature, noise etc.;
- Providing structure and routines;
- Using visual timetables, work and activity routines, planned transition times;
- Improving communication skills;
- Improving students' communications skills through the use of communication support;
- Targeted teaching of communication skills via life skills and social skills sessions.

Clear and Consistent Expectations
Ensuring students know what is expected of them and presenting students with clear choices/options.

Reflective Skills
Teaching students strategies which allow them to link appropriate behaviours to situations via the 'Size of the Problem' programme.

Theory of Mind
Direct teaching of skills related to emotional literacy via our 'Zones of Regulation' programme.

Distraction
A quick way of getting students to the situation where we can reinforce positive behaviour.

Replacement
Providing students with alternative ways to behave that are more acceptable.

Social Stories
A short story written in a specific style and format. This aims to teach social understanding and is matched to the skills of the student.

Planned Ignoring
Extinction, or planned ignoring, refers to a strategy where an unwanted behaviour (but not the individual) is ignored. It is based on the idea that responses provided by others (such as giving attention or providing an object or activity) may be maintaining unwanted behaviour.

Requesting 'Break'
Aims at teaching students to recognise the signs of distress or overload and teaches them to self-regulate through requesting a break from a stressful situation. It is time away from a desired activity or contact and can only be used as a break from a difficult situation.

Sensory Diets
Specific physical activities designed to assist children with self regulating e.g. animal walks for a child who needs additional stimulation or using the swing to help reduce high levels of arousal.

These are examples of some strategies that might be used and are not an exhaustive list. These strategies do not work in isolation. In some cases teachers will use their professional knowledge to implement additional strategies depending on the individual.

Achievement and rewards are at individual, class and whole school level.

Consistency

One of the most important things to bear in mind when undertaking any behavioural strategy or intervention is the need for a consistent approach. Without the support and commitment of all relevant people in an individual's life, it is unlikely that lasting behavioural change will be achieved.

Maintenance

From time to time it may be necessary to go back and revisit a particular strategy or approach if an individual is experiencing difficulties, to ensure that new skills are maintained over time. This may particularly be the case around times of illness, stress or change.

Fading Out Prompts and Reinforcers

Our ultimate goal for any behavioural intervention should always be to promote an individual's independence, quality of life and self-efficacy. To this end, it is important that any prompts and reinforcers (with the exception of verbal praise) be gradually reduced to as low a level as possible while maintaining the desired behavioural change.

9.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendices for Physical Restraint log)

Post Physical Intervention Procedures
As soon as possible after an incident staff should fill out the physical intervention log. This should be within 24 hours and should be signed by a member of the SLT.

The following procedures need to take place:
- A debrief for staff involved and their welfare checked;
- When the staff member and child are both calm a debrief should take place between them;
- Time to reflect with the individual child as to strategies that could be useful in the future to help reduce the challenging behaviour;
- Pupil profiles reviewed and any amendments to be agreed with SLT and parents;
- Any serious incidents that result in injury to students or staff MUST be entered into the accident book located in the office. If necessary a first aider should see the individual and if a head injury is caused a letter will be sent home.

Staff will receive physical handling and restraint training, to various levels, depending on their role. The extent of physical intervention used by each staff member will be directly related to their training. The only exception to this are where emergency intervention is required for safety reasons.

9.2 Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinators and the school's therapy team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.4 Debriefing Process

Minor incidents
Following minor incidents Staff Teams are advised to meet and evaluate what has happened. The Team should ensure other members of staff are aware of the incident and what happened after. The Team is advised to reflect why the incident occurred, what preventative measures could be put into place and how the incident was dealt with. Teams should ensure all staff are in agreement and support each other. It is important that Staff Team members feel confident about decisions made.

Minor incidents are recorded and monitored so that a pattern of behaviour can be established. Minor incidents such as timeouts or concern logs are recorded on the Behaviour Logs as orange and/or in the individual's personal file. (see appendix).

Serious Incidents

Following a serious incident involving injury or prolonged physical intervention a break from the classroom environment is advised. Staff are encouraged to have time away to 'recover' from the stress or emotional experience and to receive support and guidance. It is important that staff do not return to class until they have had sufficient time to compose themselves and feel confident about working with the individual again without prejudice.

Serious incidents must be logged on the relevant Behaviour Log. If a physical intervention or restraint has been carried out then this MUST be logged also in the Physical Intervention Log book. A serious incident is where there is a foreseeable risk.

De-briefing Process for Students

Students may require 'timeout' or time to 'regroup' before they return to class. As each individual student will respond differently, this should be managed on an individual basis.

It is important to recognise that other students who were not directly involved in the incident may require time or reassurance as a consequence.
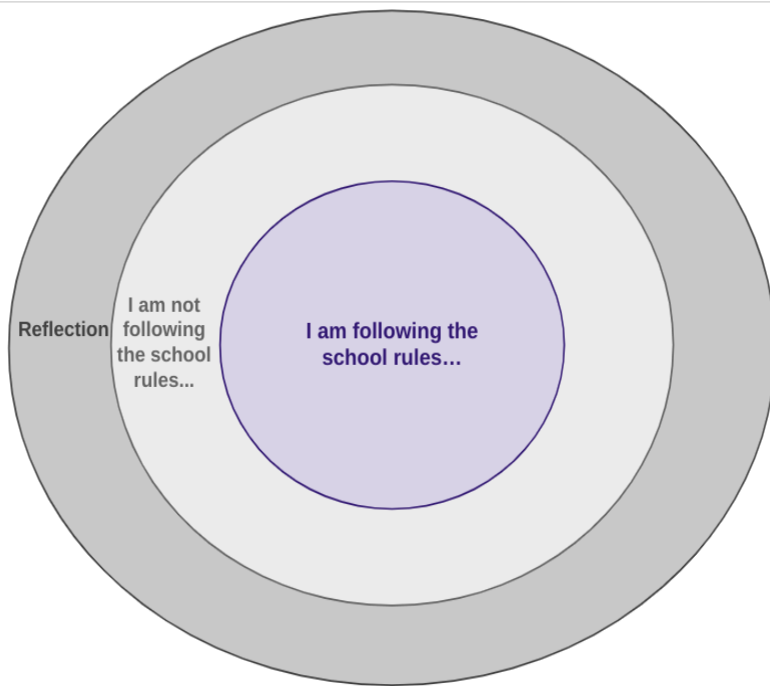
Links and Appendices

1. School Rules Visuals
2. Visual Guide to Behaviour Support
3. Restorative Reflection Form
4. Size of the Problem / Zones of Regulation

Appendix 1

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Appendix 2.

Appendix 3.

School Behaviour Reflection Form

Name:	Date:
Lesson:	

Mark (x) the school rule that you were not following;	
Be respectful	
Be kind.	
Be safe.	

What Zone were you in?	How were you feeling?
Blue	
Green	

Yellow		
Red		

What happened?	When and where did it happen?
Why did it happen?	Who else was affected?

To make this situation better I will now...	Next time I am in this situation I will...

Student Signature:

Teacher Signature:

Copy of Reflection Form sent to Parents/Guardian: Y / N

Pupil: **Class:**

Support Strategies The things that we can do or say to keep_____ in the green for as much time as possible.	**Behaviour** What _____does, says and looks like that gives us clues that they are calm and relaxed
●	●
Support Strategies The things that we can do or say to stop the situation from escalating and return _____ to the proactive phase as soon as possible.	**Behaviour** What _____ does, says and looks like that gives us clues that they are becoming anxious or aroused.

•	•
Support Strategies The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	**Behaviour** What _____ does, says and looks like when they are becoming challenging.
•	•
Support strategies The things that we can do or say to support _____ to become more calm again and return to the proactive phase.	**Behaviour** What _____ does, says and looks like that tells us that they are becoming more calm
•	•

Appendix 4.

The Zones of Regulation

Blue Zone:	Low state of alertness, poor body control. Sad, tired, sick or bored.
Green Zone:	Neutral/ in control of body. Calm, happy, focused, content.
Yellow Zone:	Heightened alertness, some control of body. Stressed, frustrated, anxious, excited, silly, nervous, confused, sensory seeking.
Red Zone:	Extremely heightened alertness, not in control of body. Anger, rage, panic, terror, extreme elation.

Important Terms

Self-Regulation

The ability to achieve the preferred state of alertness for the given situation. This includes regulating our body's needs as well as our emotions.

Tools

Doing/calming/thinking strategies that aid self-regulation.

Size of the Problem

Helping the child to think about the size of the problem – big/medium/little problems. Is the reaction appropriate to the problem?

Using the Tools

When a student identifies that they are in a particular zone offer them a choice of tools:

- A calming tool e.g. figure of 8 breathing;
- A doing tool e.g. pulling theraband;
- A thinking tool e.g. talking to an adult.

Not all strategies suit everyone so whenever possible offer a choice. (Some students may struggle to choose a strategy particularly in the Red Zone and at these times it may be more appropriate to give one direct strategy).

It is important that we all use and model the same language when talking about the Zones. First label the Zone, then the feeling and last offer a choice of tools.

> "I can see you are in the Yellow Zone and feeling frustrated. Would you like a doing, calming or thinking tool?"
>
> After using the tool: "You did 10 star jumps and now you are back in the Green Zone."

Example

Fred is in the Yellow Zone and feeling anxious, there is a change in the timetable today and changes in structure worry him. Fred has identified that he is in the Yellow Zone either by indicating this on a thermometer, telling someone or someone has noticed.

He is offered a choice of 3 tools:

> Figure of 8 breathing (calming)
> Pulling theraband (doing)
> Talking to an adult (thinking)

Fred chooses to do some figure of 8 breathing, which an adult talks him through. Afterwards he feels less anxious, in the Green Zone and ready to work in his lesson.

If he was still feeling anxious he could be offered one of the other 2 strategies. Over time a picture of what strategies help which students can be built up.

Why do we need to support students by giving them sensory strategies?

It is important to remember when we are supporting students to select a strategy to get to or stay in the Green Zone that we are helping them to do something that comes naturally to most people.

We all use self-regulation strategies automatically in everyday life. If you think about your morning routine for work there will be parts of it that you consider 'essential' that help you stay regulated e.g. a cold or hot shower, a warm drink, a brisk walk, listening to music, reading on the train, cycling to work, talking to your partner before you leave, putting on a particular hand cream or perfume.

Everyone needs to self-regulate - even football managers! Some of our students need a lot of heavy input in the jaw and mouth area, watch premiership football managers chewing on gum on the sidelines – they are using the same heavy muscle input through their jaw to regulate during a stressful time.

The tools of the Zones of Regulation are there to support students to find ways to use their sensory system to keep them regulated. Not all strategies people have are appropriate or healthy behaviour so we want to equip our students with helpful strategies so that they don't develop unhelpful ones.