

Hardwick House School Behaviour Policy



Updated October 2019



Contents

1. Executive Summary
2. Expectations
 - a. Of Learners
 - b. Of Staff
 - c. Of Parents, Guardians and Carers
3. Principles of Behaviour
 - a. Challenging Behaviour
 - b. Promoting Positive Behaviour
 - c. Rewards & Consequences
 - d. Monitoring, Evaluating & Reporting Behaviour
 - e. Personalised Support
 - i. Personal Coaches
 - ii. Form Tutor
 - iii. Councilor
 - iv. SALT
 - v. Occupational Therapist
 - f. Supervision of Learners
 - g. Medical Treatment
 - h. Staff Training
4. Monitoring & Evaluating this Policy
5. Appendices
 - Appendix 1: Classroom Behaviour Resources
 - Appendix 2: RPI Reporting Document
 - Appendix 3: Non-RPI Reporting Document
 - Appendix 4: Supporting Behaviour Strategies

1. Executive Summary

<p style="text-align: center;">Communication</p> <p style="text-align: center;">Kind words Kind actions Kind reactions</p>	<p style="text-align: center;">Independence</p> <p style="text-align: center;">Right place – Right time Right choices Right strategy for my ASD</p>
<p style="text-align: center;">Achievement</p> <p style="text-align: center;">Be brilliant in lessons Be a role model Be the best version of yourself</p>	

Hardwick House School 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.

At Hardwick House School, it is recognised that each learner's autism is individual. To reflect that, and to ensure that this it is achievable by all, the behaviour policy has been set out with fairness at its core.

The staff work with learners based on the principle of 'fair not equal'. Hardwick House School has an ethos of fairness; subscribing to the belief that 'fair does not mean that every learner receives the same treatment or consequence, but that every learner receives what he or she needs'.

Hardwick House recognises that all behaviour is a form of communication. The staff therefore, are constantly searching for alternative ways to help the learners to make the right choices, and communicate in a positive and alternative way. In order that we achieve this, we must establish high expectations where learners feel safe and can learn lifelong strategies of self-control.

Teaching appropriate behaviour is central to academic independence and community participation, therefore, the focus must be on rewarding appropriate behaviours; helping learners take responsibility for their actions and understanding the significance of the intended and unintended consequences of their choices.

There are rules within the school which subscribe to the culture of learners being encouraged to display expected, positive and appropriate behaviours. Unpredictable behaviours will be managed according to the specific needs of the learner. The policy is based on the ethos of restorative justice through a program of ASD specific mentoring/coaching; details of behaviour management strategies are included in the learner's personal profile.

Hardwick House believe that the consequences for unpredictable behaviours should vary based on the specific context and circumstance. There is a toolkit of interventions designed to help the learners identify the

expected behaviour for the situation and encourage its use in the future. **All interventions and consequences relating to behaviour are considered with a view to reinforcing a safe and fair learning environment in which the learners can flourish.**

At Hardwick House, we differentiate between two strands of unpredictable behaviour;

- 1) Unpredictable behaviour as a result of the learners Autism; i.e. behaviours born out of acute anxiety or obsession which prevent the learner from making the right choices.
- 2) Intentional anti-social behaviour.

“The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values”.

Report of the Committee of Enquiry ‘Discipline in School’ (The Elton Report)

This policy should be read and understood by all those who are involved in the education and care of learners at Hardwick House School. Employed staff should ensure that they pass on relevant information, as outlined in the summary extract, to volunteers who come in to school. ALL have an important part to play in creating the right environment and in ensuring that all learners are treated equally with respect and understanding. A signed record will be kept acknowledging that staff have read this policy.

Policies relating to and should be read alongside this document are:

- Physical Intervention Policy
- Use of Reflection Rooms Policy
- Discipline and Exclusion Policy
- Safeguarding Children Policy
- Digital Policy

The following have been considered in the writing of this document:

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance the Use of Force to Control or Restrain Learners 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Principals and School Staff; Behaviour & Discipline (2014)
- DfE Advice to head teachers and school staff: Behaviour and discipline in schools (January 2016)
- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018

2. Expectations

Promoting positive behaviour forms the foundation of our school’s continuing success. Having clear, fair and consistent expectations is essential to forming relationships in school and in establishing a respectful and positive culture of behaviour and learning that leads to achievements and success.

Aims

- To provide a framework which supports learning
- To enable learners to achieve positive recognition for good behaviour and good work thus improving their self-esteem
- To help learners gain an understanding of the expectations of the wider community with respect to behaviour, the way we treat other people and the essential skills needed for everyday life

- To ensure adults and learners can work together in a safe environment within the school
- To develop in learners a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure a consistency of approach and expectations throughout the school. The aim is achieved by ensuring the policy is fair, realistic and with very clear boundaries, all of which is clearly understood by all.

Relation to school aims

- To develop a young person's ability to foster positive relationships – to provide a positive, safe, caring learning environment where every person is valued and respected as an individual
- To develop a young person's independent life and living skills – to ensure that each young person's specific needs are recognised, especially in relation to their autism; that each has an equal opportunity, irrespective of the differences that make the learners at Hardwick House individuals
- To develop a young person's ability to lead healthy and fulfilling lives – to promote self-esteem and awareness in learners, staff and the school to encourage the exploration of values and moral issues in and out of school and to develop these values through practical use in everyday life
- To develop a young person's employment prospects – to enable learners to overcome their emotional and behavioural difficulties to enable them to use strategies and mechanisms of behaviour management to co-operate and relate positively with others.

a. Expectations of Learners

Learners should be encouraged to maintain 100% attendance, approaching school with a positive attitude. Learners should be encouraged to develop a sense of pride in their school and a sense of belonging in the school community, recognising that each individual has equal value, shares common interests, and that they should both respect, and be respected by others.

As a school, Hardwick House delivers its 'rules' through expectations – these expectations are categorised in the following areas:

- **Communication** – speak to each other politely, using expected language including tone of voice, take turns and use expected body language, listen to others and follow reasonable instructions that should be given by the Teacher/Mentor at a level they can understand
- **Independence** – take responsibility for their own actions, belongings and conduct themselves around the building in a safe and sensible manner. Have the correct equipment for a task and be on time for lessons being sure to complete all class work in the manner expected
- **Achievement** – respect each other's differences, be aware of their feelings and the feelings of others, use expected strategies to manage anxiety, behave in a reasonable and polite manner to all staff and learners and show respect for the opinions and beliefs of others. Look after and take ownership of the school learning environment and its resources, tools and equipment.

b. Expectations of Staff

It should be remembered always that the school is a working environment. Behaviour, language and dress should be appropriate. It is important to remember that being a role model can also extend into our personal lives.

Staff will be expected to reinforce by modelling clear expectations of behaviour in the same areas as our learners:

- **Communication** – the use of language and communication at school, especially for learners with autism is critically important; staff are expected to minimise their use of language and follow the training they have been given, reducing the number of options given and choices they offer, their voice should be at the volume and intonation they expect from the learner - A loud and aggressive voice will usually result in a loud and aggressive response. Our learners require time to process our requests and expectations – When speaking to an individual learner, don't shout across the room or remain rooted behind a desk, move in. However, be aware of the speed of approach. Once the learner has been spoken to, the temptation is to remain close by, waiting for compliance. Success is far more likely if movement is made away from that learner, expecting compliance. This enables the learner to make a good choice without the stress of looming presence.

- **Independence** – if it is expected that learners arrive on time for lessons, the same must be expected of our staff; arriving promptly and delivering a suitably swift and purposeful start to the lesson will assist in promoting positive behaviour through engagement in meaningful activity. Staff should approach incidents of negative or inappropriate behaviour by following the school procedures in line with the training they have been given. Maintaining a consistent approach across the school by following the classroom behaviour resources will help to minimise any behavioural incidents in structured lessons. Staff should take responsibility for reporting all incidents that occur by following the schools reporting process in line with the training they have been given. All safeguarding matters should be reported in accordance with school policy
- **Achievement** - delivery of a suitably planned and structured lesson which is differentiated and meets the individual needs of the learners is the first step to achievement – other strategies for promoting achievement are expected to be adopted; such as proportionate praise - Rather than giving random praise, spot the off-task learner and make sure praise is given to the learner nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. Remember the 5 to 1 rule – praise vs criticism.

c. Expectations of Parents Guardians and Carers

Our school values the partnership with parents, guardians and carers. Regular contact is maintained through daily or weekly diaries or phone calls/emails and the use of positive praise communications such as 'postcards home'. Building up good home/school relationships makes it easier to discuss any problems that may arise, and makes it possible to work together closely where there may be behaviour difficulties.

Information about progress and achievements should be communicated between school and home, so that both can share in the learners' achievements and we are constantly developing and refining our approaches to this so that all families can feel involved.

Photographs should be emailed home on a regular basis to show the learners positive learning experiences.

Effective liaison helps to create a positive and supportive atmosphere for the whole school community.

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns for example using the home school diary or phone calls/emails
- respond to concerns raised by members of staff
- ensure learners come to school correctly dressed, equipped and prepared to learn

3. Principles

a. Challenging Behaviour

A learner with challenging behaviour is not a 'problem' to be fixed and is not doing something 'wrong'. Behaviour is a sign that something isn't working; It shows that there is some unfulfilled need or a problem with communication. Behaviour is challenging if it causes harm or if it prevents learners from functioning or accessing appropriately an activity they would originally have been expected to access. It is the impact of these behaviours that makes them challenging.

Challenging behaviour can be (but not limited to):

- **Self-injurious:** Head-banging, scratching, pulling, eye poking, picking, grinding teeth, eating things that aren't food.
- **Aggressive:** Biting and scratching, hitting, pinching, grabbing, hair pulling, throwing objects, verbal abuse, screaming, spitting.
- **ASD Specific:** Repetitive movements, rocking, repetitive speech and repetitive manipulation of objects.
- **Non-person directed:** Damage to property, hyperactivity, stealing, inappropriate sexualised behaviour, destruction of clothing, incontinence, lack of awareness of danger, withdrawal.

At Hardwick House, we recognise that some learners, because of their ASD, may behave in extremely challenging ways. In these instances, it is important that:

- Staff work together to devise strategies to shape, minimise or divert the inappropriate behaviour
- Parents should be involved in discussion about developing strategies
- Individual learners who need more than school code of conduct and usual class level rewards and consequences must have an Individual Behaviour Plan in place
- Reference is made to the Physical Interventions Policy where necessary
- Staff working with these learners will be trained to use physical intervention using the Team Teach programme, and the teacher needs to ensure – through class meetings etc. – that there is a coordinated and **consistent approach to behaviour management**
- A Positive Handling Plan is drawn up, if required, involving the Directors. This Plan should be signed by the parents/carers
- Additional advice should be sought, when needed, from other professionals (e.g. the Educational Psychologist), or from parents/carers.

b. Promoting Positive Behaviour

When promoting positive behaviour, our use of language is crucially important. We must recognise and take responsibility for the amount of language we use and its appropriateness, we must actively seek to reduce our language and allow learners the appropriate processing time to act on our instructions or answer our questions.

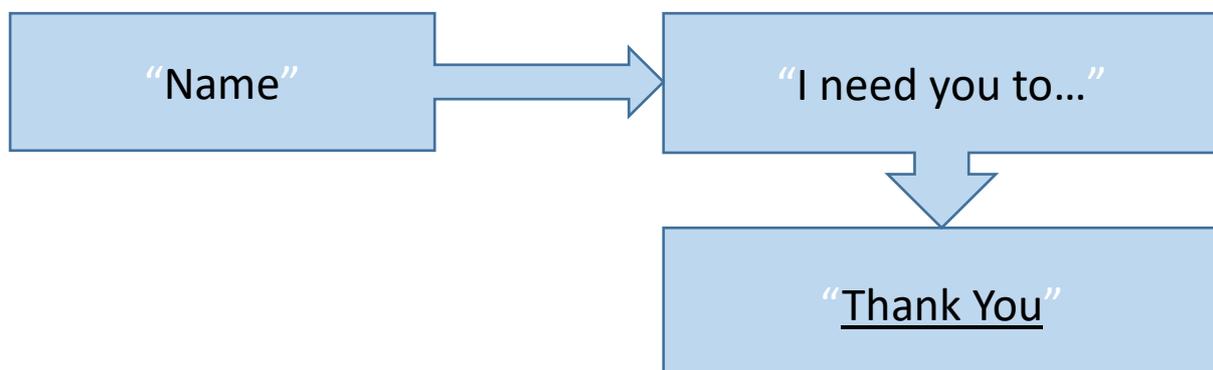
Staff must be prepared to recognise when it is appropriate to utilise the technique of tactical ignoring and be prepared to walk away to deescalate a situation – in all instances the staff are a team and must be able to trust in and rely on their colleagues to intervene and work in their best interests, providing a consistent approach.

Promoting positive behaviour at Hardwick House happens during two defined periods of the school day; structured and unstructured.

Structured Sessions

Structured sessions are defined as timetabled periods of the school day, such as lessons, coaching sessions, intervention, counselling and social communication sessions.

Recognising that the use of language is a primary tool in promoting positive behaviour, and that a consistent approach from all staff at Hardwick House will reduce anxieties and show learners that all staff will react the same way to each behaviour – staff are asked to use a script when delivering instructions as best practice in school:



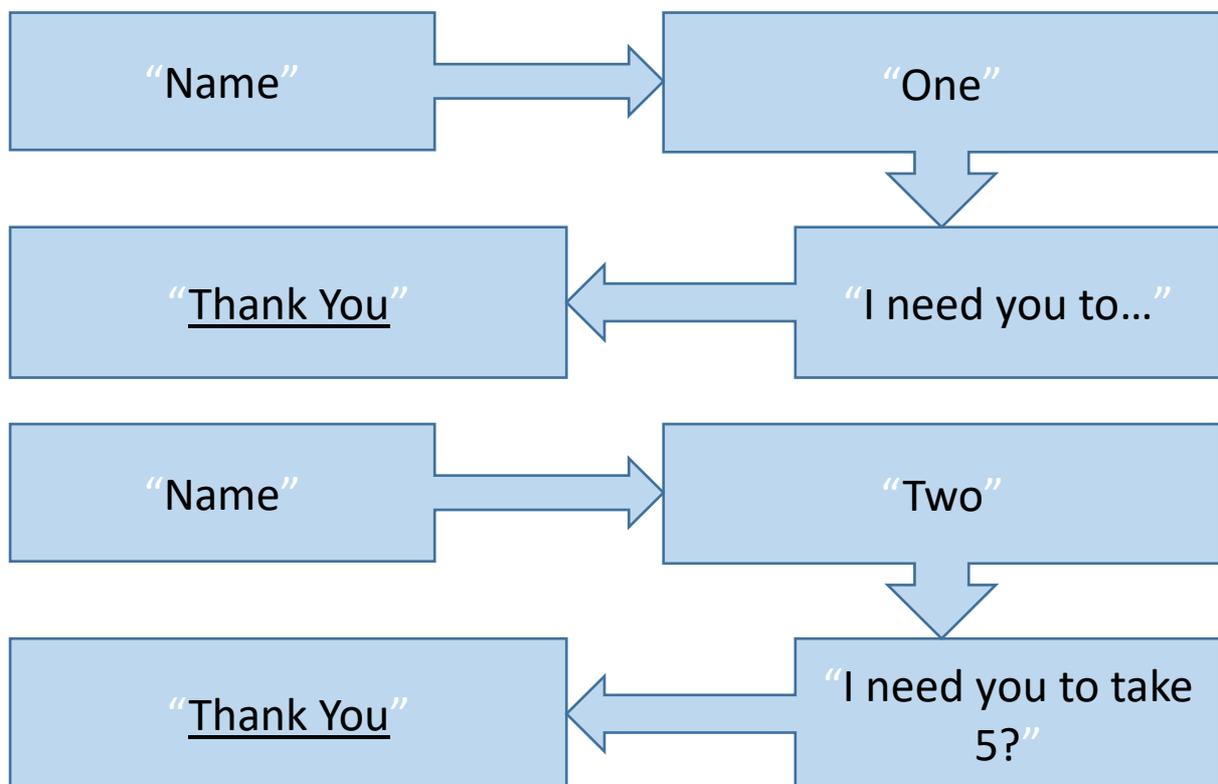
By stepping in and addressing a learner by their name, there can be no confusion over who is being addressed, the staff member should face the learner so that the learner knows they are being addressed. The phrasing ‘I need you to...’ forms a statement and not a question, tell them what you want them to do, not what not to do – approaching an autistic learner with a question such as ‘would you like to...’, as could be expected in polite social nuance, may merely elicit a response of ‘no, thank you’ which would merely escalate the situation.

Closing the instruction with 'thank you' suggests that you expect the task to be done, or that it is already done – again removing the idea that this is a suggestion or question.

Staff are encouraged to allow processing time at this point, walk away or change of face and don't feel that the next thing the learner says needs challenging – tactical ignoring may allow the learner chance to process; if this is not possible, utilising the broken record technique – focusing on the words 'thank you' should be attempted to deescalate the learner's response.

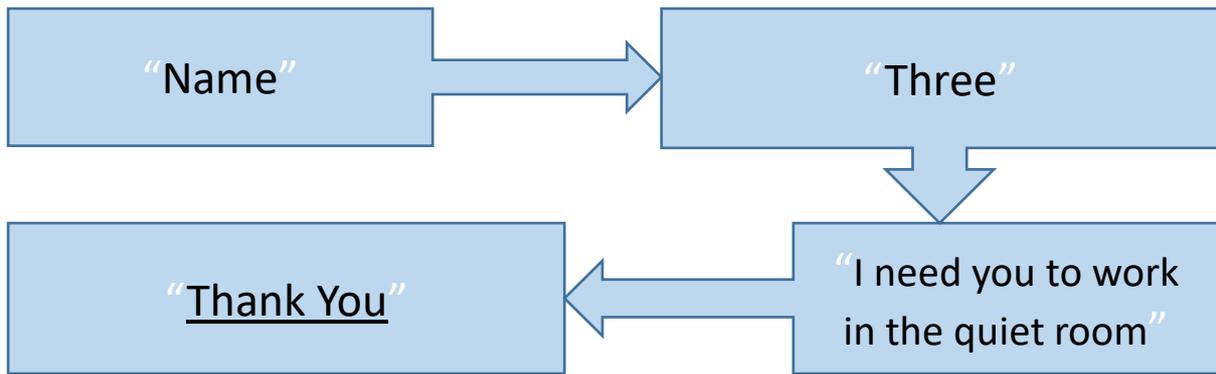
Hardwick House provides a set of classroom behaviour management resources aimed at promoting positive behaviour during structured and classroom sessions (SEE: Appendix One – Classroom Behaviour Resources)

Staff are encouraged to use a graded response approach to promoting positive behaviour; staff should always begin by using the script to deliver an instruction and then allow the appropriate processing time to allow for the best response from the learner. Staff should then look to move the learner through the stages provided for them whilst maintaining the use of the script and visual aids to allow for uptake.



At stage two of the process – staff should encourage the learner to 'take 5' (a voluntary removal from the situation which could be a walk around the garden, drink from the kitchen or just time in another space away from the situation). The aim of this is to promote the de-escalation of the situation and allows for a change of face for both teacher and learner – the learner should aim to return to the lesson, however, if it is deemed appropriate for the learner to continue working in an alternative appropriate learning environment, then this is acceptable.

If this technique is unsuccessful:



At this stage, the learner is asked to leave the class as the continuation of this incident is deemed as disrupting the learning environment. The learner should be supported by a member of staff to continue working in another learning environment and it is the responsibility of the teacher to make sure that work is provided.

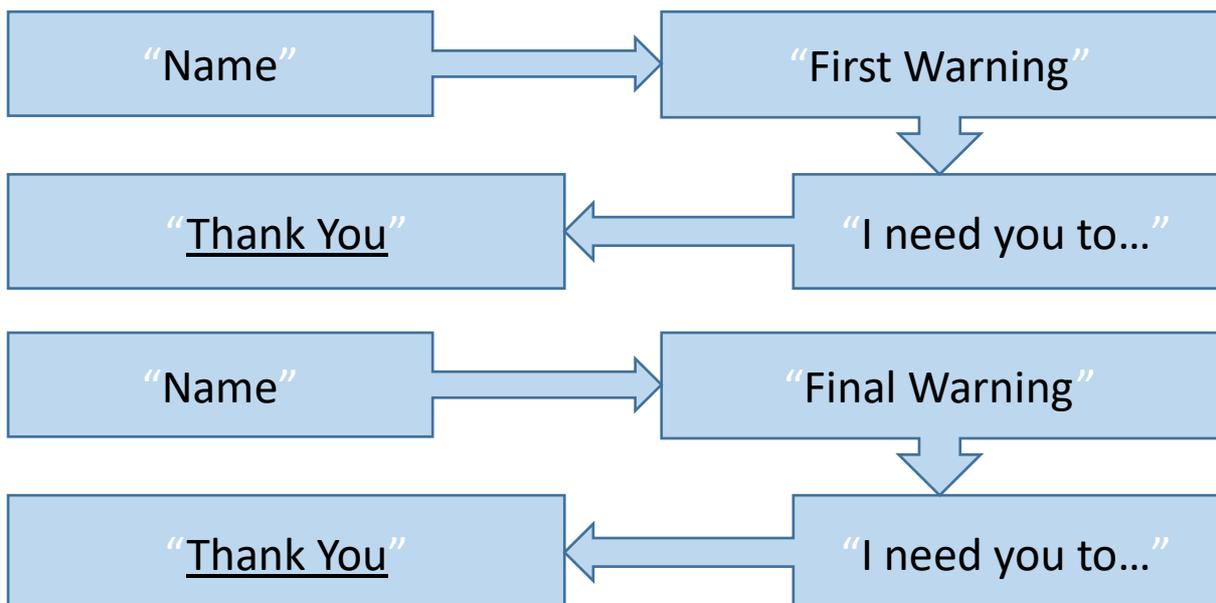
The learner will then be moved to the next stage on their reward chart in their tutor room and any outstanding work should be filed in their learner folder to be completed under the supervision of their coach during end of day enrichment time.

A process of restorative justice will also be triggered whereby the individual learner completes a debrief with their learning coach and may be brought together with the teacher to discuss any barriers to learning and to repair in relationship issues.

Unstructured Sessions

Unstructured sessions are defined as break periods, lunchtimes, enrichment times and may include off site activities such as PE or school trips.

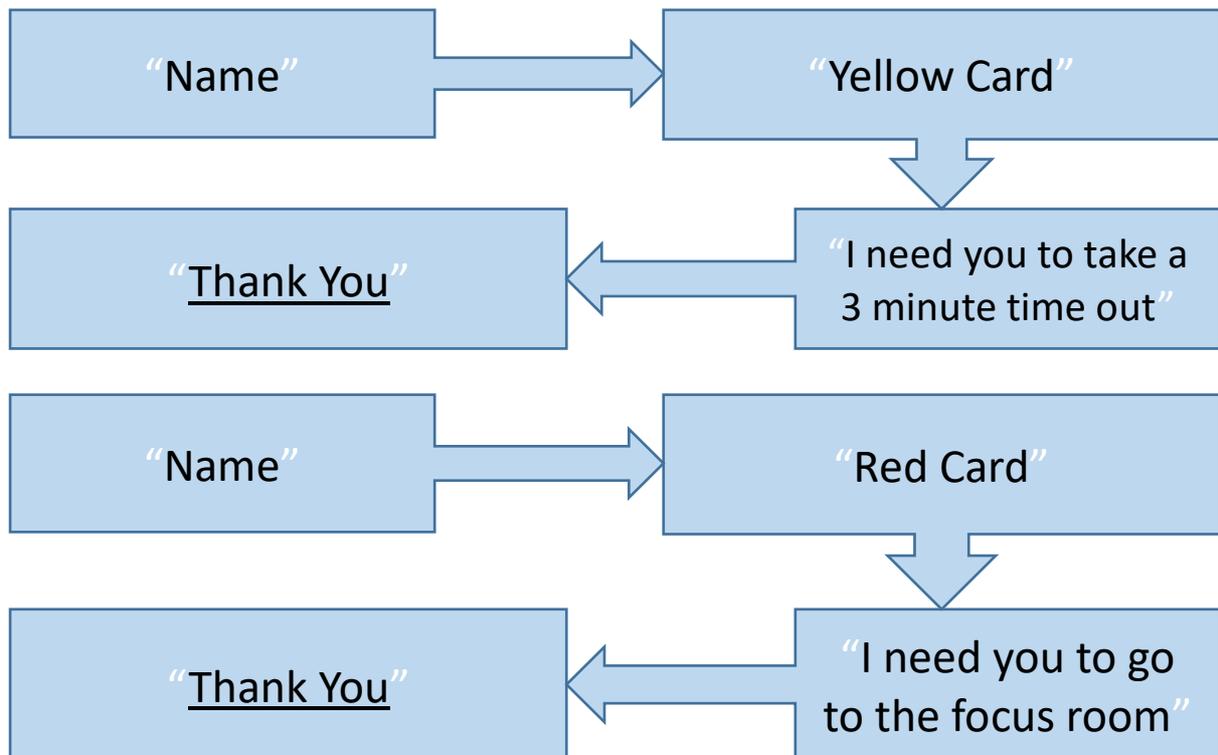
As with the approach taken during structured sessions recognising our use of language is important when promoting positive behaviour during unstructured times as well, staff are again asked to use a script when delivering instructions as best practice during these sessions – for continuity, the script is very similar however uses a different framework:



Again, staff are encouraged to allow processing time at this point, walk away or change of face and don't feel that the next thing the learner says needs challenging – tactical ignoring may allow the learner chance to

process; if this is not possible, utilising the broken record technique – focusing on the words ‘thank you’ should be attempted to deescalate the learner’s response.

Should the negative behaviour continue the following action should be taken:



At all times staff should be attempting to deescalate the situation using the strategies they have been given:

- Planned ignoring
- Removing the audience
- Do not negotiate
- Change of face
- Confining the incident to a safe space

The consequences for the issuing of using yellow and red cards is explained below:

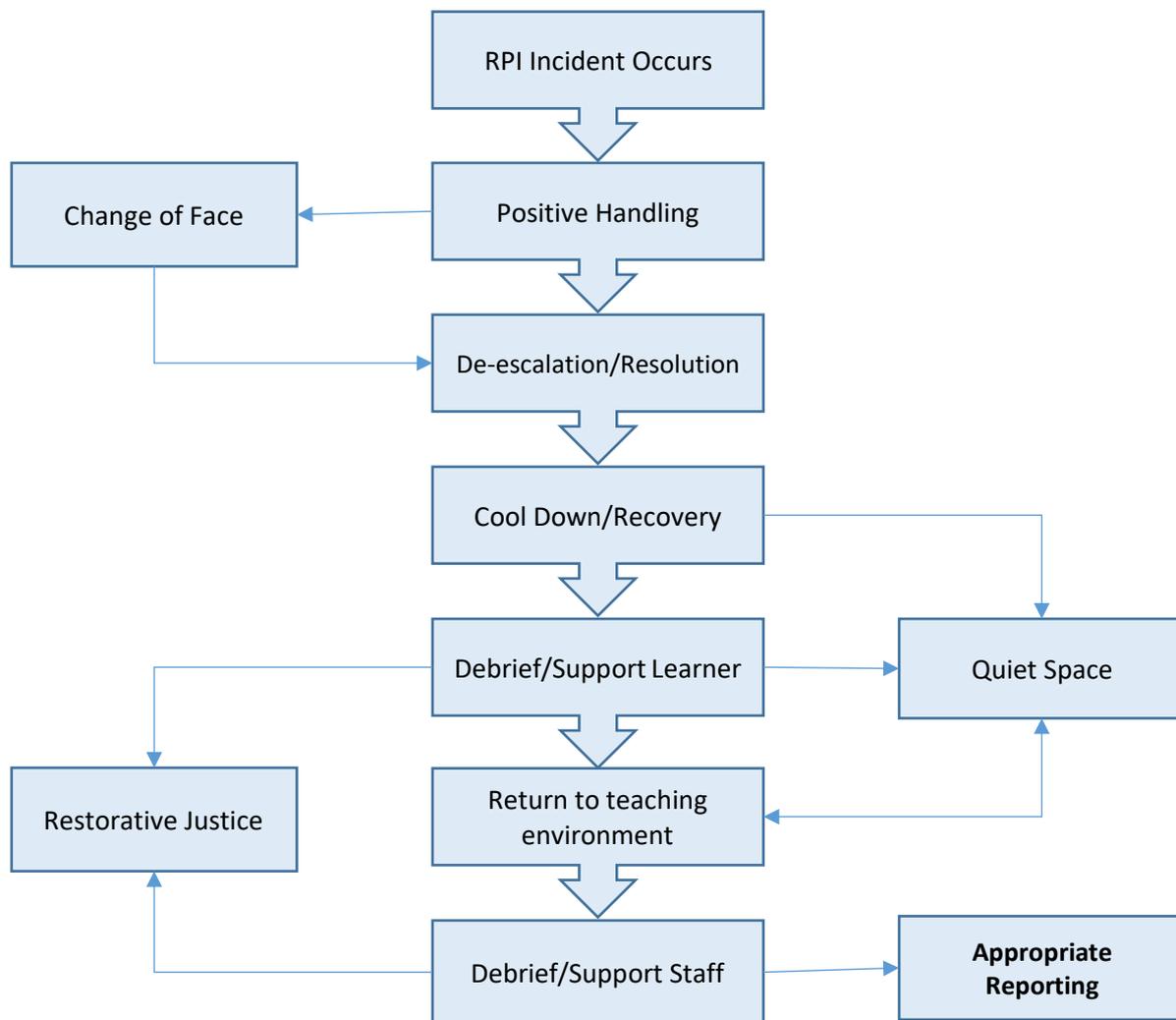
Yellow Card

- 1 x Yellow = 3-minute time out from activity
- 2 x Yellow (Red Card) – Removal from activity for the rest of that session
- Restorative Justice – ‘10 Minute Task’ during next unstructured period

Red Card

- (2 x Yellow Cards) – Removal from activity
- Restrictive Physical Intervention Incident
 - Must have clear evidence of the immediate danger to the individual, self or others
 - Damage to property
- Positive Handling/Physical Intervention
 - RPI should be an absolutely last resort for the safety of all involved
 - All De-escalation/Diversion techniques should have been exhausted by this point
 - Measure should be informed by a ‘Dynamic Risk Assessment’

Below is the process that should be adopted for the handling through to recovery and resolution of an incident involving restrictive physical intervention for **ALL** involved – staff and learners.



c. Rewards & Consequences

At Hardwick House our reward and consequence systems are linked to the chart systems used to promote positive behaviour in the classrooms and are recorded on the number system displayed in each key stage hub (SEE also: Appendix One). The process for reward and consequence is detailed below:

EXPECTED LEVEL

- At end of week – Receive 5 credits ‘pocket money’
- At end of week – 1st choice enrichment activities including off site activities

LEVEL ONE

- At end of day – Complete outstanding work by the end of the next day – return to ‘Expected’
- At end of week – Complete work/10 Minute Task: 2nd choice enrichment – not including off site

LEVEL TWO

- At end of day – Complete work by end of day – return to ‘One’ or ‘Expected’

- At end of week – Must complete work in quiet working room during enrichment time **OR** work on '10 Minute Tasks'

LEVEL THREE

- At end of day – Must see coach at EOD – phone call home
- At end of day – Must complete all work – Cannot progress higher than 'One'
- At end of week – Coaching session during enrichment – phone call home

Rewards

Our positive reward system along with effective consistent classroom management helps promote changes in the behaviour of individuals. It is important that achievement and expected behaviour are rewarded. Apart from regular and specific praise the two main ways of doing this are by using reward charts for good work and recording such things as exceptional effort and improvement in behaviour.

The same format is used across the school to reward positive behaviours and 'good choices'. This provides consistency for the learners as they move through the school.

At Hardwick House, we have adopted a process of reward using credits that are awarded for a multitude of things:

- Remaining on 'expected' throughout the week receives 5 credits 'pocket money'
- Exceptional work rate in lessons
- Producing an outstanding piece of work
- Random acts of kindness
- Completion of voluntary '10 minute tasks' during personal time

Credits are given via the use of ClassDojo, which is used as a visual aid so that learners can see how many credits they have received and how many they have 'banked' that they may spend.

Credits can then be spent in the school shop that is open during break times on certain days, or, learners have the option of banking their credits to spend on higher value rewards such as vouchers or end of term experience visits – this process promotes a wider learning experience simulating the managing and saving of money in the wider world.

Consequences

At Hardwick House, we do not believe in a punitive system of consequences, we believe that we should be promoting positive behaviour rather than disciplining or highlighting negative behaviour. However, it is, at times necessary to demonstrate to individuals the effects of the choices that we make and the actions that we take. We therefore, subscribe to a process of restorative justice.

Restorative justice is a process whereby the learner foregoes their personal time to give back to the school community or takes part in a process of discussion and relationship building with individuals after a time of conflict. Restorative justice focuses on restoring the balance by being mindful of the needs of all involved.

Another key aspect of this process is the '10 minute task', this is an opportunity for learners to work together with staff to repair a situation by giving back to the school environment. It is important to note that these tasks must not be diminutive or demeaning in anyway. Tasks should be purposeful and meaningful and may include; care of the school animals, organising of equipment or the creating of a display. Tasks can be of any nature to fit the needs/interests/situation at hand or personal to a member of staff or other learner involved and should be used as a vehicle for change - repairing relationships and environments – not as a form of punishment.

PROHIBITED SANCTIONS

Staff should be aware that the following sanctions are prohibited, and should never be used:

- Corporal punishment
- Deprivation of food or drink
- Requiring learners to wear distinctive or inappropriate clothing
- Withholding communication

For further information, please refer to our Physical Interventions Policy.

d. Monitoring, Evaluating & Reporting Behaviour

It is very important that staff report and record incidents of significantly challenging behaviour with the behaviour and intervention team – especially those where physical intervention has been required because the child themselves or others are in significant danger.

All incidents should be recorded for monitoring under one of the following three categories:

Restrictive Physical Intervention

By law all incidents involving RPI must be recorded in a bound and numbered book and appropriate evidence collected as to the circumstances of the incident. The incident must be reported following the policy for RPI incidents set out above – All staff involved must complete a witness statement (SEE: Appendix Two – RPI Incident Statement) and the primary staff member involved must complete the bound and numbered record under the supervision of an intervention team member within 24 hours of the incident occurring. All staff and learners involved in an incident of RPI must be given the appropriate opportunity to debrief and recover after an incident.

Non-Restrictive Physical Intervention

Incidents involving seriously challenging behaviour, however, not requiring RPI should be reported to the behaviour and intervention team for recording and monitoring purposes. All staff involved must complete a Non-RPI witness statement (SEE: Appendix Three – Non-RPI Incident Statement). The behaviour and intervention team will file and monitor these incidents as part of the wider school behaviour strategy.

Low Level Disruptive Behaviours

Collating evidence of ongoing low level disruptive behaviours will help the behaviour and intervention team build a picture of an individual learner. A diary of low level behaviours should be kept in the form of a 'stress tracker' – tutor group leads hold the responsibility for keeping this diary and should pass on any significant data to the learner's coach. Stress trackers should be submitted to the coach and a new one re-started half termly.

Weekly behaviour data reports are uploaded to the school's online storage system for review by SLT. Each half-term a behaviour report is produced to inform the SLT and governors and the current standing within school. These reports also filter in to the termly Head's report and governors meetings.

Consistent recording enables all incidents to be monitored on an on-going basis, and different strategies will be informed by the patterns that are shown. If patterns emerge adaptations should be made to communication or behaviour strategies used and amended plans should be implemented.

Parents, carers and guardians should be kept informed of any continuous or serious problems, and where possible solutions should be worked out in partnership.

e. Personalised Support

1. Personal Coaches

Each learner, who is deemed in need of one, should be assigned to a personal coach; personal coaches are members of the behaviour and intervention team responsible for the delivery of strategic and therapeutic interventions. Coaches will build meaningful relationships with the learners assigned to them and form a major part of that learner's education experience. Coaches will be responsible for monitoring learners' well-being and emotional state and look to implement interventions designed specifically for the individual with the aim of improving the learner's self-esteem, confidence and general performance in school. This can involve

performing observations of learners within their learning environment, meeting and collaborating with form tutors and key stage teams, meeting with parents and other invested parties.

2. Counsellor

The school has a counsellor who sees learners selected by need, on a 1:1 basis by appointment. If a member of staff, or a parent feels that a learner would benefit from seeing the counsellor then the school leadership team should be informed and a referral form completed.

3. SALT

Social Communication and perspective taking are important skills for all young people to develop. Social communication sessions are timetabled to take place during the school day and be managed on a group basis. Hardwick House has a Speech and Language Therapist who visits on a weekly basis to oversee the delivery of our social communication sessions, and should be assisting in fostering the home/school link to ensure that skills learned in one setting are being transferred to the other. Our SALT also runs communication sessions for staff on use of language and questioning.

4. Occupational Therapist

Learners who are deemed to have additional sensory or movement needs can be referred to our Occupational Therapist. They will then undergo a series of assessments, including observations, from several people including parents, school staff and our visiting therapist. A programme of support will then be put in place to assist the learner in the areas that have been identified.

f. Supervision of Learners

It is the class teacher's/Lead Mentors responsibility to ensure that arrangements for supervising learners are satisfactory. This applies always, even if the teacher/Lead Mentor is in a different part of the school to some or all of the class. Overall responsibility for organising the staffing that is available rests with the class teacher/Lead Mentor in collaboration with the Head Teacher who is responsible for timetabling staffing levels.

School business such as making telephone calls, collecting resources etc., should be carried out when the learners are not present, and teachers/Lead Mentors **should not leave** the class during lesson time. Should this become necessary, e.g. for an urgent telephone call that must be taken, then the teacher must ensure that the class is adequately supervised in his / her absence.

g. Medical Treatment

Any First Aid given should be recorded in the log book that is kept in the Medical room. Normally treatment will be given by one of the named First Aiders, whose names are printed on the inside of the door in the medical room. If the First Aiders are not present in school, then the most senior person on duty automatically assumes responsibility.

If it is necessary to take learners to hospital or to the doctor, or if medical personnel are called to school, parents should always be informed: if possible immediately, and before any treatment commences; if this cannot happen, then as soon as possible.

h. Staff Training

No member of staff will be expected to manage learners' challenging behaviour without appropriate training in the general good practice principles advocated in this behaviour policy and, where appropriate, in any specifically agreed strategies with regard to an individual learner. Temporary staff, supply staff or volunteers will not be left in a situation where they are compelled to address challenging behaviour without the support and advice of a fully trained, permanent member of staff.

Training will be offered as follows:

- Induction training in the principles set out in this behaviour policy – including all appendices - will be offered to new staff as soon as possible after they join the team (or before, if possible).
- Annual revision of this behaviour policy will include one session of refresher training for all staff.
- Termly in-school refresher of Team Teach principles.

- Termly evaluative feedback on recorded incidents across the school will be given to all classroom-based staff, with opportunities for discussion.
- Initial Team Teach training as part of induction for all new staff.
- Bi-annual Team Teach refresher training for all staff.

4. Monitoring & Evaluating this Policy

Monitoring

All **class staff** will:

- Make themselves familiar with the whole school approach to behaviour and any individual approaches for learners
- Ensure their practice meets that set out in this policy and training

Class teachers/Lead Mentors will:

- Ensure the interventions and consequences used for moderate and major behaviour incidents are recorded in the incident book by the end of the day of the occurrence
- Ensure major incidents are also recorded in the bound incident book.
- Monitor the consistency with which class staff carry out support and intervention for learners
- Seek support when facing difficulties with a learner.

The **Designated members of staff** who are responsible for maintaining an overview of behaviour across the school will:

- Monitor behaviour weekly to identify any learners with a high number of repeat occurrences
- Run a half termly PI/serious incident report for the Directors.

Evaluation

Directors/governors will:

- Regularly (at least half termly) review all behaviour monitoring information, in consultation with the designated member of staff responsible for compiling that information across the school
- Monitor the serious incidents book as alerted and at least weekly
- Evaluate the difference approaches are making in each class and Key Stage
- Update and review the Policy annually.

Appendices

1. Appendix One: Classroom Behaviour Resources



EXCEEDING



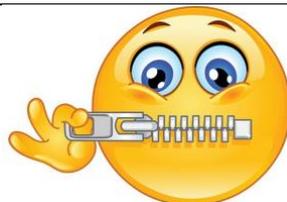
EXPECTED



ONE



TWO



THREE

EXPECTED

Learners in this stage @ lunchtime on Friday may participate in 1st choice enrichment activities – Including off site activities.

Learners in this stage @ lunchtime on Friday have earned 5 coins 'Pocket Money'.

Learners who are moved into this stage must complete **ALL** outstanding work by the end of the **NEXT** day. They may then return to **EXPECTED** and participate in 1st choice activities

If the learner does not complete **ALL** work by the end of the **NEXT** day then the learner may not participate in 1st choice or off site activities and will not receive pocket money.



Learners in this stage @ lunchtime on Friday must complete **ALL** outstanding work (if all work is completed – the learner must complete a 10 Minute Task).

Learners may then participate in 2nd choice enrichment activities – **NOT** including off site activities.

Learners who are moved into this stage must complete **ALL** outstanding work by **LUNCHTIME ON FRIDAY** and return to **ONE** to participate in 2nd choice activities.

Learners who are moved into this stage may not progress higher than **ONE**.



Learners in this stage @ lunchtime on Friday must complete **ALL** outstanding work in the quiet working room during enrichment time

Learners in this stage may **NOT** participate in Enrichment Time.

Learners who are moved into this stage must see their coach at the end of the day – there will be a phone call home – they must then complete **ALL** outstanding work by **LUNCHTIME ON FRIDAY** they may then return to **ONE** and participate in 2nd choice activities.



Learners in this stage @ lunchtime on Friday must go to their coach – there will be a phone call home and a coaching meeting during Enrichment Time.

Learners in this stage may **NOT** participate in Enrichment Time.

2. Appendix Two: RPI Incident Statement

Staff Name		Reference:
Other staff involved (initials)		
Student		
Date:	Time:	Lesson:

Trigger (Select what triggered the student to escalate their behaviour)			Location:		
Change to routine/expectation		Instructions from staff		Another student	
Learning environment/work area		Relationship with staff		Sensory	
Previously known external factors		Differentiation of work		Subject	
Other (Please state)					

Behaviours displayed (Select the behaviours the student displays showing that they are escalating)					
Refusing to follow instructions		Attempting to abscond		Crying	
Damage to property		Attempting to walk/get away		Shouting	
Swearing at staff		Swearing at students		Kicking staff	
Damage to learning environment		Kicking doors/furniture		Kicking student	
Hitting staff		Hitting student		Spitting	
Other (Please state)					

Antecedents

RPI/Crisis Stage (please circle)						Location:				
1 person		Single Elbow	Double Elbow	Figure 4	Wrap	Assist		Standing	Seated	Ground
2 person		Single Elbow	Double Elbow	Figure 4	Wrap	Assist		Standing	Seated	Ground

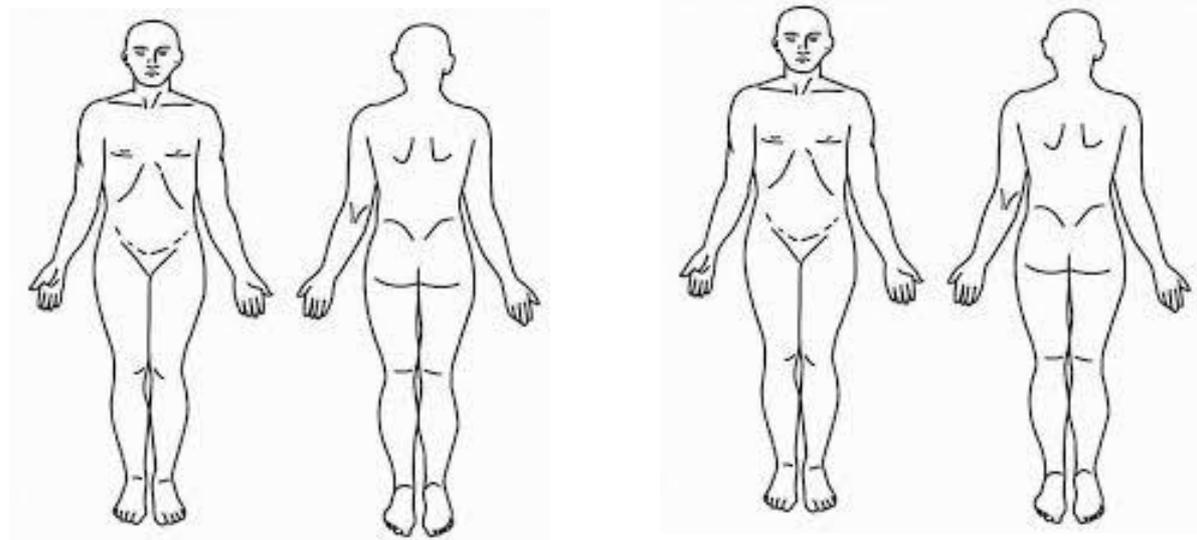
De-escalation strategies (Select the strategies used during the escalation stage to attempt to prevent the need for physical intervention/restraint)							
Change of face		Distraction		Use of script		Animal assisted intervention	
Change of learning environment				Use of reflection room		Calm voice	
Other (Please state)							

Reason for RPI	Harm to self		Harm to others		Damage to property	
Details:						

RPI Details					
	Start time	End time	Left	Right	Assisting
Preceding you					
Your involvement					
Your involvement					
Following you					
Others					

Recovery/Resolution Stage					
Checked for injuries	Student		Staff		
Given Medical Attention	Student		Staff		
Details (including medical):					

Circle and describe injuries



Signature		Date	
-----------	--	------	--

Behaviour Team Admin		
Was there clear immediate danger to either staff or students?	Y	N
OR Was there another clear justification for physical intervention?	Y	N
Were appropriate de-escalation strategies used prior to physical intervention?	Y	N

Was the incident resolved appropriately?	Y	N
Support Required		

3. Appendix Three: Non-RPI Incident Statement

Non RPI – Staff Incident Statement													
Primary Staff Name													
Other Staff member involved (Full name)													
Other Staff member involved (Full name)													
Date		Time		Learner Name		Subject:							
Location													
Context (Describe the lead up to the incident)													
Behaviours displayed (Select the behaviours the learner displays showing that they are escalating)													
Refusing to follow instructions				Attempting to abscond				Crying					
Damage to property				Attempting to walk/get away				Shouting					
Swearing at staff				Swearing at learners				Kicking staff					
Damage to learning environment				Kicking doors/furniture				Kicking learner					
Hitting staff		Hitting learner		Hitting doors/furniture				Spitting					
Other (Please state)													
Trigger (Select what triggered the learner to escalate their behaviour)													
Change to routine/expectation				Instructions from staff				Other learner					
Learning environment/work area				Relationship with staff				Sensory					
Previously known external factors				Differentiation of work				Subject					
Other (Please state)													
De-escalation strategies (Select the strategies used during the escalation stage to attempt to prevent the need for physical intervention/restraint)													
Change of face		Distraction		Use of script		Animal assisted intervention							
Change of learning environment				Use of reflection room				Calm voice					
Other (Please state)													
Physical Intervention (Describe any physical intervention strategies used in an attempt to prevent the need for physical restraint)													
Body blocking				Escort to safe place				Guided walk ('Caring C')					
Behaviour Team Admin													
Initial				Date			Incident No.						
Staff debrief	Y		Date		Action (detail any restorative justice)								
	N		Action by										
Learner debrief	Y		Date										
	N		Action by										
Reporting													
Intervention Team		Accident Book		SIMS		Coach		SLT		Tutor		Phone call home	

4. Appendix Four: Supporting Behaviour Strategies

Positive ethos	Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the learners who are on-task and complying with the classroom guidelines. Make sure learners who are struggling to behave do not receive all the of the teacher's attention. Make sure you have planned your communication approach to meet the individual needs of all the learners in your class and have briefed your classroom team.
Reassurance	Remember learners may feel threatened if the work is challenging for them. It is important to reassure learners that they are able to do something or use the 'You are OK' phrase while explaining new work or a new situation.
Voice matching	Your voice should be at the volume and intonation you expect from the learner. A loud and aggressive voice will usually result in a loud and aggressive response.
Self-calm	Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you!
Selective communication	Children and young people are not always able to listen when they are angry. Pointing to a reward symbol or a sequence of symbols or the class rules on the wall may be a more effective way of communicating than using voice.
Move in	If you are speaking to an individual learner, don't shout across the room or remain rooted behind your desk, move in. However, be aware of your speed of approach!
Move out	Once you have spoken to the learner, the temptation is to remain close by, waiting for compliance. You are far more likely of success if you move away, <i>expecting</i> compliance. This enables the learner to make a good choice without the stress of your presence.
Personal space	For most of us, personal space is approximately an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner. Remember that simply standing near the off-task learner will be sufficient to make them consider their behaviour.
Proportionate praise	Rather than giving random praise, spot the off-task learner and make sure you praise the learner nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. Remember the 5 to 1 rule – praise vs criticism.
Antiseptic bounce	This is a classic strategy. Send the target learner to a colleague with a note or message. Attached to the note it says, 'Tell (learner's name) 'Well done' (<i>or a code understood by you and the rest of your department</i>) and send him or her back!' The learner has been removed from the problem situation, received praise and has returned in a fresh state of mind. Meet and greet - Some learners are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or a member of your class team to meet and greet and settle the learner. Make sure lessons have a clear start.
Refocus	Don't be verbally misled by arguing learners. Refocus them on the issue by using a statement of understanding ('Yes, I see, but that is not the point; you need to...')
Time out / Change seat	A change of environment will often help to focus a learner. Don't forget the emphasis should be on time. Make sure you have a plan of how to reintegrate the learner back into your teaching group.

Hierarchy of response	Have at least three levels of response and remember your role is to use the responses to keep the learner at the lowest level possible, not to escalate the problem!
-----------------------	--