

# Relational behaviour policy

The Lady Byron School



<b>Prepared by:</b>	Melanie Kinsella	<b>Date:</b> July 2023
<b>Approved by:</b>	Caroline England	<b>Date:</b> 11.7.23
<b>Last reviewed on:</b>	29.8.23	
<b>Next review due by:</b>	29.8.24	

## Contents

1. The Policy .....	3
<b>2. Consistent trauma-informed approach to behaviour management .....</b>	<b>3</b>
<b>3. Standards of behaviour .....</b>	<b>6</b>
<b>4. Strong School Leadership .....</b>	<b>8</b>
<b>5. Classroom management.....</b>	<b>9</b>
<b>6. Rewards and consequences .....</b>	<b>9</b>
<b>7. Behaviour strategies &amp; the teaching of good behaviour .....</b>	<b>14</b>
<b>8. Liaison with parents/carers and other agencies .....</b>	<b>15</b>
<b>9. Managing pupil transition.....</b>	<b>16</b>
<b>10. Organisation and facilities.....</b>	<b>17</b>
<b>11. Monitoring &amp; Review .....</b>	<b>17</b>
Appendix One – non negotiables.....	19
Appendix Two – Behaviour Escalation Procedure.....	21

## 1. The Policy

- 1.1 The Lady Byron School is an independent special school which provides education for primary and secondary age children diagnosed with autism who hold an Educational Health care Plan (EHCP). The nature of their disability means that children and young adults diagnosed with autism may not have sufficient understanding or awareness that certain behaviours directed towards themselves, and others is not appropriate.
- 1.2 The School adheres to the principles outlined in the Equality Act (2010) believing that all children and young adults have a right to be safeguarded. The prime concerns at all times must be the welfare and safety of the young person(s).
- 1.3 This policy outlines what we expect from all our young people in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community. Good behaviour and self-discipline have strong links to effective learning and are vital for young people to carry with them both during and after their school years. **At all times, the young people' behaviour will be considered in the context of their diagnosed special educational needs.**
- 1.4 A young person with a diagnosis of autism can lack communication skills. This includes receptive and expressive language difficulties. The principle aim of a verbal behaviour approach is to provide our learners with functional communication skills. The young people are taught these skills so that they have the tools to communicate their needs (vocally, through sign, through PECS/ WECS (Picture/Word Exchange Communication System), through ProLoquo2Go<sup>®</sup> software on an iPad<sup>®</sup>/iPod<sup>®</sup> or gestures) rather than emitting an inappropriate behaviour.
- 1.5 There is regular communication between all the staff and the parents for each young person to ensure consistency of approach.

## 2. Consistent trauma-informed approach to behaviour management

- 2.1 The impact on young people witnessing incidents of behaviour that challenges cannot be underestimated. If appropriate, these young people must be debriefed by teaching staff following these types of incidents. A follow-up meeting the next morning should also be considered. Staff should report back to parents if young people have witnessed incidents so that parents can also follow-up and report information back to school, as necessary.
- 2.2 If young people are unable to communicate how they feel then staff must closely monitor changes in behaviour, e.g., not wanting to be near certain young people, showing signs of anxiety, not wanting to go to certain areas of the school.
- 2.3 If young people are showing signs of being anxious around certain young people then appropriate strategies must be implemented to address this.

- 2.4 Incidents that include the use of restrictive interventions must be minimised and proactive strategies must also be under constant review.
- 2.5 Research shows that the use of restrictive interventions has a significant physical and emotional impact on children. It is therefore imperative that restrictive interventions data are reviewed by the staff team and the School leadership team.
- 2.6 Our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

### **Protect**

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.

Staff use principles based in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

### **Relate**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### **Regulate**

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

### **Reflect**

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

- 2.7 The impact on staff managing incidents of behaviour that challenges cannot be underestimated. Follow-up meetings must take place between the Line Manager and the member of staff involved. Further support is available from the School Leadership Team and HR department.
- 2.8 It is important that incidents of behaviour that challenges are not normalised. For further guidance refer to the Staff Wellbeing Policy.

### 3. Standards of behaviour

#### 3.1 All pupils should...

Respect themselves and others:

- Always be on time.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- All absence will need to be preauthorised.

Listen to and follow instructions

- Complete class work to the best of your ability. We know that there are days that this is more difficult, so speak to your staff if you need some additional support
- School work should be as well presented as possible, completed to the highest standard achievable, and handed in on time. If young people show signs of struggling to meet the requirements of their workload for any reason, staff and parents will support the young people.
- Keep your appearance smart and tidy and always wear specified school uniform to and from school. Wear appropriate kit for sports and games where changing facilities allow.

Be kind, fair and polite

- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Rude, derogatory, racist, or defamatory language will not be tolerated.
- Be always polite and respectful. This applies to staff, other young people, any visitors to the school, and to members of the public
- The school expects all our young people to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, as defined in the anti-bullying policy or intentionally harming others, including young people or staff will not be tolerated. Young people are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as report cards, pastoral support programmes or parental contracts.

Behave safely

- Health and safety equipment is only for use in appropriate situations and should not be tampered with or defaced under any circumstances, for example, fire extinguishers.
- Gambling is not allowed on school property.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive

towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (*see Anti-Bullying Policy*).

3.2 Under no circumstances will illegal or inappropriate items be tolerated in school, and all young people will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff
- verbal abuse to young people
- physical abuse to/attack on staff
- physical abuse to/attack on young people
- bullying (to the extent not covered above or contained in the anti-bullying policy)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including “synthetic highs”
- theft
- serious actual or threatened violence against another young person or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “synthetic highs”
- carrying an offensive weapon
- arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the young person’s behaviour.
- Inappropriate use of technology that could invade a person’s privacy, recordings, and/or photographs

### 3.3 Banned items

- The following items are not allowed in school under any circumstances:
- Alcohol and drugs
- E-Cigarettes, cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind or instruments/substances intended to be used as weapons
- Material that is inappropriate or illegal for children to have, such as extremist, racist, homophobic, or pornographic material.

3.4 We work hard to ensure that behaviour management is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering the young people’ special educational needs as well as the additional challenges that some of our vulnerable young people may face.

3.5 Staff are trained to develop behavioural strategies as part of their continual professional development. For example, training related to safe physical interventions and designing Personal Behaviour Support Plans. Staff are well informed of the extent of their disciplinary authority.

- 3.6 Mobile phones are permitted to be brought into school but must not be used during the school day. Mobile phones should be locked in the school office until the end of the day when the student signs out. Repeated unauthorised use will result in confiscation. If young people cannot follow this policy, parents will be asked not to send their children to school with a mobile phone.
- 3.7 The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate young people or colleagues.
- 3.8 We work closely with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or poor, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it

## 4. Strong School Leadership

The School Leadership Team will ensure that the following procedures are followed.

- 4.1 At the heart of the behaviour management policy is the principle of respect for oneself and others. We recognise young person's achievement and good behaviour encourages a positive attitude.
- 4.2 The Lady Byron School is dedicated to ensuring that our school environment supports learning and the well-being of young people and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community, and we work hard to provide a safe school where young people feel included in every aspect of school life and comfortable to voice their opinions.
- 4.3 Our Relational Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:
- Education Act 1996
  - School Standards and Framework Act 1998
  - Education Act 2002
  - Education and Inspections Act 2006
  - School Information (England) Regulations 2008
  - Equality Act 2010
  - Education Act 2011
- 4.4 The Headteacher and staff will apply the principles identified in this policy when implementing the following whole school approaches to positive behaviour.



4.5 The proprietor will evaluate the impact of this policy by receiving data from the Headteacher and through visits to observe procedures.

## 5. Classroom management

5.1 We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and situated around the school. Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that young people are using the school premises and grounds safely, respectfully and are behaving appropriately.

5.2 We recognise that where individual young people are engaging in continuing disruptive behaviour this can be because of their diagnosis and/or mental health needs. If such needs are identified, we will do all we can to ensure that the young person receives appropriate support.

5.3 Staff seek advice from our in-house multi-disciplinary team and from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

5.4 The school will take all reasonable measures to ensure the safety and wellbeing of all young people and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of young people's social, emotional and behavioural skills. For more information, see section 4 above and our Anti-Bullying Policy.

## 6. Rewards and consequences

### 6.1 Rewards

Teaching through positive reinforcement will provide strategies for preventing and "de-escalating" behaviours that precipitate the use of physical interventions.

There is a continuous focus on reinforcing appropriate behaviours. A wide range of positive tactics are used to increase appropriate behaviour (and therefore decrease the inappropriate behaviour), e.g., non-contingent reinforcement, differential reinforcement of other/alternate or incompatible behaviour and vicarious reinforcement (reinforcing other young people for appropriate behaviour).

Further tactics are used to increase appropriate behaviour, such as teaching young people skills in self-leadership, reinforcing them for following classroom rules and the use of behaviour contracts or home-school agreements.

As our young people have bespoke packages to meet their needs many of their rewards for positive behaviour will be individual. Some of our students find rewards difficult to accept so need to be managed carefully. An example of rewards for positive behaviour could be:

- Certificates and recognition sent home if young person agrees

- Free choosing time
- Trip to a place of interest

## 6.2 Consequences

These guidelines are designed to safeguard both the young people and the staff and aim to support and promote good practice. The Safeguarding and Child Protection Policy and Health & Safety Policy are always observed when dealing with a young person who is exhibiting behaviour that challenges.

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. The Lady Byron School operates using the following disciplinary measures:

- In most instances, young people' misbehaviour is minor and staff closest to the undesired behaviour are expected to reduce and stop young people misbehaving. On occasions when additional actions are required, the matter will be reported to the young person's tutor who will remind the young person about our expectations. In most cases, parents will be informed if the matter is sufficiently serious.
- If the unwanted behaviours continue, a member of the senior leadership team will engage with parents and request a meeting at the earliest opportunity.
- If staff deem the behaviour to be sufficiently serious, they can escalate the matter immediately to the senior leadership team.

Disciplinary actions are adapted relating to the seriousness and frequency of the behaviour and may include:

- making up lost time for work missed
- restorative justice
- missing out on reward opportunities and being on report.

Although challenging behaviour, including bullying, is dealt with promptly and fairly, disciplinary actions are not made public to all young people and parents.

The school also reserves the right to exclude young people: exclusions, fixed term or permanent are at the discretion of the headteacher. If a young person is found to be wilfully causing damage, then we reserve the right to seek financial compensation from parent and carers



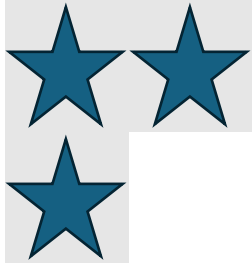

## **6.3 The Lady Byron School Privilege system**

The stars earned will determine the choice of reward activity available on a Wednesday for an hour out of the academic timetable.

Therefore, if a pupil achieved 4 stars, then they would be able to choose any of the reward activities specified within 1-4 stars. Student privilege levels are reviewed and revised on a weekly basis (Wednesday – Wednesday) to maximise motivation and engagement and the privileges will/can change half termly to motivate the students.

The fourth star, often referred to as pupils 'bonus' star would be achieved if a pupil is able to show considerable effort towards achieving their personal (Thrive) related target.

### **Example of the privilege system**

Star Level	Privileges	Positive behaviours Seen	Attendance
<p>BRONZE</p> <p>Every student starts here at the beginning of the week.</p> 	<p>Sensory Box activities</p> <p>Indoor board game or card game</p>	<p>(Every student starts here at the beginning of the week.)</p> <p>Engaged in learning.</p>	<p>Below 85%</p>
<p>SILVER</p> 	<p>Outside sports games</p> <p>Indoor Wii games</p> <p>Mindful activities</p> <p>Hot chocolate and biscuits.</p>	<p>Completes learning.</p> <p>Pupils show they can adhere to School values towards peers &amp; Staff</p> <p>Pupils show they can adhere to the non negotiables</p>	<p>85% -90%</p>
<p>GOLD</p> 	<p>Supervised ICT access (iPad/laptop)</p>	<p>Further learning shown following completion of work.</p> <p>Pupils adhere to the non-negotiables.</p>	<p>90%-95%</p>
<p>PLATINUM</p> 	<p>Watch a film (pre-selected)</p> <p>listen to music, relax in the common room</p> <p>Park trip</p>	<p>Further learning shown following completion of work with no support.</p> <p>Pupils consistently adhere to the non-negotiables</p>	<p>95% Attendance or above</p>

#### **6.4 Non Negotiables – see appendix 1**

Parents and pupils sign and agree to the non negotiable agreement once they are admitted on our School roll. Non negotiables are present in all classrooms and breakout areas throughout the school.

#### **6.5 Escillation process if non negotiables are breached – see appendix 2**

#### **6.6 Restrictive physical intervention**

Underpinning principles

- The use of force should, wherever possible be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

The use of force is likely to be defensible when it is required to prevent:

- Self-harming
- Injury to other young people, teachers, or staff
- Significant damage to property, e.g., breaking furniture or IT equipment
- An offence being committed
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its young people

The scale and nature of any restrictive intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

The DFE guidelines on the Use of Reasonable Force (July 2013) sets out the parameters within which school staff are permitted to work.

If a physical restraint is necessary then the following guidelines must be followed as closely as the situation allows:

- Members of staff are not allowed to become involved in a physical restraint unless they have had direct training within The Lady Byron School in the TEAM TEACH method.
  - Members of staff must understand that physical restraint of a young person must be an EXCEPTIONAL intervention and will not be regarded as a matter of routine.
  - The Lady Byron School will support staff following the guidelines in spirit and practice.
  - The minimum of force must be always used and in all circumstances.
  - Full records of the physical restraint must be logged in a bound, page numbered book dedicated for this purpose only.

***TEAM TEACH techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent ‘side effect’ of ensuring the service user remains safe.***

***George Matthews – Founder TEAM TEACH***

There are different levels of isolation at The Lady Byron School:

### **Evacuation from any area.**

If a young person runs into an area of the school and is assaultive or destructive then other young people need to be safely removed from that area. If the young person's assaultive/destructive behaviour continues then staff can consider evacuating the area as well. They can close the door behind them and keep the young person inside the room. They must be able to see the young person (e.g., via a viewing window). They can hold the door and prevent the young person from leaving the room if they or others are at risk by the young person leaving. They must record the duration of time that the young person is alone in the room. They must be clear as to when they will re-enter the room (e.g., once the young person is sat down/away from door/calm) and they must offer the young person a drink at scheduled times. If the incident occurs over the lunchbreak then lunch must also be offered.

### **Evacuation from the young person's classroom.**

If a young person is assaultive or shows destructive behaviour in their own classroom and the safety of the other young people is at risk then the other young people must be evacuated from the classroom. If the assaultive/destructive behaviour continues then staff can consider evacuating the area as well. They can close the door behind them and keep the young person inside their classroom. They must be able to see the young person (e.g., via a viewing window). They can hold the door and prevent the young person from leaving the classroom if they or others are at risk by the young person leaving. They must record the duration of time that the young person is alone in the classroom. They must be clear as to when they will re-enter the classroom (e.g., once young person is sat down/away from door/calm) and they must offer the young person a drink at scheduled times. If the incident occurs over the lunchbreak then lunch must also be offered.

### **Isolation within a quiet room.**

If a young person is assaultive or destructive and all measures for reducing this behaviour have not been successful then they can be moved to a quiet room (if safe to do so).

Young people are not locked in rooms alone. There are exceptional circumstances (evacuation and seclusion as described above) where a young person will be left in a room alone and a teacher remains on the other side of the door. The young person can always be seen through a viewing window and the handle is held temporarily if the young person's behaviour poses a risk to other young people or themselves.

If a young person requires seclusion as part of a behaviour management programme, then there needs to be a plan for decreasing the use of seclusion and data to demonstrate the effective use of seclusion. This plan needs to be explicit and should be part of the young person's Individual Learning Plan or behaviour guidelines. This needs to be a considered approach.

### **Emergency or Unplanned Intervention**

Unplanned or emergency intervention may be necessary when a young person behaves in an unexpected way. In such circumstances, members of staff retain their duty of care to the young person and any response must be proportionate to the circumstances. Staff should call their line manager to support with making decisions about the appropriate action to take. Staff should use the minimum force necessary to prevent injury and maintain safety consistent with the appropriate training they have received.

19.2 If appropriate, young people and staff are debriefed following an emergency or unplanned intervention, including the young people who witnessed the event, but were not involved directly.

Please note that isolation and evacuation can be clearly distinguished from:

**Time out from positive reinforcement.** Involves restricting the young person's access to all positive reinforcement as part of the behavioural programme

**Withdrawal.** Removing a young person from a situation which causes anxiety or distress where they can be continuously observed and supported until they are ready to resume their usual activities

**Working in isolation.** Working with a young person alone in a classroom to reduce risk to young person and others. If a young person is working in isolation, then there needs to be a plan for decreasing isolation. This plan needs to be explicit and should be part of the young person's Individual Learning Plan or behaviour guidelines. This needs to be a considered approach.

### 6.7 Planned Intervention (THRIVE)

Pre-arranged strategies and methods, which are based on a risk assessment, are recorded in each young person's individualised behaviour guidelines. The guidelines are included in each young person's individual curriculum file. The Headteacher, Senior Staff and Parents agrees them in advance.

If appropriate, young people are debriefed following a planned intervention and this is delivered through our Thrive approach, each student has their own action plan that outlines their individual area of need. This is supported in 1-1 sessions with the Pastoral Lead.

## 7 Behaviour strategies & the teaching of good behaviour

### 7.7 Underlying principles

- Get to know the young person well - A strong relationship based on trust and respect is one of the best preventative measures. Each member of staff should pair themselves with primary reinforcement.
- Involve the young people in decisions - Discuss with the young person reasonable limits, appropriate to their age and understanding.
- Teach by example - Model respect for the young people and for each other in all your work.
- Encourage good behaviour - Notice and respond when young people are behaving well, or are being helpful and co-operative, or just being quiet and friendly.
- Be consistent in your own behaviour - Encourage consistency in the team you work in.
- Understand the communication needs of the young person - Objectives (long-term and short-term) should be set at the right level for each young person.
- Make sure that the young people understand exactly what is expected of them - Young people should be attending to you before they are given instructions and instruction should be set at the right level with clear antecedents.
- Debrief - If appropriate debrief the young person following an intervention (planned or unplanned). This debrief also includes a separate meeting with the staff involved and a

meeting with the parents if necessary. As a minimum, parents are informed if interventions are used with their children.

- Record of incidents - All incidents are recorded on CPOMs

Any young person with a communication difference will find expression of their deepest feelings difficult at the best of times. In an extreme situation, when the young person is frustrated, such an expression of feeling may be virtually impossible. Additionally, the young person is likely to be confused and not capable of complex reasoning. The consequence of this frustration and inability to self-express may lead to behaviours that challenge. It is likely that a young person displaying behaviours that challenge could be:

- seeking a very high level of individual attention.
- seeking to escape from the current task.
- having difficulties communicating their needs
- expecting some form of adult intervention and reaction.
- expecting the adult to offer an alternative which will relieve the situation.
- showing a lot of aggression reflective of the emotion which the young person is trying to display. This may manifest itself in a “rage”.
- being violent towards themselves or another young person or person or property.

#### 7.8 Staff actions in situations where behaviours challenge

**Staff should not personalise abuse or aggression in these situations.** If a member of staff feels they are being emotionally affected and therefore upset by the behaviour being displayed, then the young person is likely to be at greater risk. In these circumstances the staff member must hand over to another member of staff as a change of face and withdraw.

**A second member of staff must be summoned immediately.** This person must be asked to monitor the event and confirm that the young person’s rights are being preserved as well as being available for advice and support for the member of staff. In some circumstances this person may also be asked to intervene and take over. Staff are to always discuss the events with the observer afterwards.

Listen **to what the young person says.** Do not ignore or accept any further verbal challenges. Try to divert the young person’s attention into a distraction of more positive behaviour. If a young person makes a threat, divert the threat. Do not leave the young person in the position where you have not offered an alternative. If no alternative is offered the young person may have to carry out the threat.

**Behaviour that challenges, involves the young person AND the respondent.** Ensure that your own behaviour or use of language does not provoke the young person or escalate the situation. Be prepared for an intervention to go on for a long time. Do not allow yourself to become emotionally involved.

## 8 Liaison with parents/carers and other agencies

- 8.7 Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff.
- 8.8 Building school life into a natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures. We also expect parents to provide nourishing packed lunches.
- 8.9 We ask parents to work with the school in support of their child's learning, which includes informing the school of any personal factors that may result in their child displaying unexpected behaviour.
- 8.10 We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.
- 8.11 In the case of fixed term exclusions, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school, ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child upon their return.
- 8.12 The Headteacher will ensure that parents are kept up to date with changes in young person behaviour.
- 8.13 Up-to-date behaviour guidelines are sent home and are discussed in more detail with parents in termly meetings (annual reviews and progress reviews) and when requested.
- 8.14 An increase in behaviours that challenge should be discussed with parents to determine if there are any changes at home and to determine if the same behaviours are being seen at home.
- 8.15 Sudden changes in young person behaviour to be reviewed by a Medical Practitioner to rule out medical issues. The Headteacher or School Leadership Team to discuss this with parents. The School Leadership Team will determine if a CAMHS referral is required to provide more support to the young person and their family.

## **9 Managing pupil transition**

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.



## 10 Organisation and facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.

Due to individual needs of the pupils there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or room. In these situations, children are monitored at all times by an adult and used for no longer than is necessary. This time should be used as constructively as possible and children are supported in getting back into class.

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

1. Child protection & Safeguarding
2. Anti-Bullying
3. E-safety & Acceptable Use
4. Home-school agreement
5. SEND
6. Physical Intervention
7. PSHE
8. Equality, Diversity & Cohesion
9. Attendance
10. Teaching & Learning
11. Off-Site Visits & Outdoor Education
- 12. Health and Safety**

## 11 Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the headteacher

This policy was last reviewed in March 2024



**Refusing to  
complete  
work**

- Address the refusal
- Change of face (EG then SLT)
- removal of self or others
- Call home

**Refusal to  
follow  
instructions**

- Give another chance
- Change of face (EG then SLT)
- Removal of self or others
- Call home

**Unsafe  
behaviours**

- Address the language
- Change of face (EG then SLT)
- removal of self or others
- Call home

**Disrespect of  
each other  
students and  
staff**

- Address the concern
- Change of face (EG then SLT)
- removal of self or others
- Call home

## Bullying

- Address the concern
- Change of face (EG then SLT)
- removal of self or others
- Call home

## Deliberate damage to property

- Address the concern
- Change of face (EG then SLT)
- removal of self or others
- Call home

## Disruption to lesson

- Address the language
- Change of face (EG then SLT)
- removal of self or others
- Call home

## 3 calls or more home in a week

- Half a day in reflection room.

## Appendix Two – Behaviour Escalation Procedure

