



STEPHEN HAWKING SCHOOL

POLICY

Behaviour Policy

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Behaviour Policy

Introduction

Stephen Hawking School believes that all behaviours have meaning and that pupils' behaviour is inextricably linked to their communication. With this in mind, all pupils need to be treated with respect and as individuals.

This behaviour policy does not stand on its own and is strongly embedded in our Communication Handbook, Communication, Language and Literacy policy and our Safeguarding policy.

Legal Requirements

All schools must have a behaviour policy that accurately reflects the strengths and needs of the pupils. This policy must be upheld by all members of the school community and reviewed annually. This policy will set out measures by which the school aims to:

- promote positive behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Behaviour and Discipline in Schools. Advice to Headteachers DfE 2016

Aims & Objectives

It is essential that, as a school community, we have a clear and comprehensive behaviour policy that directly supports the achievement of all pupils. As such, the aims of this policy are to:

- Ensure that there is a clear pathway to facilitate appropriate support for children with regards to behaviour
- Ensure consistency and equity in our approach for all children
- Provide links to other policies, where appropriate.

Implementation

Promoting positive behaviour

Our role as staff:

- Be aware of your responsibility as a role model
- Be aware of the communication needs of all the pupils with whom you work
- Always give pupils time to respond to you

For more information, refer to Appendix 1: Staff Code of Conduct. In addition, The Stephen Hawking School Communication Handbook.

The day to day planning of educational experiences should:

- Include IEPs for every child in the following areas and ensure that agreed teaching strategies acknowledge consistent approaches to behaviour:
 - communication and interaction
 - social emotional and mental health (independence)
 - physical and sensory
 - cognition and learning
- In addition to the IEPs, some children may also require a behaviour support plan which ties together all agreed strategies designed to promote progress and ensure consistency
- An individual risk assessment for every pupil. Where appropriate, references will be made to agreed teaching strategies linked to a child's communication IEP and/or their behaviour support plan
- Provide pupils with a range of opportunities to practise established skills and gain confidence in a wide range of settings
- Provide an environment that supports self-initiated play/leisure activities and enables access and independence
- Promote effective communication between pupils as well as between adults and pupils
- Provide every pupil with appropriate challenge
- Enable staff to support and intervene positively, developing or diverting activities rather than stopping them

Behaviour support plans and IEPs must be discussed and agreed at Annual Reviews or during additional parent conferences alongside other relevant professionals such as the speech and language therapist.

Communication

We recognise that all types of behaviour, including those that may be perceived as challenging, is a child's way of communicating. See the Communication Handbook for further information on supporting children in developing appropriate methods of communication.

Appropriate Touch

Touch is essential in order to provide sensitive and good quality care for the pupils we support. Used in context and with empathy, touch supports the development of our interactions with the pupils we teach. Touch must always be necessary and age appropriate. Staff must risk assess the situation when using physical touch.

Purpose of touch:

- Communication: reinforcing, supporting, guiding, interacting, making use of identified "touch cues"
- Physical prompts
- Intensive Interaction
- Play
- Emotional reasons: reassurance
- Personal care: medical and nursing care
- Intimate care: changing nappies/pads, showering, dressing
- Protection, e.g. from danger

Staff should always consider touch as providing positive experiences/support. As far as possible, the pupil involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don't want to be touched. Staff should be sensitive to any changes of behaviour (over excitement or negative reactions) that might indicate the need to reduce or withdraw touch and record this on the pupil profile under top tips for supported learning. Where possible, staff should minimise the use of touch in order to provide pupils with opportunities to complete tasks independently and to avoid a reliance on touch and prompts in later life. Staff should always allow appropriate amounts of time to allow the pupil time to respond and complete a task or follow an instruction on their own.

Potential challenges of touch:

- Staff must be sensitive to the danger of touch being misunderstood and triggering sexual arousal and so must be alert to all feedback signals from the person they are working with.
- Pupils may inadvertently touch intimate parts of a member of staff's body when there is no sexual understanding or intent. Staff should withdraw without significant negative feedback. The incident should be recorded on CPOMs.

Intimate Care: It is never appropriate for staff to touch a pupil's intimate areas except as part of intimate or medical care (see intimate care policy)

[Recognising achievement](#)

Positive behaviour should be reinforced, for example;

- Acknowledging when a pupil has been helpful in the general routine of the class or supportive of another pupil
- Acknowledging when children are behaving positively in contrast to any challenging behaviours they may present e.g. engaging appropriately within an adult led session.
- Reporting to parents either via home-school book or a phone call and providing a description of the positive behaviour so that families have the opportunity to reinforce this at home.
- Giving certificates for positive behaviour. The certificates are presented during good work assemblies, sent home with the pupils with a copy kept in their records of achievements.

[Defining challenging behaviour](#)

At Stephen Hawking School, we define challenging behaviour as behaviour which:

'is of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion.'

Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists, (2007), Challenging behaviour – a unified approach.

Identifying and supporting low level challenging behaviours

Every child with challenging behaviour is an individual whose needs and communication will vary from others. In order to manage these the following are important;

- Consistent routines
- Consistent communication strategies which are documented on the pupil profile and in their Communication IEP
- Relevant and appropriate learning activities
- Consistency between all staff – shared, reviewed and minuted in class meetings and whole site staff meetings
- Clear communication between home and school through phone calls, meetings and home school diaries

Supporting parents with their child's challenging behaviours

Children may often present different behaviours at home and school. It is important that we maintain good communication links with parents to help address these including regular phone calls, home school diaries and meetings.

Where behaviour is challenging at home, class staff and other professionals can offer a range of strategies and support including, but not exclusively:

- Supporting parents in completing ABC (antecedent, behaviour, consequence) forms to identify recurring patterns of behaviour (see appendix 2)
- In home support from professionals such as the speech therapist and/or occupational therapist to put new, or to strengthen existing, communication strategies in place
- Support for parents from the education psychologist, including post diagnosis support

Identifying and supporting high level challenging behaviours

When an IEP that has been drawn up with all class staff and parents and discussed at the appropriate Key Stage and/or staff meeting is not enabling a pupil to progress, it is essential that we increase our support to the pupil. It should not be seen as a failure on the part of either staff or the pupil but as a necessary re-assessment of need and part of the continual process assessment, planning and evaluation, a process that we consider a strength as a special school.

If the team around a child (TAC) feel further support is needed around behaviour the following process should be followed:

- Set a meeting with a member of SMT

It is important for all staff to remember that they should feel free to discuss, confidentially and informally, issues of concern regarding pupils and their behaviour with their fellow class staff or a member of SMT at any time.

- From your own records, from class staff and across your Key Stage collect together the information available so far, for example:
 - current communication IEP
 - current behaviour support plan (if there is one in place)
 - a clear description of the challenging behaviour using ABC charts (see appendix 2)
- Arrange a TAC meeting with all relevant professionals and the child's parents.

At the meeting the information available so far will be reviewed, any gaps identified and the arrangements necessary to bridge them. A first draft of the Behaviour Support Plan (see appendix 3) and risk assessment will be agreed. This will lay out a child's red (crisis) behaviours and amber (warning) behaviours. These plans need to be reviewed at least termly and signed and dated by parents.

Prior to the TAC meeting consider the following points:

Contact with the parents up to the decision to begin a behaviour programme

- What contact has there been so far?

Date and agenda for TAC meeting

- In attendance:
 - Class teacher
 - SMT member
 - Speech and Language Therapist
 - depending on the circumstances of the child, others may include; home school liaison officer, Educational Psychologist, Social Worker, Occupational Therapist
- Aims of the meeting:
 - to ensure that all involved in the education and care of the child can work together to improve outcomes for the child
 - to discuss and share openly issues that are causing concern
 - to share information about sources of support, for example the Parent Advice Centre
 - agree an action plan
- Agenda:
 - Introduce everyone in attendance and the experience they bring to the meeting and outline the agenda
 - Describe the current behaviours, the degree of difficulty
 - What is working and what is not working well – at home, at school?
 - How can the class team and parents best work together?
 - What additional support may be available

The agenda should be clearly explained to the parents and a written record of the meeting together with a copy of the behaviour programme should be given to them.

Record of meeting

This needs to be clear and concise, recording concerns and discussions rather than a written record of who said what.

A template for recording the meeting is available in the appendix.

Agreed method of reporting progress

Consider what is best for the family concerned. Will this be done by telephone/ book - daily, weekly, monthly or a combination?

Don't agree a "reporting bad incidents only" method, make sure you share successes as well as difficulties.

Pupil's role in home- school communications

- Can the child be supported to give an account of the day?
- Can they carry their home/school book home?
- Will the book be read to them by parents, teacher or both?

Refer to the Stephen Hawking School Pupil Voice Policy for more information about this.

Date of next meeting

Always agree this before the end of every meeting or state clearly if no further meetings are necessary.

Parental support and responsibilities

We aim to work with all parents/carers and families. We aim to keep parents/carers informed of all behaviour plans and individual work plans. A home-school book is written regularly to inform parents of day-to-day issues. Parents are encouraged to come to parent meetings and annual reviews.

Sometimes changes to medication or family circumstances can have an impact on children's behaviour and communication. Parents/carers must take responsibility to inform the school of anything they feel may have an effect on their child's development, for example;

- new medication or changes of medication,
- any trauma
- any new behaviours or problems experienced at home
- any changes to the family dynamic that may cause the child any upset

Procedure for managing incidents of challenging behaviours

- When an incident occurs, the Behaviour Support Plan must be followed and agreed action taken
- The incident must be recorded on an ABC chart (see appendix 2) completing all the relevant criteria. It should also record any action that was taken including Physical Interventions (PI).
- If the challenging behaviours are recurring with a specific pupil then an ABC chart (see appendix 2) can be used to record the time, place and behaviour that is occurring throughout the day
- Staff dealing with the incident must record any injuries they have received in the accident book at Brunton Place and on Medical Tracker at St Jude's Rd.
- If another pupil has been injured then this must be recorded in the accident book at Brunton Place at on Medical Tracker at St Jude's Rd. If the injured person goes to hospital at any point as a result of an incident at school, an AIR (accident/ incident report) form must be completed and a member of the SMT must be informed immediately.
- First Aid must be given to the injured pupil and time given for the pupil to calm down. This must be recorded on an accident form at Brunton Place and on Medical Tracker at St Jude's Rd.
- Parents must be informed of the injury by a phone call and then through the Home/School communication book.
- A member of the senior management team must to be informed of all serious incidents so that any follow up needed can be arranged.
- The senior management team will be updated on any behaviour plans and relevant concerns during senior management meetings.

Physical Interventions (PI)

A physical intervention is any use of force by a person or persons to control another person who is displaying behaviour which could cause themselves or others serious harm. Any physical intervention used must be an agreed and taught positive touch strategy, one that is designed to ensure that the pupil is safe and the adult member of staff is calm.

A physical intervention must only be used when it is absolutely necessary and the intervention used must be reasonable and proportionate to the challenging behaviour being observed. Any physical intervention must be carried out by staff trained in positive touch methods.

A planned physical intervention must be written into the pupil's behaviour support plan and be agreed by all staff working with the pupil and their parents/carers. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan (see appendix 3). In the event of an unplanned physical intervention being used, the member of staff must complete a dynamic risk assessment (observing, assessing and analysing an environment while we work, to identify and remove risk) to ensure it is the reasonable, proportionate and necessary action to be taking. This must be reported as soon as possible to the Head of School.

Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. The PI must be led by one person and language must be kept to a minimum. Visual aids should be used to support the pupil when calming down, as per their individual behaviour support plan.

All physical interventions should be recorded, by the staff member involved, on the positive touch record chart (see appendix 4). If a child requires frequent physical interventions, as detailed in their behaviour support plan the frequent use positive touch chart (see appendix 5) can be used.

Staff must report any incidents to the class teacher, and SMT. In cases where a number of interventions are required on a daily basis it may be more appropriate to liaise with SMT on a weekly basis rather than after each intervention. Incidents of challenging behaviour will also be reported to parents where appropriate and relevant, taking into account any issues related to the pupil's well-being at home.

Supporting staff

Behaviours that warrant a formal Behaviour Support Programme will bring into play a full set of support structures.

Allocation of additional resources

- Non-contact time for meetings with parents and/or other professionals
- Classroom equipment
- Other staff to help in observations/videoing

Monitoring/mentoring

- This will be available from members of the senior management team as well as peer mentoring as necessary.
- Dates/frequency should be set at the beginning of agreeing and negotiating the programme. These must be in addition to any other day to day support that comes as part of working as a team.

Additional arrangements

The period of the Behaviour Programme is could involve a time of considerable stress for the staff involved:

- contentious and/emotional meetings with parents
- physical exertion
- the possibility of physical or verbal attack – training in positive handling is available to staff who need support in managing children with challenging behaviour

It is important for everyone involved, not least the pupil, that staff should feel free to ask for additional support and to be able to call at any time on senior staff to cover them for a period of respite.

Assessment

This policy will be shared with all class teachers and support staff at the beginning of each academic year. Classroom practitioners are invited to feedback to the senior management team about the effectiveness of this policy and the appended proformas. Its effectiveness will be assessed as part of an on-going process of self-evaluation.

This policy, as with the aims of the school, needs to be regularly evaluated, discussed and reviewed by the senior leadership team, Governors, parents and the Local Authority.

APPENDIX 1

CODE OF CONDUCT FOR EVERYONE WORKING WITH THE PUPILS AT STEPHEN HAWKING SCHOOL

THE NEED FOR CONSISTENCY:

All people working with the pupils must be fully aware of the school's Behaviour Policy and give an active commitment to its broad aims and requirements as well as to the practicalities of implementing individual behaviour programmes. This is essential for a positive ethos that enables all pupils to be successful and active learners.

RESPECT ALL PUPILS AS INDIVIDUALS, WITH INDIVIDUAL STRENGTHS AND NEEDS:

Always - Give pupils the time and opportunity to respond to you

When helping a pupil, hold their hands or put your hand on their shoulder

Acknowledge a pupil's behaviour, however challenging, as their way of communicating

Never - Pull or push

Help a pupil along by their wrist

Make threats or promises you don't mean or can't keep

Label a pupil's behaviour as "bad" or "naughty"

BE AN ACTIVE COMMUNICATOR:

Always - Give a pupil eye contact even if it means bending down or going on the floor Sign or/and give a tactile cue AS WELL AS saying

Allow plenty of time for a response

Never - Shout, unless it is an emergency or absolutely necessary

Conduct a personal conversation with another adult over the heads of the pupils

BE AWARE OF YOUR RESPONSIBILITY AS A ROLE MODEL:

Always – Dress appropriately

Never - Chew gum

Disturb a class, unless it is an emergency or you have made an arrangement with the teacher

Walk round while you are eating or drinking

Sit on tables or other work surfaces

ACTIVELY LOOK TO PROMOTE POSITIVE BEHAVIOUR:

Always - Encourage play between pupils

Get involved in activities

Be clear in your praise

RESPECT AND BE AWARE OF THE NEED FOR CONFIDENTIALITY:

Always - Chose a suitable place and time to discuss sensitive matters

Deal with a child's personal needs discreetly

Respect parents, they didn't choose their role as carer, you did!

Never - Talk about pupils in front of them

Enter the toilets or changing rooms unless you are caring for a pupil

ABC assessment form -**example**

APPENDIX 2 ABC assessment form

Time	Setting events	Antecedent	Behaviour	Consequence
	Playground, softplay room, toilet, classroom ...	i.e. What comes before the behaviour. Where was it? Who was there? What was happening?	The specific behaviour Paint a very clear picture of what happened.	What happened after the behaviour? What did I use as a consequence? What did I say? What did the child's behaviour achieve?
Time	Setting events	Antecedent	Behaviour	Consequence
22/5 11:30	<i>P.E. in the hall (combination of two classes)</i>	<i>Sat down by computer screen against the wall listening to music and watching others Song was changed</i>	<i>Lying on the floor and screaming Kicking legs out</i>	<i>Taken for a walk by familiar adult holding one hand "X walking" Calmed and returned to own classroom Achieved – change of location</i>

Time	Setting events	Antecedent	Behaviour	Consequence
	Playground, softplay room,toilet, classroom ...	i.e. What comes before the behaviour. Where was it? Who was there? What was happening?	The specific behaviour Paint a very clear picture of what happened.	What happened after the behaviour? What did I use as a consequence? What did I say? What did the child's behaviour achieve?
Time	Setting events	Antecedent	Behaviour	Consequence
Time	Setting events	Antecedent	Behaviour	Consequence

**APPENDIX 3
Behaviour Support Plan**

Name of child: _____ **Class:** _____ **Date:** _____ **Teacher:** _____

Red Behaviours	Why might the behaviour be happening	Warning behaviours	Active Amber Strategies	Reactive Red Strategies

Behaviour support plan will be reviewed fortnightly during team meetings and amendments will be made if necessary.

Parent signature:

Behaviour Support Plan - example

Name of child:

Child X

Class:

Date:

Teacher:

Red Behaviours	Why might the behaviour be happening	Warning behaviours	Active Amber Strategies	Reactive Red Strategies
Kicking Hitting Biting Thrashing and flipping on floor Screaming Pulling hair Head banging Hitting own arm onto hard surfaces Pinches and bites own arm	Enjoyable activities finishing Wanting more	Makes a high pitch vocalisation Grabs at people or objects he wants Hits arm out to the side onto a surface Drops to the floor	Place item into the red finished box and repeat once if necessary Instantly show him their 'now and next' and introduce the next activity If they doesn't respond, then support him to take a break 'X break' using object of reference	Bring a large bean bag over to X Support them to sit down and offer deep pressure If X is unable to calm down, then the following Team Teach intervention may be needed by a trained member of staff: Double Elbow, Single Elbow, Hair Pull Release, Bite Release

Behaviour support plan will be reviewed fortnightly during team meetings and amendments will be made if necessary.

Parent signature:



Positive Touch Record Chart (Please refer to the school's Behaviour Policy)

Name of pupil:

Class :

Date of incident:

Location incident occurred:

Reporting staff:

Other staff involved:

Other witnesses:

Start time:

End time:

Day of week:

Session:

Staffing for session: (initials)

Other pupils present: (initials)

Antecedent	Behaviour	Consequence
i.e. What comes before the behaviour. Where was it? Who was there? What was happening?	The specific behaviour Paint a very clear picture of what happened.	What happened after the behaviour? What did I use as a consequence? What did I say? What did the child's behaviour achieve?

1) Was the pupil's Behaviour Support Plan followed?

- No plan was in place
- Yes, and was adequate to manage the incident
- Yes, but additional measures were needed and/or behaviour had not been experienced before and the Behaviour Change Support Plan will need reviewing as a result of the incident

2) Reason why reasonable force was thought necessary (please tick only 1):

- The pupil was at immediate risk of injury
- The pupil was placing other pupils at risk of injury
- The pupil was placing staff or others present at risk of injury
- Property was about to be damaged
- Other – please explain

3) Description of physical interventions used

please tick all that apply

Technique used	Time applied for	Technique used	Time applied for
<input type="checkbox"/> single elbow		<input type="checkbox"/> Leg support	
<input type="checkbox"/> figure 4		<input type="checkbox"/> Head support	
<input type="checkbox"/> double elbow		<input type="checkbox"/> back ground recovery With leg support	
<input type="checkbox"/> wrap			
<input type="checkbox"/> front ground recovery <input type="checkbox"/> With leg support		<input type="checkbox"/> Other (please specify)	
Location:			
<input type="checkbox"/> Supported sitting on 3 chairs <input type="checkbox"/> Supported on floor – child dropped to floor <input type="checkbox"/> Supported on floor – child taken to ground			
Time applied for:			
Breathing monitored by:			
<input type="checkbox"/> Supported into standing using pupil's own movement and momentum		Number of staff involved and initials:	
<input type="checkbox"/> Supported into standing against resistance		Number of staff involved and initials:	

4) Post incident support

How was the pupil calmed after the incident?

- Quiet time allowed:
- Praised for appropriate/on task behaviour
- Other - please state:

o Other – please state:

- Head of school informed (if not reported to directly)
- Other action taken (please state)

Signed:(SMT)

Date:

Signed: (HoS)

Date:

Other Professionals informed

Name	Role	Date informed	How and by who

Appendix 5

Positive Touch Chart

Child:

Date	Time	Hold/strategy used	Reason	Location	Staff Present	Name and signature of staff recording		Signed (SMT)		Reported to parents	
						Name	Signature	Signature	Date	Y	N

Positive Touch Chart – example

Child: X

Date	Time	Hold/strategy used		Reason	Location	Staff Present	Name and signature of staff recording		Signed (SMT)		Reported to parents	
							Name	Signature	Signature	Date	Y	N
19/11	11:20	1 person	✓	Screaming Kicking Music stopped	Hall							
		2 person elbow										
		1 person T wrap										
		1 person										
		2 person elbow										
		1 person T wrap										