

## Behaviour Policy

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## Introduction and ethos

### Our School Vision

To inspire and empower our pupils and our community to be ambitious, fearless and successful

At Stephen Hawking School we believe that all behaviours have meaning and that pupils' behaviour is a crucial aspect of their communication. All communication is acknowledged, interpreted and respected, and staff are skilled in interpreting and analysing different scenarios to understand why behaviours have occurred in order to plan proactive responses to this and reduce further instances of behaviour.

We recognise that our pupils have a range of learning difficulties which can impact their behaviour. All pupils have cognitive and communication impairments. Many have sensory and physical impairments, high levels of medical needs and some have social and emotional difficulties. Each of these difficulties impacts on our pupil's abilities to:

- Understand and remember and learn from previous experiences, events and practices
- Express their concerns or fears
- Move away from stimuli which causes distress
- Prepare for and anticipate multisensory stimulation

Supporting pupils with their behaviour responses is part of everyday learning and permeates into all wider learning. All staff should be aware of the needs of individual pupils and make the necessary adjustments to remove unnecessary triggers. The abilities and needs of pupils are very specific to each individual. Therefore, effective preventative interventions should be individually designed for each pupil in order to promote positive behaviour and wellbeing. Key points to consider are:

- Be proactive and promote learning in a positive way. Prevention is the focus rather than reaction
- Negative reinforcement, fear and punishment should not occur in any way

- Seek ways of communicating with pupils that are effective for that individual so that they have a voice
- Respect the right to refuse

We believe that there is no 'bad' behaviour and that all behaviours tell us something is wrong. Some negative behaviours can evolve when pupil's needs are not considered (e.g. boredom). The school curriculum supports pupils to learn and understand about behaviour through personal and social development and social and emotional development activities. The environment that pupils are in is an extremely important factor and they can learn respect for themselves and others within a positive environment with good modelling. Pupils are encouraged to participate at their level in all activities so they can build belief in their abilities and grow in confidence and reduce learned helplessness.

We respect all individual rights of our pupils and acknowledge that any pupil has the absolute right to refuse to participate in an activity. Staff endeavour to explore and understand why a pupil does not want to engage and strive to identify individual specific motivators. They reflect on pupil-centred information and environmental factors to create stimulating enabling environments which encourage engagement.

### Aims & Objectives

As a school community, we have a clear and comprehensive behaviour policy that directly supports the progress and independence 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 to learn to manage and regulate their behavior, utilising a range of different strategies to support communication and sensory regulation
- Ensure consistency and equity in approach for all children whilst taking into account individual abilities and needs
- Promote independence in managing positive behaviour
- To celebrate success of pupil's personal development
- Minimise the need for physical intervention and only use this in extreme circumstances and in the best interests of the child

When promoting positive behavior staff will:

- Know the expectations and responsibility of being a positive role model
- Be aware of the communication and sensory needs of all the pupils with whom they work
- Use motivators and clear communication to encourage positive behaviour
- Always ensure pupils have the required processing time to respond and understand that when pupil's arousal levels increase this can lead to inappropriate behaviour
- Work together with professionals and families to find solutions and create enabling learning and teaching environments to support positive behaviour
- Promote effective communication between pupils, their peers and adults
- Ensure every pupil has a curriculum offer with appropriate challenge

### Communication

At Stephen Hawking School behaviour, including that which may challenge, is viewed as an important aspect of a child's way of communicating, and acknowledgement of pupil voice is a non-negotiable. To minimise behaviours presenting, communication and pupil voice should be a high priority in all classrooms and around the school building. Pupils should be aware of what is expected of them and this must be communicated in the most appropriate way for the child's communicative level with further adaptations made to support specific pupils. It is expected that this will be facilitated through a range of appropriate communication systems and that all pupils are able to communicate at all times, with regard to learning and emotional need, during the school day. This includes being able to express their feelings and emotions. Enhancing the communicative capability of pupils and helping them to learn meaningful ways of communicating their needs is important in developing positive behaviour. Pupils who have not yet learned more appropriate ways of communicating may use unwanted behaviour instead.

All pupils have the right to refuse and this must be accepted. Pupil's ability to understand and process what is being communicated, particularly if they are dysregulated, must be considered at all times with a shared understanding that response times can vary significantly between individuals. Repeating information or

trying to rush someone can potentially make it harder for them to understand what you are asking them to do and lead to further behaviour. It may be appropriate to re-offer choices/activities when the pupil is ready to do this. There may be exceptional circumstances when it is essential that instructions are followed such as in an emergency evacuation. This will be managed sensitively in order to maintain safety of all and minimise distress to the pupil.

### Appropriate Touch

For those pupils with Multi-Sensory Impairment (MSI), touch can be used in context to support the development of interactions between pupils and adults in school. Touch must always be necessary and age appropriate. Staff must be aware of the individual pupil's support plans and risk assess the situation if physical touch is necessary.

Pupils who have sensory processing needs may require touch or physical contact to support them in regulating. This should be detailed in their support plan and followed supporting adults. Touch should be used to provide positive experiences/support. The pupil involved should be given the opportunity to consent to any touch given and staff must be sensitive to any verbal and non-verbal communication the pupil may give which indicates that they do not want to be touched. This must be respected and touch withdrawn as indicated. Staff should be observant of any changes in behaviour (over excitement or negative reactions) that might indicate the need to reduce or withdraw touch. Staff should always offer appropriate processing time to enable the pupil to respond on their own.

### Recognising achievement

Positive behaviour should be recognised and reinforced by:

- Ensuring pupils know they have done the right, through use of the pupil's preferred communication system
- Sharing examples of positive behaviour with families so they have the opportunity to encourage this at home
- Giving certificates/rewards for positive behaviour and being clear with pupils about what they have achieved

We understand that rewards and celebrating success as well as positive behaviour towards others is an important part of life both in school and at home. Rewarding pupils makes them feel valued, builds confidence and motivates them to achieve.

Identifying and supporting behaviours that may challenge

Every child is an individual whose needs and communication will vary from others and behaviour responses are informed by an individual's prior experiences. It is essential that positive relationships are built between pupils and staff in order to modify specific behaviours. Pupils need to be given time to settle into their new environment and during this time, staff will work hard to get to know the pupil and begin to build secure relationships with them. Research from Trauma Informed Practice shows that children and young people who have endured Adverse Childhood Experiences (ACES) are likely to present with a reduced impact in their ability to regulate their behaviour.

**Adverse Childhood Experiences can include:**

- Prejudice – due to disability
- Survivorship – many of the pupils have severe health needs from birth or have had traumatic births/early separation, experienced invasive medical procedures or prolonged stays in hospital
- Household or family adversity – due to the added pressures of having a child with a severe disability that often has an adverse effect on families such as poor or inappropriate housing, additional costs, childcare concerns
- Violence – some families have been the victims of domestic abuse or been adversely affected by crime or gang membership
- Adjustment – parents of children with disabilities are more likely to separate

Some of our pupils are affected by one of these ACEs however some pupils have been affected by a number of ACEs. As such staff must be aware of the need to consistently follow practice which recognises the need to accept and understand how pupils are feeling, processing and understanding the world around them. By placing ourselves as their partners rather than their superiors we can develop effective relationships which are founded in trust, understanding and empathy.

## The Pair of ACE's

### ADVERSE CHILDHOOD EXPERIENCES



### ADVERSE COMMUNITY ENVIRONMENTS



Research into trauma explains the functions of dysregulated behaviour. Children who have experienced developmental trauma have to cope with:

- Not enough attention/failure to meet basic needs
- Too much danger

There are therefore two primary functions of behaviour:

- Need fulfilment
- Danger avoidance/safety seeking

Examples of other factors impacting on behaviour/regulation include:

- Difficulties with sensory processing and regulation
- Sensory sensitivity or overload/increased arousal levels
- Experience of pain
- Unmet need including lack of stimulation

- Uncertainty of what is happening and what is happening next
- Challenges/frustration in communicating needs, feelings and preferences

The key to supporting and teaching our pupils is the quality of relationships that they have with the people around them. Trauma impacts on relationships and it is our role at school to create and model relationships with pupils which are caring, consistent, empathetic and nurturing.

Enhancing pupil self-esteem is acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour. It is recognised that when pupils' arousal levels increase this can lead to a change in behaviour. As pupils grow and develop (including puberty and adolescence) they experience changes which may impact on their mood, temperament and behaviour. Therefore a strong emphasis on Personal, Social and Emotional development, including Sex and Relationship education, within the curriculum is essential, which is adapted to meet individual needs.

We ask everyone to try to anticipate pupils' emotional responses by observing and anticipating patterns.

- Observe yourself – notice your own cues of distress, support needs or loss of control
- Modulate yourself – if you can only stay in control of one thing, make it be you
- Co-modulate your pupil – mirror what you see and cue support and reinforce use of regulation strategies
- Pay attention to opportunities for control. Do this after everyone is calm
- Reflect, process, limit set, problem solve
- Work with pupils to build an awareness of what is going on emotionally for them, the ability to recognise and name emotional states and an understanding of where these states come from

Families have a vital role to play in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that families will give their full support in dealing with their child's behaviour.

## Environments

All environments are considered from the pupils' perspective as much as possible and are designed to promote independence and self-management. Staff teams will continually adapt their learning environments in response to the needs of the pupils. This includes the use of sensory integration in the environment. The level of stimulation in the environment will be in response to the arousal levels demonstrated by individual pupils. Where appropriate it may be necessary to restrict access to the wider environment in order to ensure pupils safety. This is considered on an individual basis as required. Pupils will never be left in an environment on their own without a staff member being present. In an extreme circumstance where pupils indicate they wish to be alone staff will respect this and move away as appropriate ensuring a form of visual contact can be maintained. Where the use of these environments is required such as the safe space, the rationale for this will be clearly documented in individual pupil's support plans and closely monitored by the class team and senior leaders. The use of buggies or specialist equipment such as seating and standing frames must never be used as a form of restraint.

## Self-regulation Zones/Calming Spaces

When a pupil is dysregulated, staff can create a safe space around the pupil to enable them to regulate. Examples of this could include ensuring the room/space is vacated by other pupils/staff, or supplying sensory integration equipment that could support them in regulating such as a peanut ball, bear hug, dark tent or fidget toys. It is essential that pupils are supported in learning how to request a space of this nature in order to modify behaviours. Alternatively, a pupil may use a Calming Space to support them in regulating their emotions and sensory needs. These spaces are usually small areas within the school setting that are free from any objects and minimal furniture as appropriate. These areas will usually have no doors and the pupil will be able to leave at any time. A calming space can be created around a pupil if they become dysregulated and are finding it hard to move somewhere else. Pupils should not be being routinely escorted to the Calming Spaces.

Maintaining the safety and wellbeing of pupils and staff is our highest priority. If a pupil is displaying they are in a heightened state of anxiety or distress it may be appropriate for them to have a Self-Regulation Zone created around them or be given an opportunity to access a Calming Space within the school premises. Regular opportunities will be provided by staff to interact with and support the pupil to re-engage with their peers/activity as appropriate.

If a child is regularly being directed to access the Calming Space, the situation must be reviewed at least half-termly and the pupil's support plans must be reviewed and adapted to reduce the likelihood of it reoccurring. This should be shared with the senior leadership team for monitoring and reviewed as appropriate. It is essential that staff responses to incidents of behaviour are considered and consistent to maximise pupil's ability to learn to modify their behaviour over time. If a pupil has been physically supported to access a Calming Space, staff must complete a 'Post Incident Analysis' to reflect whether this is an appropriate response. If there is a significant increase in the number of times a pupil is accessing a Self-Regulation Zone or Calming Space during a school day, the family must be informed of this by telephone before the end of the school day.

### Training and Support

At Stephen Hawking School we support the use of a range of strategies which are appropriate to meet the needs of individuals. Training is provided throughout the year, by key members of school staff with the support of therapy teams. There is a particular focus on communication systems and sensory processing and regulation. External training is accessed when needed. Training needs are identified through the performance management cycle and development opportunities are provided accordingly.

Stephen Hawking School uses Team Teach which is an accredited approach to positive behaviour management (recognised by BILD) where the focus is on de-escalation and prevention rather than the consequences of unwanted behaviours. It provides positive handling strategies to support staff in managing situations that could become challenging. Identified staff complete the programme to equip them with the skills to reflect on situations and identify possible solutions for individuals. The headteacher is responsible for ensuring staff have up to date Team Teach training.

Staff are an excellent source of support for pupils and their colleagues and sometimes a change of person may be necessary to support a pupil to manage a situation. Further training in understanding and managing behaviour should be discussed with the head teacher.

The senior leadership team are available in the event that additional support is required. Contact should be made via telephone or by page system if necessary.

### Specific Behaviours

All behaviours are seen as communication. On occasion, presenting behaviours can be very concerning and require carefully considered responses. In circumstances where behaviours appear to be targeted at an individual, specific risk assessments will be put into place with the aim of reducing the behaviour. Where a pupil displays behaviour such as those which could appear to be sexualised, extreme changes in behaviour or emotional presentation, this should be recorded in CPOMs and discussed with the Designated Safeguarding Lead (DSL) as soon as possible after the behaviour is seen. The DSL and class team will discuss necessary monitoring, risk assessment and further action/support (see Child Protection Policy and RSE Policy for further advice). As appropriate this will be shared with the therapy and nursing team and referrals to external support services will be explored as required. Pupils who display inappropriate behaviour will have a behaviour support plan with strategies to address this. These will be reviewed on a termly basis or as the need occurs.

### Planning for Individual Pupils

Pupils requiring support with their behaviour will have individual support plans detailing strategies to be implemented to maintain appropriate arousal and engagement levels. These plans will detail what positive steps can be taken to minimise possible barriers to learning for each individual and can be adapted where appropriate with the support of the SLT and therapists as appropriate. Planning for supporting positive behaviour always considers both a pupil's individual communication method and sensory needs. This is embedded into holistic approaches for supporting each pupil.

Where there is a likelihood that a pupil may require the support of Physical Intervention, this will be clearly detailed in their support plans and the circumstances in which this may be needed.

## Responses to Incidents

There are immediate responses or actions to some incidents that occur but it must be clear that the below are completely forbidden:

- Excessive force/corporal punishment
- Shouting
- Deprivation of food and drink
- Use of or withholding medication
- Not accepting a pupil's refusal to take part in or withdraw from an activity
- Shutting a pupil in a room as punishment at any time even when with an adult

It is expected that staff act in a way that maintains the safety of pupils and staff. Responses to each situation will be very different for each pupil. Staff will follow the direction of the pupil's support plans to support them in self-regulating. For those pupils who display self-injurious behaviour it is essential that all staff working with them are aware of strategies used to reduce this behaviour as detailed in their plans.

## Reporting and Recording

The recording procedures are:

- Behaviour incidents are recorded on CPOMs, where an entry is made for the pupil who has displayed the behaviour which has led to an incident. Any other pupils or members of staff should be referred to by initials. In cases where the initials of pupils/staff may be the same, use the first and next initial to differentiate.
- If any person sustains an injury as a result of a behaviour incident, this should be recorded on Medical Tracker under the category of behaviour and cross referenced to CPOMs.
- Any form of restrictive physical intervention must be clearly recorded in the Bound and Numbered book by the person who carried out the intervention, ensuring the appropriate level of detail is completed
- Parents must be informed of any use of restrictive physical intervention.

- Pupil support plans and behaviour plans will be reviewed regularly to ensure strategies are effective in meeting the needs of individuals
- A member of the senior leadership team must be informed of any incidences of restrictive physical intervention

#### Maintaining Confidentiality/Professionalism

Matters discussed in a class team or within school regarding events that have happened, should not be discussed with anyone who does not have a direct duty of care to that individual. Confidential reports and incident recording systems should be password protected and only be accessible by those using them and the senior leadership team.

#### Restrictive Physical Intervention

At Stephen Hawking School we aim to avoid the need for physical intervention and regard this as a last resort which should only be used in extreme circumstances. It is not possible to define every situation in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories set out by the Law. Staff have a duty of care to support pupils to be healthy and safe but also to promote their rights and independence. This is both a legal and statutory duty as well as a moral and ethical responsibility in our role as educators. Staff should always act within the boundaries of this policy. Physical intervention will only be used when it is in the best interests of the pupil, in ways which maintain the dignity and safety for all concerned and when other less intrusive approaches have been tried and been found to be unsuccessful. Under exceptional circumstances it may be the first course of action, for example, where a child is about to run out in front of a car.

Restrictive physical intervention should only be used:

- Rarely and as a last resort
- All other possible alternatives have been considered and tried
- As part of a total response to a pupil's behaviour and not in isolation
- When a child is deemed at being in considerable danger of harming self or others
- Staff have been fully trained and following guidance from this policy and

they training

- Physical restraint or the picking up of a child must not take place when a pupil is refusing to move/sitting on the floor when there is no threat to safety or self/others being harmed

The use of unwarranted/unreasonable physical force can lead to a criminal offence. Only those trained in Team Teach should be involved in physical interventions. When physical restraint is used SLT should be notified and it must be recorded as soon as possible and no later than the end of the school day. Analysis and de-brief of the incident must take place after physical restraint has been used and must include discussion of any reparation of relationships in school which may have been impacted. Staff should reflect on the approaches used to manage behaviour and review their effectiveness. Parents should be notified that it has been necessary to physically intervene in order to keep their child safe. This must be done by the end of the school day at the latest.

The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involve a degree of physical contact with pupils. Force is usually used to intervene in order to have an element of control in a crisis situation. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as preventing a pupil experiencing violence or injury through use of physical intervention. All staff have a legal power to use reasonable force bearing in mind that the force used should always be the absolute minimum, for the minimum amount of time in relation to the circumstances.

Staff should always default to the least intrusive intervention appropriate to the particular circumstances which links back to rights and dignity, and health and safety. Under no circumstances should a person be held against any joints or if they are laying face down on the ground because the risks are significantly elevated. There is no place in the use of physical intervention to manage behaviour for techniques which will deliberately inflict pain.

### Review

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 leadership team about the effectiveness of this policy and the appended proformas. Its effectiveness will be reviewed as part of an on-going process of self-evaluation.

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




Appendix 1 – STAR behaviour observation record

Time & Date	Setting	Trigger	Action	Result
	Where?Context?	What comes before the behaviour. Who was there?What was happening?	The specific behaviour and what interventions were tried?	What happened after the behaviour?  Were interventions effective?

Appendix 2 – Individual Behaviour Plan

Individual Behaviour Plan (IBP)

Pupils Name:		
Date of Meeting:		
Background information :		
How happy am I ? 1 2 3 4 5 6 7 8 9 10		
Allow me to .....		
I communicate by...	I learn by ....	My sensory needs and environmental needs....
I need to learn .....	You need to help me by....	Things that make me feel good and increase my self esteem
Previous behaviours :		
Inappropriate Communication and Specific Behaviours	Strategies to support me	
Parents signature	Staff signature	
Review		
How happy am I ? 1 2 3 4 5 6 7 8 9 10		

Appendix 3: Restrictive Reduction Log



	date	Minutes in room with adult	Total	Minutes in restrictive hold	total	Reduction meeting notes
Week 1						
Week 2						
Week 3						
Week 4						

