

Behaviour for Learning Policy



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Langley School

Behaviour for Learning Policy

Rationale

The Governors and staff of Langley School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The school acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning. The Governors and Staff believe that trying to understand the uniqueness of each student is integral to effective behaviour management. Through positive management strategies, the curriculum and individual educational targets, pupils, whatever their Special Education Need and Disability (SEND), are supported to access all aspects of the school community.

Aims

At Langley School, we aim to create a culture where all individuals can:

- Feel safe in our environment
- Promote positive behaviour choices
- Develop emotional regulation
- Develop appropriate social skills
- Develop the ability to use taught strategies to manage feelings and behaviour choices
- Work closely with parents, carers and other agencies to provide a consistent approach to behaviour

Ethos

"Langley is a school where all individuals are valued for themselves and where all are expected to give of their best."

As a school, we work towards positive standards of behaviour based on the principles of mutual respect, care and understanding of each other's individual needs. We acknowledge that each of our pupils brings a variety of behaviour patterns based on their development, special educational needs and disabilities. We also recognise our responsibility in supporting our pupils with their social, emotional and moral development just as with their intellectual development, and crucially equipping our pupils with self-help skills and skills for life. This is reflected in the high standards of behaviour modelled for our pupils by staff.

We strive to ensure that the following aspects are an integral part of our culture and staff should demonstrate these qualities in their conduct;

- Tolerance
- Compassion
- Patience
- Positivity
- Calm
- Realistic expectations
- Role modelling

- Flexibility – How do we have to change?
- Consistency
- Modifying behaviour in percentages -celebrating each step made towards reducing negative behaviours

Langley Stars

- We keep people safe
- We use good thinking
- We use good listening
- We share and take turns

The role of school

As a school, we acknowledge our legal duty to make reasonable adjustments under the Equality Act 2010 in order to meet the special educational needs (SEN) of our pupils. This extends to the management of behaviour, in the context of Social and Emotional Health (as per the revised SEND Code of Practice 2015)

In our context it is vital that there is consistency in the positive behaviour strategies staff offer our pupils. Many of our children now have a primary diagnosis of ASD or have difficulties with communication, and it is our experience that our pupils benefit from clear boundaries and structured routines. However, we recognise that our children are all unique individuals and it is crucial that class teams reflect on their practice and work closely together to ensure consistent and effective behaviour strategies are put into place on an individual pupil basis. These are reviewed regularly within the class team and in collaboration with SLT, in order to revise strategies or seek additional support from external agencies as necessary.

Positive Strategies

At Langley School, we recognise the importance of creating a learning environment which supports our pupils to make positive behaviour choices, taking into account their individual special educational needs and by employing a range of positive strategies.

Environmental

We seek to ensure our classrooms are;

- Neat and tidy, and free from unnecessary clutter.
- Organised into supportive 'zones' such as TEACCH areas, movement areas (e.g. mini sensory circuit or trampoline), lego therapy area, quiet spaces (bean bag, ear defenders, social story space, book corner) and creative areas.
- Planned in their seating arrangements supporting peer dynamics and sensory/physical difficulties.
- Intentional and purposeful in their use of additional spaces such as the Sensory Room, Soft Play, Pods, corridor sensory circuits, the roof terrace, etc.
- Communication supportive with aids such as the visual timetable, task boards (e.g. now and next, sequencing strips, check list, rule reminder), symbols/photographs, objects of reference and aided language displays for pupils to refer to.

Communication

We recognise that communication whether by eye movement, gesture, sign or verbally is vital to our pupils' learning journey. We also acknowledge that certain behaviours can form part of our pupils' communication (please see section on Functional Behaviour Analysis for further information). Therefore, we seek to offer the following support as appropriate;

- Objects of reference, photographs and symbols

- Concise instructions – minimising language and allowing for processing time (a countdown of 5,4,3,2,1 is very effective for many of our pupils; consider a minimum of 20 seconds for a SEN pupil to process information)
- Visual support where possible including objects of reference and symbols.
- Makaton signing
- Aided language displays
- Communication books as directed by SaLT
- Scaffold and support children's processing skills visually (pictures, objects and gestures) and verbally (minimal language – information carrying words only)
- Who's Working with Who (WWW) boards: These are designed to help children transition and aid them in understanding change of locations and groupings for lessons.
- Language for behaviour (minimising language to use key information carrying words)

Sensory regulation

Many of our pupils have additional sensory needs which may display in their behaviour. As a school, we work with occupational therapy advice to identify and support our pupils' in their sensory regulation. This may take the form of;

- Occupational Therapist observations and questionnaires to identify a pupil's sensory profile.
- Access to a Sensory Circuit
- Equipment to support sensory regulation such as weighted jackets
- TACPAC and Handypac
- Equipment to support access to the curriculum such as writing slants, pencil grips, etc.

Emotional regulation

We recognise that many of our pupils' experience difficulties with their awareness and understanding of emotions. We seek to support their development of these skills with;

- Restorative practice
- Social stories
- Positive listening and learning (active and reflective listening) and debriefs (summary of what has happened) where appropriate to the development of the child.
- Emotion cards
- Comic strip conversations
- Circle time
- Class assemblies/PSHE
- Sharing of stories
- Emotional coaching
- Designated spaces within the classroom and school environment for children to access to support emotional regulation (e.g. quiet areas, sensory rooms, soft play, pods).
- Attention Autism where appropriate
- Support to learn strategies to manage emotions more positively

Physical Touch

In our school context, we believe that positive physical touch can be used to reinforce positive behaviour choices, reassurance, congratulatory, comfort and reinforcement. Strategies include;

- High fives for praise
- Golden hand-shakes
- Elbow bumps
- Deep massage
- Help hugs (deep pressure applied through the cupping of hands and whole hand pressure)
- Hold hands (allowing the child to squeeze the hands as a release)

Common Strategies

Staff will need to use a range of positive behaviour strategies with our pupils which may also include the following common practices:

- Minimise language and listen
- Intentional (planned) ignoring of unwanted behaviour – focusing purely on desirable behaviour
- Change of face (supporting person)
- Reduce pressure (modify expectation for the child)
- Wait for the child to process instruction (request)
- Distraction
- Positive redirection/modelling (use of motivators and child's special interests)
- Positive reinforcement
- Offer the child a restricted (limited) choice
- Space invading - proximity
- Avoid keeping children waiting too long in transitions (use class staffing effectively to support pupils to move between locations efficiently and minimise waiting in whole class lines)
- Learning breaks
- I messages (I think..., I feel..., I know..., I can see...)
- Child initiated time out (movement breaks)
- Remove the class audience
- Slow countdown (If this strategy is used, staff should clearly share the next step for the child (visually, sign or verbally as appropriate to the child's level of understanding) and give the countdown slowly. Before using this approach, staff should consider the effectiveness of this strategy on a case-by-case basis. It is important to remember that this approach can heighten anxiety for some of our pupils particularly those with a diagnosis of autism).

Class teams follow a flowchart for behaviour management in school to further support pupils as shown in appendix 1.

Break-times

Break-times can be particularly difficult for some pupils. In the first instance, pupils have to be able to cope with the transition to and from the playground. This requires careful management from the class team in order to prepare the children for the move and then to support their actual transition in an efficient and timely manner avoiding long periods of waiting in lines (organising the staff to take small groups instead). Once safely on the playground, our pupils can struggle with their understanding of games and social situations impacting their interactions with peers. Here staff have a crucial role in modelling communication and positive interactions; turn-taking; and pro-actively engaging children in simple games or parallel play. Without this structured approach to playtimes, pupils can display negative behaviours towards one another which can impact class learning time.

Reflection Spaces

In addition to our sensory room and soft play, each pair of adjoining classrooms has a pod space which may be used for a range of purposes, e.g. Pupils may access these spaces as part of their learning programme or it can be used as a space for self-regulation if required by a pupil. These spaces may have to be prioritised according to the greatest need at a given time.

Recognition and rewards

Showing our pupils we are pleased with their work or their choices is so important for building their self-esteem and confidence as learners. We believe that it is important to recognise all achievements for our pupils, including following instructions, social skills, basic life skills, communication as well as academic milestones. Staff may celebrate achievements in a range of ways;

- Verbally with words (or signs) of affirmation and praise
- High fives or Golden hand-shakes
- Point towards a collective class reward (class, table or team points)
- Stickers
- Class golden time
- WOW boards in class (updated regularly for every child)
- Show another adult their work/skill
- Praise postcards
- Show SLT their successes

Behaviour Challenges

“The term ‘challenging behaviour’ has been used to refer to the ‘difficult’ behaviours which may be shown by children. Such behaviours include aggression (e.g., hitting, kicking, biting), destruction (e.g., ripping clothes, breaking items, throwing objects), self-injury (e.g., head banging, self-biting, skin picking), outbursts and many other behaviours (e.g., running off, screaming, eating inedible objects, getting 'stuck' in repetitive movements). Characteristically, challenging behaviour puts the safety of the person or others at risk or has a significant impact on the person's or other people's quality of life.”

(©The Challenging Behaviour Foundation).

When behaviour challenges occur, we always seek to understand the cause. This may not always be obvious and can include; attention, tangibles, escape, sensory needs and communication needs. As well as supporting our pupils to manage their challenging behaviours, we recognise that it is important to teach them about emotions and start to identify these for themselves, according to their level of understanding. We understand that where behaviour is challenging it can lead to a significant incident for a pupil as demonstrated by the Stages of Crisis Curve in appendix 2 (Steve Brown Behaviour Support). To manage these incidents positively, it is vital that staff remain calm and measured in their approach. We look for triggers and analyse patterns in order to identify strategies to de-escalate these behaviours and inform the individual's Risk Reduction Plan moving forwards.

Reasonable Force

At times, we will need to use physical touch to reduce risk and keep children and adults safe (please refer to Physical Intervention Policy for additional information). The Education and Inspections Act 2006 states;

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.”

The decision on whether or not to physically intervene is down to the professional judgement of the staff concerned and should always depend on the individual circumstances relating to an incident.

Reporting and recording

Reporting on Solar

Staff report incidents of behaviour using the online platform 'Solar'. Individual incidents of behaviour may be logged or where behaviour incidents are a regular occurrence for a pupil throughout the day, class teams may record these behaviours using an ABC chart as a running record and upload this to Solar at the end of the day. If key behaviours have been identified for a pupil as frequent and often, staff may also monitor these behaviours using a tick sheet record throughout the day and upload this to Solar at the end of the day. A sample ABC chart template can be found in appendix 3. A Behaviour Tick Record template can also be found in appendix 4.

All reports of behaviour are monitored by the SLT and the Senior Learning Mentor to maintain an overview and inform the next steps in supporting the child's needs. Initially, negative behaviours are responded to at a class level, analysing the behaviours seen (Functional Behaviour Analysis) and implementing de-escalation strategies to support the child. SLT and the Senior Learning Mentor monitor on-going reports of negative behaviour difficulties, identifying patterns and escalations requiring further intervention from external professionals, seeking parental consent as necessary.

Functional Behaviour Analysis

In response to a pattern of negative behaviour, staff analyse the function of the child's behaviour (Functional Behaviour Analysis). This analysis provides staff with an insight and understanding of how to move forwards positively. Class teams select and implement positive behaviour management strategies tailored to support the child to de-escalate when heightened. Teams review the impact of these strategies regularly, making adaptations as necessary. Where appropriate, teams can request additional advice from supporting external professionals to further inform their approaches to behaviour support for the child.

Risk Reduction Plans

Functional Behaviour Analysis is used to inform an individual Risk Reduction Plan for the child where physical intervention may be necessary to maintain the safety and well-being of the child or others. Risk Reduction Plans enable staff to support children with their behaviour and reduce the risk of escalations. These documents outline the types of negative behaviours and specific sensory needs that a pupil may exhibit and provide strategies to effectively manage them. Through these plans, we strive to ensure de-escalation techniques are implemented and that a child's high interest activities are used to motivate and engage them. Risk Reduction Plans are shared with parents and they are encouraged to sign them, although they are working documents which may be reviewed by the class team on a day-to-day basis if appropriate. A Functional Behaviour Analysis Plan template can be found in appendix 5 and a Risk Reduction Plan template can be found in appendix 6.

Langley School follows a tiered approach to positive behaviour management as shown in appendix 7.

Physical Intervention

At Langley School, we use the TeamTeach Approach to enhance our behaviour management. All staff have initial training and regular refreshers in the TeamTeach techniques. The approach supports the philosophy that approximately 95% of so-called challenging behaviour can be addressed using positive non-physical intervention. As part of this work, we use some non-restrictive and some restrictive techniques. Non-restrictive handling requires no TeamTeach physical restraint procedures and instead involves de-escalation strategies which are specific to your child. A restrictive physical restraint is a taught and trained maneuver from TeamTeach. In a small number of cases, it may be necessary to use a restrictive physical restraint if your child has put themselves or others in danger, needing to be physically removed from a situation to ensure the safety of all concerned. A restrictive physical restraint is only used as an absolute last resort.

All staff have a duty of care to keep our pupils safe from harm to themselves or from others. The Children Act 1989 (updated 2004) makes clear that in any decision involving a child, the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the best

interest of the child, both in the short term and the longer term. Risk Reduction Plans enable staff to support children with their behaviour and reduce the risk of escalations. However, at times, staff may need to use physical touch to reduce risk and keep children and adults safe (please refer to *Physical Intervention Policy* for additional information).

Incidents relating to bullying including racism

We fully understand that any allegations of bullying or perceived bullying need to be handled sensitively and thoughtfully in relation to the child's special educational needs. We will always take appropriate advice to guide our decisions.

Racist incidents will be logged, and parents will be informed. Given the needs of our pupils, it is important that these issues are handled skillfully and the pupils' needs taken into account. In these instances, we will liaise closely with parents, taking external advisory professional advice to support any actions and act always in the best interest of the pupils.

The role of parents

In order for behaviour to be at optimum levels to facilitate learning, we work closely with parents and external agencies. Parents are informed of positive and negative behaviour, working collaboratively with class teams to develop strategies to reduce the impact of negative behaviours. Staff can contact families via;

- Home-School Diaries: These are a vital tool to ensure regular communication with families.
- Verbal communications by phone (Staff should make a brief note on the child's relevant information sheet to give the reason for the call and the parent's feedback)
- Verbal communications in person.

NB/ It may be necessary for a member of SLT to be a part of a conversation in order to support all parties.

Where negative behaviours are sustained over time and further professional advice is required, parents are contacted to ask for consent to seek the support of external agencies. Parents are invited to meet with the Behaviour Lead, class teacher and other professionals in order to work together to establish consistent positive approaches to managing these behaviours.

The Senior Learning Mentor also organises a range of supportive parent workshops each year which families may access.

The role of external agencies

At Langley School we are committed to understanding and responding to the needs of our pupils. Pupils in our context, benefit from the expertise of a range of external agencies who work collaboratively with class teams to devise strategies and give advice regarding certain behavioural issues as is necessary. Our supporting professionals include;

- Behaviour Support – Steve Brown
- Educational Psychologist - Matthew Estill
- Forward Thinking Birmingham (FTB)
- Occupational Therapy – Emma Storer
- Speech and Language Therapy – Laura Adlington, Khavita Lal, Louise Scrivener
- Malachi

Reviewed by: Rebecca Ford

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Next Review Date: March 2023