



BEHAVIOUR FOR LEARNING POLICY

October 2023

Governing Body Approval Date:	October 2023
Approved by:	Andrew Collyer
Review:	October 2023 Annually
Review Date:	October 2024

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.

Purpose

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 and relationships
- 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
- Calmness
- Realistic expectations
- Role modelling
- Flexibility – How do we have to change?

- Consistency
- Modifying behaviour in small steps - celebrating each step made towards reducing negative behaviours

Langley School Rules

As a staff we aim to achieve consistency in our management of behaviour, considering individual needs of the children.

Langley School rules link to our Langley CHILD. Challenge, Happiness, Independence, Learning, Development. (see also the Teaching and Learning Policy)

We always do our best

We use kind hands, feet and words

We respect everyone and everything in the school

We listen and follow instructions

The rules are displayed in each class and discussed with the pupils to ensure they understand what each rule means. Each class may write their own class rules together to encourage ownership of these rules and understanding of why we have them. These will then be displayed in their own class for future reference.

Langley School is committed to:

- Setting high expectations for pupils' personal, social and academic progress.
- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside our school.
- Promoting a positive ethos where each child's achievements are valued and celebrated.
- Ensuring an effective partnership between school, parents and the community.

Staff at Langley have a collective responsibility to:

- Be a positive role model to pupils.
- Manage and not ignore challenging behaviours.
- Provide clear boundaries/limits of behaviour.
- Provide a calm, consistent approach to the management of behaviour considering the individual needs of the child.
- Ensure pupils are aware of the consequence of inappropriate behaviour.
- To use physical interventions appropriately and inline with Team Teach principles including recording and reporting all incidents of physical intervention.

- Report inappropriate behaviour on SOLAR and ensure Class Teachers are aware of behaviours occurring outside of the classroom.

Classroom Management

Good classroom management ensures that a positive social learning environment is set up and maintained, enabling pupils to make the most of learning opportunities. It is recognised that pupils who are not feeling safe and secure are unable to learn effectively. We are committed to the provision of a positive environment in which children are valued as individuals and their positive behaviours are clearly identified, reinforced and celebrated. We develop positive relationships with pupils and ensure we take time to repair and rebuild relationships after an incident has occurred. Class teams have developed Classroom Management plans and these can be seen in classrooms. These plans are to ensure a consistency in approach for low level behaviours that may be evident in the classroom and to share with visitors to the room, what strategies staff may be following, where it is not apparent.

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 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), 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).

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

- Classdojo points
- Class golden time
- WOW boards in class (updated regularly for every child)
- Show another adult their work/skill
- Praise postcards
- Show SLT their successes
- Star of the Week award

Sanctions

Clear boundaries are applied to ensure good behaviour management is promoted and it is always the behaviour that is discussed and not the child. A calm, consistent approach where pupils are aware of the consequences of inappropriate behaviour is established and maintained.

A variety of sanctions may be used as a consequence of unacceptable behaviour, they will be appropriate to the pupil but directed at the undesirable behaviour. Rewards that have already been awarded will not be removed.

- Verbal reminder or pictorial prompt to precede any action taken.
- Highlight appropriate behaviour being displayed by others.
- Disapproval through tone of voice or facial expression.
- A pupil may be excluded from an activity or group for a short period but will be kept under careful observation.
- A pupil may be excluded from a future enjoyable activity such as Golden Time, as appropriate. (Care should be taken to ensure full curriculum entitlement and pupils should not be excluded from educational activities unless there are Health and Safety or Assessment of Risk considerations)
- Referral to the Senior Leadership Team and in some situations, parents may be contacted.

Incidents should be dealt with immediately and any sanctions applied as soon as possible after the event.

Further Action

Good communication between home and school is vital to allow us to work together to solve problems. Parents will be encouraged to contact school to speak to the Class Teacher, a member of the Senior Leadership Team or the Head Teacher should they have any concerns about their child's behaviour.

There may be times, in significant circumstances, where the school needs to support the pupil by having them complete their learning in a room separate from the classroom. This is used at the direction of the headteacher and in circumstances to keep the pupil and others safe. This is a last resort, we want all pupils to be included in the classroom as much as possible. Where there have been significant levels of aggression towards staff or pupils, we may need to apply the Suspension and Permanent Exclusion Guidance¹.

¹ [https://www.gov.uk/government/publications/school-exclusion School exclusions: guide for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-exclusion/School%20exclusions%3A%20guide%20for%20parents%20-%20GOV.UK%20%28www.gov.uk%29)

Absconding

When a child absconds from the classroom the Head Teacher will be immediately notified by the class team. Staff will be assigned to look for the child. The child will be tracked from a reasonable distance and if the child absconds from the school grounds the police will be contacted immediately and the parents will be notified.

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 1. 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.

Restrictive Physical Intervention

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.

Physical Intervention should, wherever possible, be avoided. There are occasions when emergency physical support will be necessary to ensure the safety of others. Physical Intervention Strategies are used as a tool when an incident reaches crisis following Team Teach procedures by trained staff. When Physical Intervention is used, it must be in a way that maintains the safety and emotional wellbeing of all concerned.

At Langley School, we use the TeamTeach Approach to enhance our behaviour management. 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 a

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).

Staff will report these incidents using school reporting systems and will notify parents. Incidents are recorded in a bound book and are counter-signed by a member of the Senior Leadership Team on the day of the incident. They are also recorded on SOLAR. These records are analysed half termly.

Parents will be notified by phone, class dojo or by email and this will be recorded on the incident form.

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.

Positive Behaviour Support Plans

Where behaviour requires further support, class teams will develop a Positive Behaviour Support Plan (PBSP). This plan is written and shared with parents and details the support measures in place, the skills staff

will teach and adjustments staff will make for the pupil to support them to make positive choices about their behaviours. This plan is shared with staff in school so that a consistent approach can be in place.

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.

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;

- Classdojo: This is a vital tool to ensure regular communication with families.
- Verbal communications by phone (Staff should make a brief note on the child's Bromcom record 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;

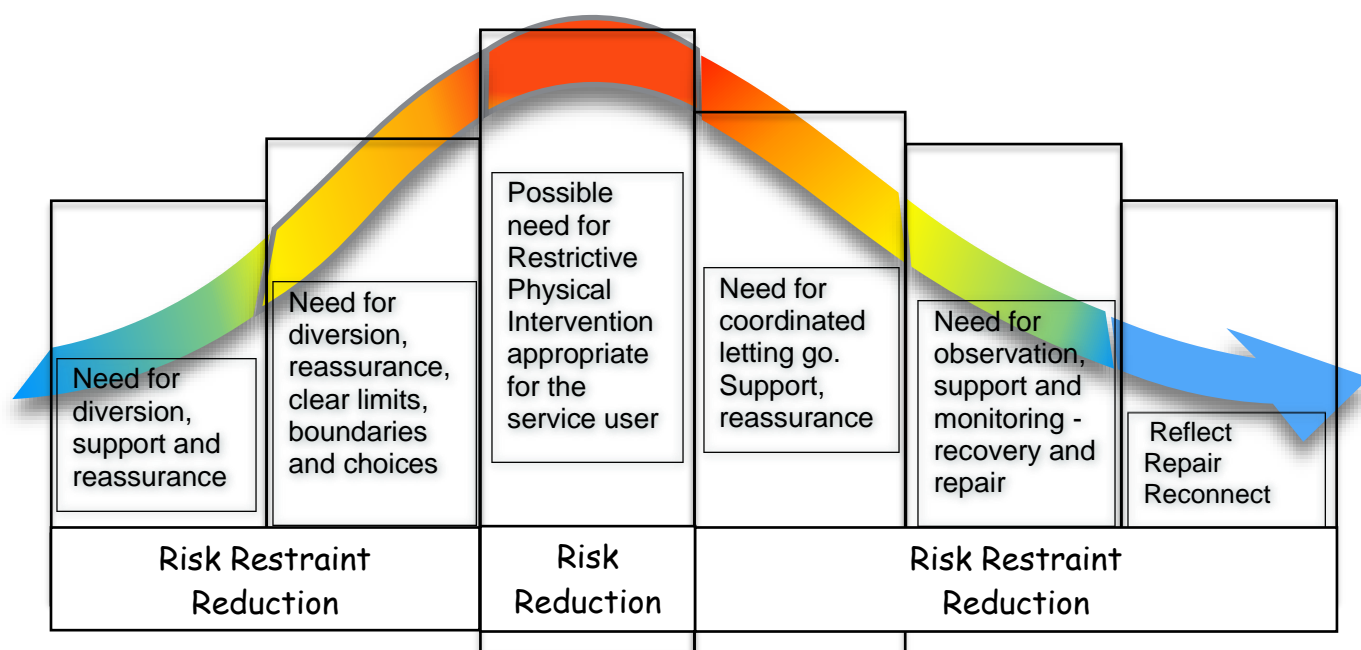
- Behaviour Support
- Educational Psychologist
- Forward Thinking Birmingham (FTB)
- Occupational Therapy
- Speech and Language Therapy

Reviewed by: Rebecca Ford/Toni McCarroll

Reviewed on: October 2023

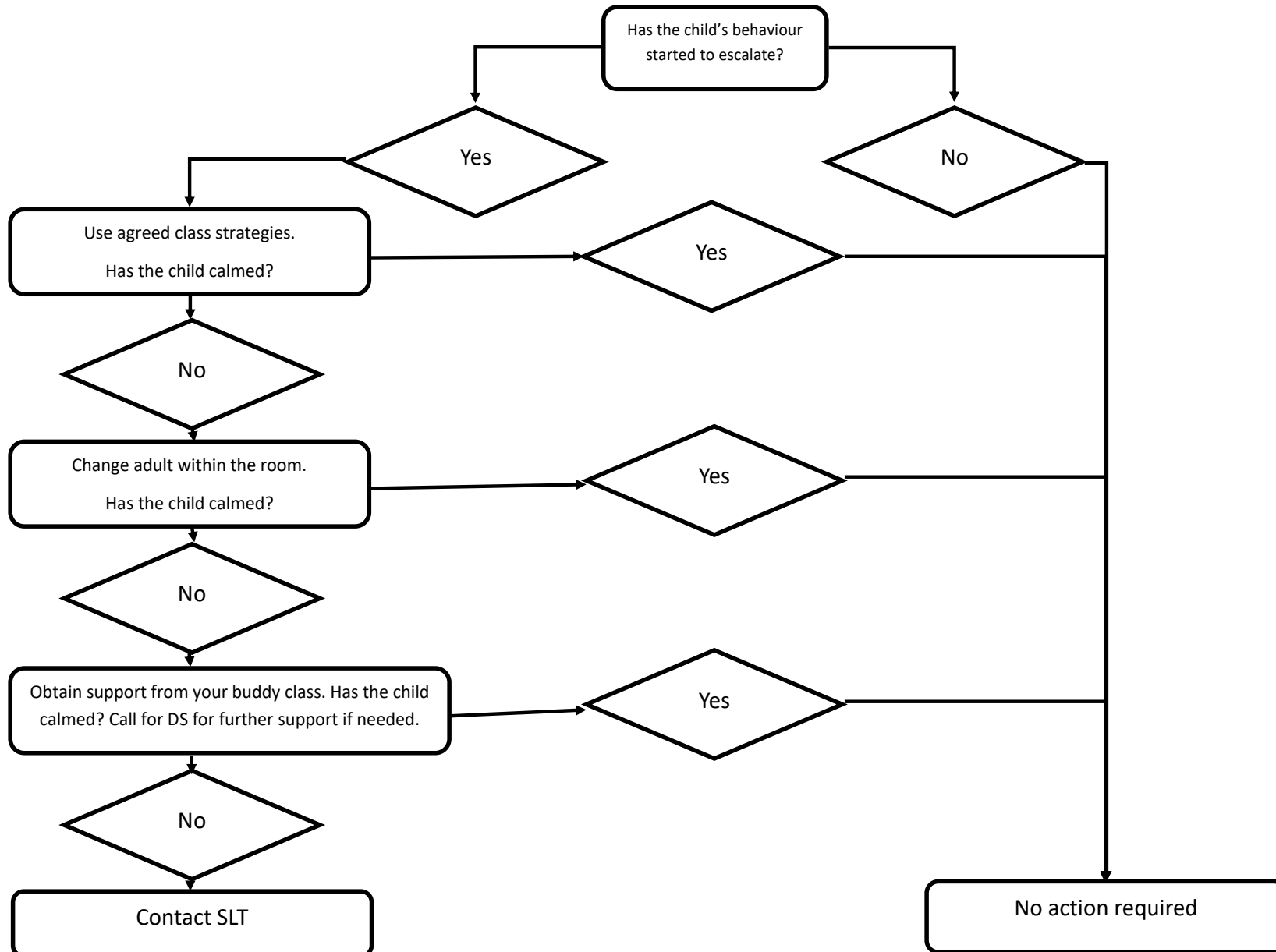
Next Review Date: October 2024

Appendix 1 – Stages of Crisis Curve



Name: _____

Appendix 2



Name: _____

Appendix 3 - ABC chart template

ABC chart template

Date and time	A - antecedent What happened before the behaviour occurred? Who was there? Where did it happen?	B - behaviour What is the specific behaviour that occurred?	C - consequences What was done or said after the behaviour occurred?

Name: _____

Appendix 4 - Daily Behaviour Tick Record

Behaviour	Registration	Session 1	Snack	Breaktime	Phonics	Session 2	Lunch	Playtime	Session 3	Story	Session 4	Home

(Record focus behaviours in the first column to monitor frequency throughout the day with ticks e.g. scratching, pinching, spitting, swearing, etc. If behaviour lasts for an extended period of time, it may be appropriate to record the time the behaviour lasts rather than individual ticks e.g. uncooperative behaviour. NB/ Alter headings to suit class timetable as necessary)

Name: _____

Daily Behaviour Tick Record

Behaviour	Registration	Session 1	Breaktime	Snack	Phonics	Session 2	Playtime	Lunch	Story	Session 3	Playtime	Session 4	Snack/ Home

(Record focus behaviours in the first column to monitor frequency throughout the day with ticks e.g. scratching, pinching, spitting, swearing, etc. If behaviour lasts for an extended period of time, it may be appropriate to record the time the behaviour lasts rather than individual ticks e.g. uncooperative behaviour. NB/ Alter headings to suit class timetable as necessary)

Name: _____

Daily Behaviour Tick Record

Behaviour	Registration	Session 1	Breaktime	Snack	Phonics	Session 2	Lunch	Playtime	Story	Session 3	Playtime	Session 4	Snack/ Home

(Record focus behaviours in the first column to monitor frequency throughout the day with ticks e.g. scratching, pinching, spitting, swearing, etc. If behaviour lasts for an extended period of time, it may be appropriate to record the time the behaviour lasts rather than individual ticks e.g. uncooperative behaviour. NB/ Alter headings to suit class timetable as necessary)

Name: _____

Appendix 5 - Functional Behaviour Analysis and Risk Reduction Plan template

Description of behaviours (Please note: 'ABC charts' are a supportive tool in completing this analysis)

Common Triggers -

- 1.
- 2.
- 3.
- 4.
- 5.

A - What is the context/setting for the behaviour? (What has happened? - home or school.
What is happening? - Level of environmental stimulation - movement/noise/social dynamics)

- | | |
|----------------------------------|---------------------------------------|
| <input type="radio"/> classroom | <input type="radio"/> home transition |
| <input type="radio"/> lining up | <input type="radio"/> other: _____ |
| <input type="radio"/> toilet | |
| <input type="radio"/> playground | |

B - What does the pupil do?

- | | |
|--|------------------------------------|
| <input type="radio"/> uncooperative | <input type="radio"/> head banging |
| <input type="radio"/> throwing objects | <input type="radio"/> spitting |
| <input type="radio"/> hitting/kicking | <input type="radio"/> scratching |
| <input type="radio"/> shouting | <input type="radio"/> swearing |
| <input type="radio"/> screaming | <input type="radio"/> other: _____ |
| <input type="radio"/> climbing | |
| <input type="radio"/> surface swiping | |

Who is the behaviour directed at?

- | | |
|------------------------------|--|
| <input type="radio"/> staff | <input type="radio"/> staff and pupils |
| <input type="radio"/> pupils | <input type="radio"/> property |
| | <input type="radio"/> other: _____ |

How often does the behaviour happen? How long does it last?

Name: _____

C - What is the consequence of the behaviour? (Consider effect on peers, staff, learning, demands, social dynamics or classroom environment/resources)

Analysis of function of behaviour

What are the possible reasons for the pupil's behaviour?

- Gain social attention (e.g. limited communication, boredom, inability to occupy self)
- Gain a tangible outcome (A particular item e.g. food, drink, objects, activities, etc.)
- Gain a sensory outcome (Behaviour is internally rewarding e.g. biting, rocking and humming)
- Escape from or avoid an undesirable situation (e.g. anxiety, demands too high, unpredictability)
- Seek emotional regulation (e.g. intense emotions take over, struggling to manage stress/anxiety)
- Make a comment or declaration
- Release tension
- Fulfil a habitual need
- Other:

Planned strategies to positively manage behaviour

Prioritise the behaviour/s to be addressed as the focus for intervention (These should be selected based on what is a reasonable expectation for the pupil. No more than 3 behaviours at any one time).

Focus	Expected Outcome (desired behaviour)	Intervention strategies (de-escalation)	Intervention Review (What is working?/adjust)	Initial/ date
1				<hr/> <hr/> <hr/>

Name: _____

2				<hr/> <hr/> <hr/>
3				<hr/> <hr/> <hr/>

Name: _____

Appendix 6 – Risk Reduction Plan

:

Key Triggers:

-
-
-

Behaviours: (What does the behaviour look and sound like? Where does it happen?)

-
-
-

Environment:

Preferred supportive intervention strategies: (Ways of de-escalating behaviours. Describe strategies that, where and when possible, should be attempted before handling techniques are used.)

Verbal advice and support	Distraction (Known key words, objects etc., likes)
Reassurance	Take up Time
C.A.L.M talking/Stance	Time out (requires a written Plan)
Negotiation	Withdrawal (Requires Staff/Carer observation)
Choices/Limits	Cool off: direct/offer (delete as approp.) Time allowed out to calm.
Humour	Contingent Touch
Signposting possible outcomes	Transfer Adult (Help Protocol)
Planned Ignoring	Success Reminder
Others supportive strategies? Communication script Visual support Positive redirection	
Adult support – 2 adults will facilitate Kyen’s timetable and curriculum at all times. A third may be utilised as requested by the lead staff member to reduce risk within the environment.	

Praise points/strengths: Bridge builders (areas to be built upon)

- 1.
- 2.
- 3.

Medical conditions to be taken into account before physically intervening:

(e.g. asthma, epilepsy, brittle bones, feeding tube, etc.)

-
-
-

Preferred Physical Intervention: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc.)

-
-
-

De-briefing process: (What care is to be provided?)

-

Name: _____

-
-
-

Restorative Practice

Recording and notifications required:

<u>Setting/placement</u>			
Name of Setting:			
Staff name:		Signature:	
Staff name:		Signature:	
Staff name:		Signature:	
Senior Leadership staff name:		Signature:	
<u>Parents/Guardians:</u>			
Name:		Signature:	
Name:		Signature:	
Date:	___ / ___ / ____	Review Date:	___ / ___ / ____

Other Factors to Consider:

- Key behaviour difficulties
- Our understanding of the behaviour
- What we want to see instead
- Environmental Changes that might help
- How the individual can help
- How Parents or Carers can help
- Rewarding progress
- Monitoring progress

Name: _____

Appendix 7

Exclusion:

In the very rare occasion an exclusion is required this will be completed by the HT and the parents informed

Solar Behaviour Monitoring and Further Analysis:

This will be completed by the Behaviour Lead and shared with Extended Leadership and the class teacher. Behaviour Lead and Senior Learning Mentor liaise with external agencies to gain further advice and support for the pupil. At this point the parents could be invited into school for a discussion around the behaviours and a Risk Reduction Plan could also be completed if necessary.

On Call Rota:

Call person supporting if all other strategies below have been tried and the behaviour is continuing to escalate. Call the member of staff to you using walkie-talkie.

Buddy Class

Staffing support – team member switch for change of face as reset.
Environmental reset – pupil visits buddy class with clear expectations (restricted choice) and timeframe

Class Strategies:

Positive praise, short instructions, ignoring of behaviour, proximal praise, change of face within class, movement breaks, sensory circuit, adapting groups/staffing/teaching activity to release member of staff to work 1:1, etc. Class teacher to complete functional behaviour analysis to inform strategies to implement on an individual basis.

Everyday positive behaviour management strategies to prevent negative behaviour

SEN strategies in place e.g. Visual Timetable, Now and next, I am working for, Class reward systems, etc; follow strategies on individual pupil profiles

