



Positive Behaviour Support Policy

Date Drafted: Autumn 2019

Review Date: Autumn 2022

Author: Toni Edmonds-Smith, Headteacher

Signed By:

Date: Approved 14/2/2020

Chair of Governors

'Every Achievement Counts'

Greenmead School's Mission

At Greenmead Primary School, we focus on our children and what they can do now. Through close working relationships with families and the multi-disciplinary team around the child, we develop ambitious and meaningful expectations. Children at Greenmead work hard and we celebrate every single achievement.

We aim for all of our children to leave Greenmead as confident, independent life-learners who are able to express themselves and their choices, are problem-solvers and who can contribute to the community in which they live and learn.

We provide a friendly, supportive and safe environment with a climate of trust, honesty and positivity. Our new state-of-the-art building is co-located with our mainstream partner school Ronald Ross Primary School, creating novel opportunities for integration and development for all.

Greenmead School caters for pupils with a range of complex physical disabilities, severe and/or profound learning difficulties with additional communication needs. We continue to be recognised as an innovative centre that provides outstanding outcomes for all children.

'Every Achievement Counts'

Policy Aims

The aim of this policy is to;

- To uphold our school's mission and values for all pupils
- Take a holistic view of pupil behaviour with a full understanding that behaviour is often a way of communicating our needs.
- To provide guidance to our school staff, families, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviours and feel safe so that they are able to learn
- Be clear about roles and responsibilities for supporting pupils with their behaviour
- Outline the procedures to manage, record, review and reflect upon behaviour throughout the school day
- Provide a policy for dealing with challenging behaviour
- To be clear and consistent about the use of touch and physical support with our pupils

Holistic View of Pupil Behaviour

At Greenmead we want our Behaviour Support Policy to reflect our insight and understanding of the complex needs that our pupils have and how this contributes towards their ability to self-regulate and manage their behaviours in a positive way so that they are ready and engaged in learning. As with many other areas in our school; the curriculum, targets, communication strategies, relationships with adults all contribute to our holistic, child-centred approach.

We consider that behaviours which challenge always happen for a reason and might be the only way a pupil is able to communicate and can arise for different reasons that are both individual and environmental. Pupils need positive support to teach them how to keep themselves and others safe.

We believe that behaviour is a means of communication and therefore must ensure that pupils are supported to communicate their needs safely and appropriately using their preferred communication systems. Often their behaviour can give us an understanding of how our pupils are feeling and careful consideration needs to then be the environment, to their pain thresholds, to their sensory needs, their levels of engagement and stimulation.

We also believe that with positive help, support and interventions pupils can learn to self-regulate and manage their behaviours. We recognise that all of our pupils are at differing stages in the developmental process. All of our pupils have complex learning and communication needs which impact on their ability to regulate and manage their behaviour.

Class teams and other professionals working with our pupils must be given the opportunity to develop their own knowledge and understanding of behaviours, regulation and communication strategies and how all of these things impact on behaviour. We will work collectively with parents/carers and other professionals to develop strategies as part of our behaviour support and plans.

Roles and Responsibilities

Staff will;

- Be mindful and reflective of the way in which they role model to pupils how to behave towards one another
- Actively build trust and rapport with all pupils, treating all learners with dignity and respect
- Be committed to continuously improving our provision
- Reflect, scaffold and model to our pupils to support them to develop self-regulation skills
- Establish and maintain clear and consistent expectations and boundaries
- Observe, gather and analyse data on behaviour to ensure that interventions are personalised, well informed and planned to individual pupils needs
- Show respect and promote positive behaviour and achievement
- Celebrate children's efforts and achievements, realising that learning takes time and effort and that mistakes will be made
- Ensure that individual pupils are able to feel happy and safe in their school environment.

Parents will;

- Support their child/children in celebrating positive behaviour and learning successes
- Keep the school informed about any issues that arise at home that might affect their child's ability to work or their behaviour
- Liaise and act jointly with school to address any issues.

Governors and leaders will;

- Monitor behaviour support across the school
- Regularly review this policy and procedures for supporting pupils with their behaviours
- To seek additional external support for a pupil as necessary
- Ensure that a suitable training programme is available to staff to ensure that CPD is informed by best practice in both general and specific terms
- Promote a culture of mutual respect, trust between pupils and staff and the fostering of a positive learning environment
- Ensure that incidents of challenging behaviour are rigorously reported and recorded.

Promoting Positive Behaviours

Positive behaviours can be promoted and facilitated in many ways throughout our practice and provision. For example by;

- Establishing a learning environment that is calm, well organised and well resourced
- Being proactive by highlighting and praising positive behaviour and providing positive feedback, focus on what you want the pupil to do

- Praise pupils for specific achievements through positive language
- Actively plan and teach behaviours for learning
- Understanding what motivates pupils in your class and use these as positive reinforcements
- Ensuring that everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between positive behaviour which is to be reinforced and that which is to be discouraged
- Planning activities that are matched to pupils' strengths and developmental stages, with high expectations and a belief in their learning potential in order to develop the very best attitudes to learning
- Ensuring that a Total Communication approach is used consistently in the classroom
- Consistently use pupils' personalised communication systems; this is their 'voice' so should always be available
- Supporting pupils with transitions and the sequence of their day with the use of now and next cards, visual timetables, symbols, etc.
- Ensuring that adults respond to pupil behaviour in a consistent and fair manner
- Developing an understanding of pupils' specific needs and difficulties
- Providing structured, predictable environments and routines
- Monitoring pupil stress levels and offering opportunities to de-escalate
- Teaching pupils appropriate self-management strategies and supporting them to develop the skills of empathy, tolerance, respect for individual differences and conflict resolution
- Use of 'quiet time' where pupils have the space away from adult interactions but where the adult is still supervising and observing the pupil and supporting them to join the class group
- To provide lots of opportunities for the pupils to be as independent as possible
- Promote the use of therapeutic strategies where appropriate
- Using class 'class rules' where appropriate
- Using class rewards as appropriate
- Giving pupils choices
- With adult support, modelling and reduced prompting, teach and allow pupils to be as independent as possible.

These 'essentials' in all classes means that we are proactively supporting pupils with their behaviour and minimising the impact behaviour distractions have on teaching and learning.

When all of the above are not in place then staff will resort to reactive measures to control behaviour. There will be occasions when we need to use reactive measures to ensure that an individual pupil, a group of pupils and/or staff are kept safe.

Agreed proactive strategies used at Greenmead Primary School

Routines

Consistent classroom/activity routines support our pupils to understand expectations, manage anxiety and mentally and physically prepare themselves for the day. This allows them to self-regulate, engage with learning and manage their behaviours positively. You will need to teach the routine – don't expect the pupils to know them. The more consistency there is with routines, the easier it is for our pupils to understand what is happening. This supports behaviour for learning.

There will be changes to the routine, some planned and some unplanned. The class teams will reflect on how to support the pupils prepare and adapt to change as this is an important life skill. Changes to the routine should be practiced with the use of visual supports to allow pupils to learn that changes can be managed positively.

Visual strategies

Pupils at Greenmead have additional communication difficulties and need help and support to communicate and develop social interactions. Behaviour is often a breakdown of communication. In order to understand a behaviour we should aim to understand the function of the behaviour. Class teams to have strategies in place to teach pupils about emotions; how they are feeling and how to respond to these feelings. Visual strategies are implemented to allow a pupil to understand an instruction, to make a choice and to express a need. It takes time for our pupils to process information and visual supports helps our pupils to fully understand instructions and expectations. Visual supports prepare pupils for transitions allowing them to be less anxious and therefore be able to regulate their feelings around transition times. Transition times can be both within the classroom from activity to activity and/or around the school; from their classroom to another area of the school such as the hall, playground, sensory room, pool, etc. Visuals help to develop independence during an activity and to move around the school with confidence. Visuals are transferrable and can be taken between home and school or when out on school trips. Visuals are supportive when behaviour escalates and spoken language is 'blocked out' whilst a child is in distress.

Communication supports

Our pupils have a wide range of communication difficulties and many are pre-verbal. Therefore, we have a very big focus on using AAC (Augmentative and Alternative Communication) strategies. This is the 'child's voice' and should be with them at all times. This may be a PECS or PODD book, a chat book, photos, symbols or a high tech device. If a pupil is unable to communicate a need then it is likely that behaviour will escalate and regulating behaviours will be much more difficult as pupils 'block out' speech when distressed or in a state of anxiety. We also use Makaton at Greenmead to minimise the amount of speech we use by only saying the key word to go with the sign. To reinforce what you want the pupil to do, minimal language and AAC should be used.

Sensory processing strategies

Sensory processing difficulties can have an impact on a pupil's ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally, to sensory input from the environment. Therefore, class teams ensure that the classroom and wider school environment is organised with clear zones for learning and there are visual clues in each zone to support understanding about what happens in that area. Staff speak clearly and slowly using key words and give pupils time to respond. With support from the occupational therapist, class teams provide a 'performance oriented' management approach. This aims to manage sensory needs holistically to allow achievement and participation, rather than target the underlying sensory need in isolation. Management should be about adapting the environment, modifying tasks appropriately and developing strategies to support the individual to self-manage their sensory needs. Pupils may be taught how to ask for a break or taught how to communicate and access calming strategies if they feel like they are not going to cope, such as going for a walk. It may be that a pupil needs to have a break away from working with others. Some pupils may need additional therapeutic interventions to support their sensory needs, for example use of equipment such as a wobble cushion or chewy tube, which are recommended by the occupational therapist. These interventions should be time bound with a clear goal, which can be reviewed through outcome measures.

Zones of regulation

Regulation can be described as the ability of an individual to adjust their level of alertness and how they display emotions through their behaviour to attain goals in socially adaptive ways. The Zones of Regulation is a systematic, approach used to teach self-regulation by categorizing different feelings and states of alertness into four concrete, coloured zones. The Zones framework provides strategies to teach pupils to become more independent and aware of controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. Each curriculum pathway has a scaffolded implementation guide to support the approach being embedded across the school day in a way that all pupils can access and understand. Additionally, all classes use visuals to model the Zones to pupils to support their learning, for example coloured lanyard symbols and displays. Pupils are taught that everyone experiences all Zones and no Zone is 'naughty' or 'bad'. Some pupils may have individualised programmes with specific strategies to support them to be well-regulated and to ensure all staff are consistent in the approach they use.

Use of choice

We actively aim to teach and encourage our pupils to make choices; to choose to do the right thing and where appropriate understand the consequences of their choices, both positively and negatively.

We link choices to many aspects in a child's day and help them to express their choices appropriately through their communication systems and their behaviours. This communication increases their independence, their sense of responsibility, teaching them that mistakes can happen and we can learn from those mistakes, removes the power struggle between adult and pupil, links responsibility, choice and consequence.

To celebrate a pupils' achievement in making the right choice and learning the consequences of their choice we use positive feedback and praise, symbolic rewards such as certificates or stickers, communicating achievements to parents, giving special responsibilities or jobs to pupils, allowing pupils time with preferred motivators such as an iPad, choosing time, etc.

These rewards focus giving feedback on the specific behaviours we want to reinforce.

Positive feedback and praise

If we tell the pupils what we like about their behaviours we are reinforcing the behaviours we want to promote. Helpful phrases may include;

- "I like how you have used your communication book to tell me how you are feeling."
- "I like that you asked for a break."
- "I noticed you being a good friend to Sam by helping him to pick something off the floor."
- "Thank you for coming back to your work so quickly."
- "I liked your kind hands."
- "Good listening."
- "Good talking."

These reinforce behaviours but also give pupils personal recognition which in turn raises their self-esteem and confidence which will lead to positive behaviours.

Repairing relationships and 'trying again'

When a pupil displays a behaviour that is negative we use this as learning opportunity. The pupil and staff member then also allow time for their relationship to be repaired and the pupil is given the opportunity to try again. Every session/day is a new opportunity to 'try again' and starts positively.

Staff also need to reflect on their own practice, to consider how their actions may have escalated the situation and what they could do differently and proactively next time.

All pupils can be taught how to repair and will look different for each pupil. We can't make assumptions about what pupils feel. Unresolved difficulties can make pupils feel very anxious and this can cause behaviours to escalate or become habitual.

Use of touch

Touch is essential to children feeling safe and secure whilst at school and when used appropriately can be a useful tool in supporting the emotional, social and mental wellbeing of our children. It is important to recognise the impact of positive touch as well as the negative impact of improper use.

Touch may be used when supporting children with their therapy needs. This should be outlined within their manual handling risk assessments. Some children at Greenmead may require touch through their individual therapy

programmes, such as deep pressure to help their regulation. Guidance would be written and discussed with the class teacher/team and the therapist prior to them being carried out with clear goals to be reviewed and measured.

Some of the children here at Greenmead have care needs which require varying levels of support/touch. Staff all receive safeguarding training when they begin and would not be expected to carry out any daily care giving tasks without instruction from a class teacher or therapist first. All children at Greenmead are encouraged to be an independent as they can be however touch will sometimes be necessary in terms personal care, behavioural support and in some instances sensory regulation. All touch provided in this way is carried out in a dignified and sensitive way.

At Greenmead we encourage positive touch which is modelled by adults across the school. This can mean supporting a child with sensory regulation strategies as well as realising that a child may feel overwhelmed by a situation and therefore limited touch is required.

Holding hands: This form of touch should only be used if a child first initiates and it is appropriate to do so taking in to account their physical ability, age as well as their emotional needs. Hand holds may also be used in terms of keeping children safe i.e. when out in the community and crossing roads.

Personal space: At Greenmead we recognise the need for children to have their personal space respected. This may mean restricting touch when appropriate either from adults or other children. It could also mean thinking about where adults place themselves when working with children i.e. not approaching a child from behind, respecting children who prefer not to share their personal space.

Hand over hand/hand under hand: Children at Greenmead are encouraged to be as independent as possible which means thinking careful about what support we offer when learning. One of the ways in which we may support a child is with hand over hand support. This can sometimes be an overbearing method and does not suit all children. We therefore recognise the importance of hand under hand support where a child controls the adults hand to complete a task and therefore exerts more independence over their learning.

Using touch in intensive interaction; touch plays an important role in establishing a relationship with a child who may have difficulties in engaging within social interaction at any level. Touch may be used in terms of holding a child's hand or by having them placed on your lap. The level of touch given should be directly linked to specific children's need. This will be outlined in their Intensive Interaction programmes.

Intensive interaction

Intensive Interaction is a method of teaching children, who are pre-verbal, the Fundamentals of Communication. This strategy enables children to gain control over their interactions where appropriate throughout the day. This is due the supporting adult allowing the child to lead the interactions. There is researched evidence that this using intensive interaction facilitates de-escalation and allows a child to self-regulate their emotions.

The majority of our pupils will respond positively when class teams work within these guidelines but some pupils may need additional interventions of support to self-regulate and manage their behaviours in a positive manner.

As a school we fundamentally believe that all pupils' needs will be met at Greenmead by proactively working together to support a child to remain safe, engaged and actively involved in their learning.

Responding to Challenging Behaviours and Recording

Challenging behaviour at Greenmead can be seen as;

- A behaviour which prevents a pupil's participation in educational activities
- A behaviour which isolates them from their peers

- A behaviour which can affect the learning and functioning of others
- A behaviour which drastically reduces their opportunities for involvement in ordinary community activities
- A behaviour which places the child and/or others in physical danger
- A behaviour which makes excessive demands on staff and resources
- A behaviour which makes the possibilities for future placement difficult.

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

To respond to behaviours we will;

- consistently remind pupils of appropriate behaviour using appropriate levels of communication
- acknowledge good behaviour as it occurs
- if appropriate, ignore attention-seeking behaviours
- use low arousal approaches i.e. talking calmly to pupils using key words and clear requests
- use distraction techniques
- use de-escalation techniques
- use motivators
- consider the effects of the environment on the behaviours of our pupils: temperature, humidity, lighting, the time of day or night, how tired the person is, or how much stress the pupil is under

To respond to more persistent, challenging behaviours we will;

- keep a record to monitor the patterns in the overall behaviour – using the STAR and SPARK monitoring charts (**see Appendix 2&3**)
- put in additional support, tailored to the specific needs of the pupil
- make routines and strategies more detailed and bespoke
- do medical investigations to ensure a pupil is not unwell or in pain
- formulate a consistent approach recorded in a Positive Behaviour Support Plan (**See Appendix 1**) with key members of staff who work with the pupil submit to SLT (School Leadership Team), share with the whole school, meet with parents/carers to share plan contents and to discuss monitoring pupil's behaviour
- record behaviours on a behaviour incident form and discussed by the class team and SLT
- discuss the support required with the SLT
- observations will then be conducted by SLT and then fed back to the teacher/class team; class teachers and class teams update the Support Behaviour plan as appropriate
- where necessary draw on additional resources from outside agencies such as CAHMS, Educational Psychologist, Occupational Therapy and Speech and Language Therapy, a referral to music or play therapy
- hold a review TAC (Team Around the Child) meeting and agree further actions which may be a reduced timetable, additional adult support, consideration to be made for a change of placement or a fixed term exclusion
- In serious cases the Headteacher may, in consultation with governors, put in place a permanent exclusion.

The Use of Positive Handling

Key legal words that are necessary when considering the use of positive handling;

- **Reasonable** (Is it reasonable for me to use handling with the pupil based on their independence, their cognitive ability, their level of understanding, their age, their ability or disability?)
- **Proportionate** (How much positive handling is absolutely necessary to make a situation safe?)
- **Absolutely Necessary** (Did I absolutely need to handle the pupil to make a situation safe, did I try other methods first, was the pupil, other pupils or a member of staff in danger?). Positive Handling should be the last resort when all other actions have been exhausted.

- **Best Defence = Best Interest = Best Practice** (If a complaint was made against you your best defence would be that you acted in a way for the best interests of a pupil using the best practice possible).

We do not have pupils at Greenmead who need consistent physical intervention to be included on their behaviour support plans. You are not allowed to use physical intervention unless a child is putting themselves or others at risk of harm. If you do use physical intervention staff must fill in the record sheet in **Appendix 4** and discuss this with a member of SLT.

The Use of Restrictive Liberties

At Greenmead Primary School pupils **will never be**;

- Locked in a room alone, without support or supervision
- Be deprived of food or drink
- Denied access to the toilet

Pupils may be supported to move to a safe space to reduce the overall risk to themselves, to other pupils and to staff. There must always be an adult present to closely observe and supervise the pupil until such a time that they are calm and ready to return safely to the classroom/group activity.

The use of specialist equipment such as chairs with straps can restrict a child's movement and their liberties and should be used according to the guidance offered by the specialist manufacturer or therapist. For example, a pupil may be in supportive seating as part of their postural management plan.

Corporal punishment is illegal and is never used in our school.

Behaviour Support Plan

Name of pupil: _____

Behaviours displayed	
Behaviour function	
Proactive strategies <i>i.e. what you should do always to prevent the target behaviours</i>	
Reactive strategies <i>i.e. what to do if the undesired behaviour occurs</i>	

Member of SLT: _____ **Date:** _____

Class Teacher: _____ **Date:** _____

Support staff: _____ **Date:** _____

Parent/Carer: _____ **Date:** _____

Review Date: _____

S.P.A.R.K. Chart

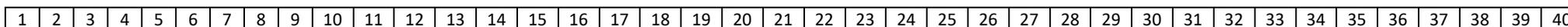
Child:	Date:
Time:	Adults:
Peers:	Transition point: Yes No

Situation (setting and activity)	Perceived cause (trigger)	Actual behaviour (what happened)	Reaction (from pupil, adults, and peers)	Knowledge (what you now know)

Intensity Scale - How intense is the behaviour?



Frequency – How often does it occur?



Possible function:

Social attention	Tangibles	Escape	Sensory
-------------------------	------------------	---------------	----------------

Before starting any treatment it is important to obtain a clear picture of what the problems are, how often they happen, how long they go on for etc. Gathering this information helps to form what is known as a baseline and once treatment has started it is then possible to measure any change in behaviour with the baseline to see if the treatment is effective. One way to obtain baseline information is by recording information in the form of S.T.A.R. charts. The information you give here will be used in conjunction with information given at interview and through direct observation of*. With the help of your therapist fill in the behaviours you would like to work on. Choose no more than three behaviours. Try to record the behaviours as soon as they happen.

Behaviour	Description
1.Picking skin	<i>Picking at a wound on hand, face or body</i>
2.Levels of anxiety	<i>As characterised by rapid repetitive verbalisation (RV); touching hair (TH); touching hands (THD); touching chin (TC).</i>

Instructions for Use:

Settings	Triggers	Actions	Results
<i>Include places, people, times, any tension in the environment, noise, hunger, activities going on in the environment etc.</i>	<i>These are the things in the environment that set off actions. Some of these may be the same as the settings; write down only what you see rather than what you think has happened. Don't try to interpret and look for reasons for the behaviour just write down what was going on at the time.</i>	<i>Record the behaviours you observe, how long they went on for, how many times they were done. For * we will be concentrating on the behaviours listed above.</i>	<i>What was the result of * doing that behaviour; did he/ she escape from having to do something? Record the events that follow the observable action that you recorded. What did you do?</i>

Name of pupil		date	page		
<i>RV = repetitive verbalisation; TH = touching hair; THD = touching hands; C = chin ++ = increase in this behaviour</i>					
Date & Time	Setting	Trigger	Actions	Results	What went well
			RV TH THD TC		
			RV TH THD C		

Post Incident Report for Supporting Pupils with Challenging Behaviour

Name of Child: _____ Name of staff member completing this report: _____ Date & Time: _____

Describe the behaviours displayed: <i>Be factual and specific.</i>	Are these new behaviours? Have you seen these behaviours before?	What happened before the incident? <i>Be factual and specific. Who was present? What was the child doing before the behaviour started?</i>
	Are these behaviours recorded in the pupil's behaviour support plan?	
What were the triggers for the escalation in the behaviour? <i>Were these the same triggers as outlined in the behaviour plan?</i>	How did you try to de-escalate the behaviours? <i>Be specific. What did you try to do before the behaviours escalated? What worked/didn't work?</i>	Where did the incident take place?
Did you use physical intervention? Which physical interventions did you use? Who did these interventions with you?	Were there any injuries to the child, other children or any staff members? What actions did you take to support those injured? Also fill in Accident book	Are there any actions you need to take to reduce the risk of this behaviour happening again? What actions will you take?
Have you informed the parents that you used physical interventions? <i>When and how did you inform parents?</i>		Are there any changes needed to the child's behaviour support plan?
<p style="text-align: center;">Please fill in the form on the day of the incident filling in all the information required. Please make a copy of this form; give one to SLT and one to the child's class teacher.</p>		