



SAND
ACADEMIES TRUST

BATTLEDOWN CENTRE FOR CHILDREN & FAMILIES

BEHAVIOUR SUPPORT POLICY

Date of Policy: October 2024

Review Date: October 2025

Signed by: Imran Kaderbhai Date: 3/10/2024

Chair of Governors

Introduction

The Behaviour Support Policy along with the SAND Behaviour Principal Statement promotes a positive attitude and approach to pupil's behaviour. The most effective way to do this is by supporting pupils to manage their own behaviour. We aim to provide an environment where pupils enjoy learning, are able to participate in activities and have the opportunities to achieve high standards; following our school ethos of removing barriers and enabling learning. All pupils and staff within school have to right to feel safe, secure and happy.

Staff within the school value every pupil and offer a secure, nurturing and enjoyable learning environment where expectations are high, clear, fair and consistent. School rules are displayed in every classroom (See Appendix 2).

Both pupils and staff thrive on the positive relationships they establish with each other. It is our professional belief that through that strength of the quality relationships that the positive role modelling of behaviour is best fostered.

Aims:

- To promote positive self-esteem
- To keep pupils and staff safe
- To create a purposeful, safe and happy atmosphere where pupils feel confident to develop as individuals
- To encourage independence and a sense of personal responsibility
- To encourage pupils to show kindness, respect and tolerance of each other and the school
- To model and reinforce appropriate behaviour
- To value achievement of all pupils at all levels
- To promote positive working relationships where pupils are able to reflect on the impact and consequences of their actions
- For the school community to work towards the school's values and ethos

Purposes:

Pupils

We expect pupils will:

- Respect other pupils in the way they talk and treat each other
- Show respect for adults
- Respect and look after all property
- Look after one another and show kindness towards each other
- Reflect on their actions and build upon their social skills and interactions.
- To be part of a safe and secure working environment
- Build safe and trusting relationships within the school.

Staff Inductions

We have a duty of care to ensure our students and staff members are safe and, therefore, all Teaching and Learning will undergo Level 1 Team teach training (recertified every 2 years) which covers behaviour management and de-escalation and learning Restrictive Physical Interventions. Senior Leaders and Behaviour Leads introduce staff to the use of behaviour support plans and the use of our online recording system CPOMS. Ongoing development of our staff's members' understanding of supporting positive behaviours and minimising behaviour that is challenging will be led by our Behaviour Team.

Staff

Staff will be responsible for the behaviour support of pupils within their care and be aware of and follow behaviour support plans and appropriate strategies for each pupil. Teachers and Learning Partners will be trained in Team Teach. All staff will have regular behaviour training and refresher Team Teach. Staff will have a sound knowledge of pupils within their care taking into account their needs and triggers. All staff will aim to build positive working relationships with pupils within their class that involve mutual

support, respect and trust.

- Staff will ensure they take the time to build trusting & secure working relationships with the pupils.
- Staff will ensure they remain calm in challenging situations and will endeavor to de-escalate situations before they arise by knowing pupils' interests and calming strategies that work for them, this will be done by building successful trusting relationships with pupils within our care.
- Staff will ensure that they use a total communication approach to enable pupils to understand and express their wants and needs.
- Staff will work with pupils on recognising and expressing emotions in a safe way throughout the school day e.g., during circle time.
- Staff will ensure that any pupil who needs a Behaviour Support Plan has one, so that all staff are aware of a pupil's triggers, needs and the de-escalation approaches and strategies to be used.
- When working with pupils who are in a heightened state of arousal, staff will ensure that they remain calm, are using clear concise language if necessary and visual symbols to support pupils and give the pupil time to process.
- Team teach may be used to help a pupil de-escalate and keep the pupil, peers and staff safe. (N.B. Staff will be trained in Team Teach Techniques)
- Any restrictive physical interventions must be recorded on CPOMS (see SAND Restrictive Physical Intervention Policy) (see appendix 1)

We expect staff will:

- Understand that behaviour is part of a pupil's communication system
- Be positive role models for all pupils.
- Explore our emotions and role model the safe expression of these
- Co-regulate emotions and behaviours with the pupils to support learning within this area
- Provide pupils with clear expectations of behaviour which supports the whole school policy and ethos.
- Positively reinforce & recognise examples of good behaviour, for example using stickers, certificate, verbal praise and other rewards as appropriate. Classes use differentiated approaches to reward positive behaviour, this may be a whole class approach or vary according to individual pupils.
- Keep clear records of positive and negative behaviour as appropriate, including triggers, successful and unsuccessful strategies. This will be recorded on CPOMS and Frequent Behaviour Forms. (Appendix 3)
- Work collaboratively to understand behaviour with staff teams, behaviour leads, parents and SLT.
- Weekly discussions during Teacher meeting to share positive and challenges regarding behaviour's within classes. Staff will have the opportunity to discuss behaviours and concerns as a wider team, sharing ideas, strategies and support. Staff will name pupils and as a team will look at solutions and suggestions to move forward. SLT/Behaviour leads will arrange more in-depth meetings with classes as needed to focus and support individual pupils. An individual Behaviour Support Plan will be implemented if necessary (Appendix 4).
- Keep parents fully informed about issues concerning behaviour either through Class Dojo, telephone or meeting depending on the circumstances.
- Ensure the LAB are regularly updated on the school's behaviour approach and incidents through the termly report.

Parents/Carers

We expect Parents/Carers will:

- Be involved and support all aspects of their child's behaviour in school including individual behaviour support plans (if appropriate)
- Keep school informed about their child's behaviour at home
- Be involved in supporting us to meet the aims of this behaviour policy

Governors

We expect Governors will:

- Know that staff are constantly striving to provide a safe secure and happy environment for all pupils
- Be informed of matters concerning behaviour and positive handling incidents
- Support the Head Teacher and staff in the implementation of this policy ethos
- Play an active role in ensuring our aims are met

Behaviour

Whilst we are creating a culture that promotes appropriate behaviour, the pupils at times will display inappropriate behaviour. These include:

- Child-on-child physical abuse
- Child-on-adult physical abuse
- Serious disruption to learning
- Environmental Damage
- Verbal abuse
- Behaviour Online

Behaviour Protocol:

Staff use a variety of behaviour strategies to encourage positive behaviour including the following:

- Reward the positive behaviours
- Understand what motivates individual pupils and use motivators to encourage appropriate behaviour
- Use LP's to support or work with the relevant pupil
- Use warnings using total communication approach
- Time-out
- Change of face including other classes/behaviour team
- Photo/picture cues
- Distractions
- Humour
- Planned ignoring of inappropriate behaviour
- Use pupil's Behaviour support Plan (Appendix 4)
- Use class/pupil reward system
- Talk to the pupil
- Calm Boxes/Sensory
- We monitor pupils whilst using ICT and educate pupils about appropriate websites
- Sensory Circuits/Movement Breaks/Sensory Breaks

All behaviours are clearly recorded on CPOMS; Battledown's online behaviour recording system (see Appendix 1) this allows a clear picture of what works for the pupil and builds a picture of patterns of behaviour, this is monitored by SLT and Behaviour Leads.

Rewards:

When giving rewards to pupils we always make clear why we are rewarding the pupil and this will model positive behaviour to other pupils. Effective praise helps the pupils understand the behaviour expected in class and achievement is celebrated. It is important to acknowledge effort, engagement and positive behaviour in order to motivate a pupil. Rewards we give include:

- High fives, smiles, thumbs up
- Private praise
- Public praise where appropriate

- Stickers
- Certificates
- Wow moments
- Informing parents/carers
- Individual reward system
- Positive touch

Our Approach to Physical Touch

At Battledown we have an ethos that pupils need to feel safe emotionally and physically. We create safe spaces for all pupils in classrooms and around the school to help provide this feeling of safety.

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to pupils this sometimes means physical touch is necessary, especially taking into account the varying needs of our pupils who need physical touch as part of their physiotherapy or positive and preventative behaviour strategies.

Some pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills.

We have adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

We consider four different types of touch and physical contact that may be used, these are:

1. Casual / Informal / Incidental Touch- Staff use touch with students as part of a normal relationship, for example, comforting a student, giving reassurance and congratulating. This might include taking a student by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General Reparative Touch- This is used by staff working with students who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad student. Touch used to regulate a student's emotions, triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap (if written and agreed in the Behaviour Support Plan) - with face to face always being avoided and always within sight of other staff. This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, or hand or foot massage, sensory massage, TACPAC.

3. Contact Play- This is sometimes used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the student has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact.

Contact play may include an adult chasing and catching the student or an adult and student playing a game of building towers with their hands.

4. Interactive Play (Rough and Tumble Play)- This structured play follows clear rules and is operated under close supervision by staff. It will only ever take place when all participants are in agreement and completely understand the rules. This sort of play releases the following chemicals in the brain:

- Opioids - to calm and soothe and give pleasure
- Dopamine - to focus, be alert and concentrate
- BDNF (Brain Derived Neurotrophic Factor) - a brain 'fertiliser' that encourages growth

Reflection:

When dealing with negative behaviours we must always be aware that a pupil is trying to communicate with the adult. We must also be aware of the pupils' self-esteem and that it is the behaviour that is unacceptable never the pupil. We acknowledge the pupils' feelings and support their understanding and management of their feelings; e.g. 'I can see you are very angry, let's go outside' 'It is ok to feel angry but we cannot hurt our friends'. The first and most important steps are ensuring the pupil has a chance to regulate their emotions, ensuring they and others are safe. Reflection with individual pupils may need to take place once the pupil has regulated their emotions, in some cases, this may be sometime after the incident has occurred.

Once a pupil is calm, staff will reflect on their behaviour with the pupil, if this is appropriate. For pupils who can reflect on their behaviour, we will have a discussion using a total communication approach to establish if they understand why the behaviour is unacceptable and the impact the behaviour has on their peers. For some pupils, the use of discussion to reflect on their behaviour is not appropriate. For these pupils, staff will reflect on these incidents using positive visuals e.g. kind hands, emotions (Appendix 5).

If pupils are displaying a new behaviour on a more frequent basis, a Frequent Behaviour Form (appendix 3) is used to record this. Staff will then use this form to identify patterns and potential triggers which may then help to inform strategies which can be employed to support the pupil to avoid the behaviour reoccurring.

If a more detailed overview of a behaviour is required, staff can use an ABC form (see Appendix 6) This can be used to identify patterns and potential triggers.

Behaviour Support Plans

- When negative and challenging behaviours are persistent, pupils will have individual Behaviour Support Plans (see appendix 4). These Plans are completed by the class teacher in conjunction with the whole class staff team so that everyone can contribute to behaviour support strategies and be aware of what is agreed. This will lead to a consistent approach in the support of the pupils by all staff in the class.
- Behaviour Support Plans also need to take into consideration parental/carer input and they will need to sign off the agreed plan.
- Once completed, the plan will be assured by the Behaviour Team and saved onto sharepoint. These plans should be reviewed annually or if a change in behaviour or strategy occurs prior to this.
- Behaviour Support Plans will be a bespoke in their nature to each individual pupils.

- **Recording**
- Behaviour incidents involving injury to adult, injury to pupil, serious disruption, damage to property and Team Teach techniques will be recorded on CPOMS. CPOMS will be monitored by the Behaviour team and SLT.
- Frequent Behaviour Forms (Appendix 3) will be used to record a specific behaviour. These will be checked and monitored by the Behaviour Team and stored in a class behaviour file. This will accurately ascertain the frequency of certain behaviours. These forms will be uploaded to CPOMS weekly with a reflection.
- Pupil's individual risk assessment will be annually reviewed or following significant incidents within school.

Serious Incidents

- Teachers and LPs need to judge the level of danger and act accordingly- danger to pupil, other pupils, staff, equipment.
- Remove the pupil from the situation/ remove situation if necessary
- Remove other pupils
- Call for support from other staff within class/school
- Allow pupil to calm down- support them with co-regulation and/or self-regulation.
- Use of a safe space in school
- At the end of the incident, if appropriate speak to the pupil, record on CPOMS.
- Pupil's parents informed. Parental meetings called when needed to discuss concerns with behaviour and how to move forward.
- Update of risk assessments and Behaviour Support Plan if needed.
- All serious incident will be reviewed by the Behaviour team and SLT
- Incidents classed as serious are:
 - An injury to a pupil/member of staff that requires first aid
 - Absconding
 - Head injury
 - Extensive damage to property
 - Using equipment as weapons
 - Knives

Positive Handling

At Battledown we subscribe to the principles of Team Teach, staff are trained in using Team Teach positive handling techniques to Level 1, SLT members are trained to Level 2.

The fundamental principle being de-escalation, with positive handling and Restrictive Physical Interventions (RPI) only being used as a last resort and when all de-escalation techniques have not been effective. This should only be necessary if a pupil is in danger of harming themselves/others, damaging property, removing severely disruptive pupils from the classroom where they have refused to follow instructions to do so. Any positive handling should be recorded on CPOMS as promptly as possible, at the end of the school day at the latest and are reviewed by SLT and Behaviour Leads. The pupil's risk assessment and Behaviour Plan will be updated if necessary and parents will be informed. Following a Team Teach intervention a first aider will check over a pupil to ensure they are safe and injury free. When using Team Teach interventions there will always be 2 adults present, and staff will team teach to a safe area for the pupil. A Behaviour reflection sheet will be completed by staff with the pupil post an incident (see Appendix 5) The Team Teach leads within the SANDMAT will ensure staff are kept up to date with policies and procedures around Team Teach.

Safe Spaces

Safe Space

The safe space at Battledown is an area within school which provides a safe area for withdrawal or

retreat. The guidelines are displayed by the safe space and all staff are aware of these (Appendix 7).

The Safe Space can be used as a de-escalation resource by staff or a withdrawal/retreat which pupils may choose to use when offered by an adult– to calm down in a quieter space until they are ready to re-join the class.

Guidelines for use

- A safe area maybe used as part of a de-escalation strategy. All other de-escalation strategies would have been exhausted before supporting a pupil to a safe area.
- The use of a safe area must not be a punishment or sanction for noncompliance.
- Whenever a pupil is in a safe area, a member of staff will accompany them, If the pupil communicates either non-verbally (e.g. hit, kick, bite) or verbal (e.g. 'go away', 'leave me alone') that they want to the staff to leave, the adult will respect this communication and observe from a distance. They will re-join the pupil when the pupil indicates they are ready for them to do so.
- Pupils may be offered and encouraged to use a safe area when they are showing signs which may lead to an emotional outburst.
- Should a team teach technique be required to support the pupils to a safe area, this will be recorded on CPOMS as 'time/out'
- In cases of extreme and dangerous behaviour and for the safety of either the pupil or others, the specific safe space can be temporarily secured whilst the pupil remains observed.
- Areas considered a safe area include the quad, classroom outdoor areas, the calm room (name TBC).

Restriction of Liberty

- Under The Children's Act 2006, any practice or measure such as 'time out' or seclusion, which prevents a child from leaving a room or building of his or her own free will may be deemed a 'restriction of liberty'. Under this Act, restriction of liberty of children by a local authority is only permissible in very specific circumstances.
-
- There may be instances where it is appropriate to restrict a child who may be at risk due to a lack of awareness or danger to a room or a particular area in order to keep him/her safe, e.g. if s/he has a severe learning disability and/or their ability to make safe choices is temporarily impaired by severe anxiety or rage, resulting in challenging and unsafe behaviour. However, it must be ensured that they are cared for under close adult supervision at all times and the incident fully recorded and reported. This must also be reported to a member of SLT as soon as possible. All staff must adhere and follow guidance in the Restrictive Physical Interventions Policy. No school should unnecessarily restrict the liberty of a child.

Exclusions

Exclusions would be a last resort and would happen in consultation with parents, SAND Academies Trust CEO and the LAB.

Review

In order to ensure effectiveness, the behaviour support policy will be monitored and reviewed annually

Appendix 1- Prompt Sheet for Recording Physical Interventions on CPOMS

The screenshot shows the 'Add Incident' form in the CPOMS system. The top navigation bar includes 'Battledown Centre', 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', 'Account Settings', 'Add Incident', a notification bell, and 'LOGOUT'. The form has three main sections: 'Student' (with a search box), 'Incident' (with a large text area), and 'Categories'. The 'Categories' section is expanded, showing a list of checkboxes for various subcategories. The 'Behaviour Support' subcategory is selected, and the 'Location' subcategory is also selected. The 'Family Contact/Information' subcategory is also selected.

Please Tick **ALL** these details: (each behaviour requires all this information)

Behaviour Support

- Antecedents: what caused the behaviour?
- Behaviour
- Consequence
- One of these options MUST be ticked- RPI-Behaviour Plan or RPI-NO Behaviour Plan
- Follow up-Family informed. Time support for pupil. Time Support for Staff.

Location

- Tick where it happened

Family Contact/Information

- Parents/Carers MUST be informed of any RPI.
- Please tick **how** you have let them know.

In the Incident Box please write ALL these details to explain the situation:

Be clear, factual and descriptive.



How did you escort? How did you maneuver?

- The location
- The antecedents- situation the behaviour occurred in. What did you do to prevent the RPI?
- Which hold was used-how you got into it.
- Duration of hold/escort
- Who was involved-please write first names (not initials)
- Post Incident support- How parents informed, follow up, first aid, recovery time.


Restrictive Physical Interview (RPI)


Appendix 2- School Rules


To be followed by every class throughout the school



Class Rules

1












1. We will be kind to our friends

2









2. We will help others


3







3. We be keep safe

4









4. We will share and take turns

5





5. We will listen

Appendix 3- Frequent Behaviour Form

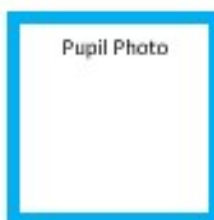


Event Record

	Pupils Name:		Class		
	Behaviour: <i>e.g. 'h' hair pulling 'k' kicking</i>				
	Monday	Tuesday	Wednesday	Thursday	Friday
9.15-9.45					
9.45-10.15					
10.15-10.45					
10.45-11.15					
11.15-11.45					
11.45-12.15					
12.15-12.45					
12.45-13.15					
13.15-13.45					
13.45-14.15					
14.15-14.45					
14.45-15.15					

Appendix 4- Behaviour Support Plan example

Behaviour Support Plan:
PUPIL NAME



Effective strategies for (name): **6.3** A structured day/Distraction/ a timer/ Use of signs/symbols/ a calm tone of voice and calm and open body language/change of personnel/Ignore attention seeking behaviours |

Effective rewards that (name) enjoys: things that help the pupil- favourite activities/calming activities

Good phrases to use with (name): 'time for...'

Behaviour	Strategies	Level of behaviour
		Colour code as appropriate to the support needed: Green- class team Amber- buddy class/member of Behaviour team Red- SLT

Completed by (teacher name)
 Date

To be reviewed: (1 year after completion date)

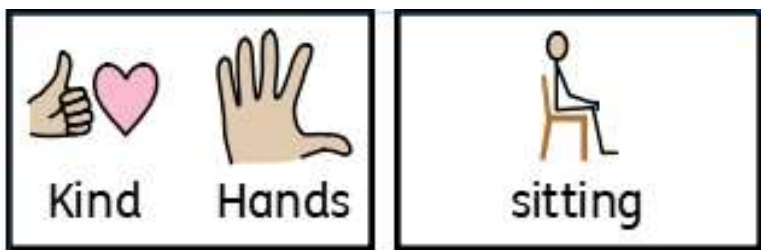
Positive Handling

In situations where (pupil name) is a danger to himself and others, and needs to be moved to a safer space, Team Teach approved holds should be employed. If two staff are available single elbow should be used, and if only one person is present a double elbow should be used. Avoid eye contact with minimal verbal communication i.e. symbols. Positive handling should only be used as a last resort. Incidents of Positive Handling will be recorded on CPOMS. All staff must make themselves aware of the safe space policy and abide by its contents at all times. This plan may be shared with other agencies involved with your child.

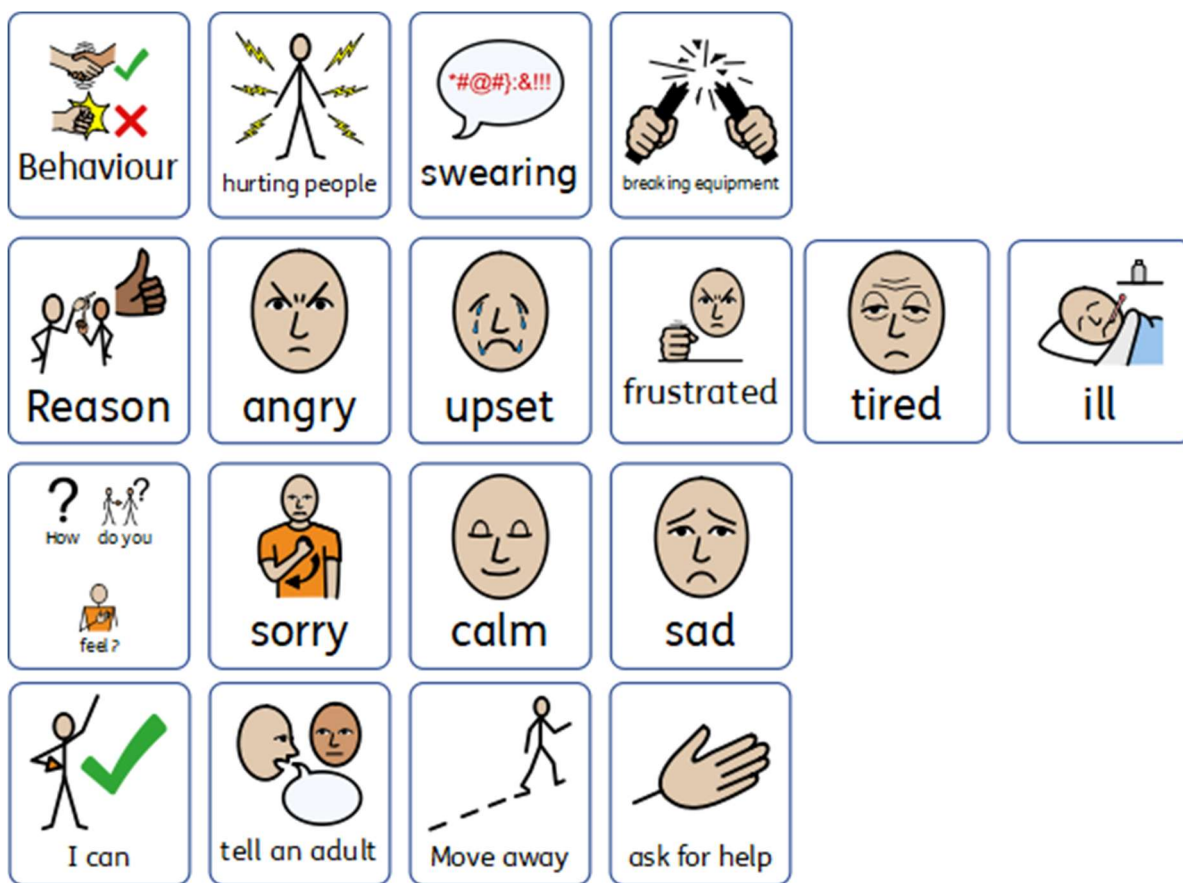
Parent/carer signature	Date
Parent/carer signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date
Staff signature	Date

Appendix 5- Behaviour Reflection sheet (if appropriate)

Example 1:



Example 2:



Appendix 6



Functional Analysis of Behaviours of Interest & Behaviours of Concern

Name:		Date:
Before (<u>A</u> ntecedent)	During (<u>B</u> eHAVIOUR)	After (<u>C</u> onsequence)