



# Waverley School Behaviour policy and Statement



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## Introduction

At Waverley School we believe that it is important to help our pupils learn how to behave appropriately, respect others and themselves. This policy reflects the values and principles that we consider important for the school. All members of the school community should be guided by this policy, and are expected to respect its boundaries. This policy incorporates supporting principles from trauma informed practice, sensory processing research, positive behaviour strategies PBS and PRICE (protecting rights in a caring environment).

This policy is written in line with Enfield's etips strategy (Enfield Trauma Informed Practice in Schools) and subscribes to the principles of restraint reduction.

This policy should be read in conjunction with [The Use of Physical Interventions Policy](#), [Health and Safety Policy](#), [child protection policy with coronavirus updated Jan 2022](#) and [Golden Rules poster.doc](#) Waverley is a nurturing school. We support all our pupils through all aspects of their learning. Pupils need to feel calm and confident. We teach pupils the skills they need to manage their own behaviour. Staff work together to find the best support for individual students. Staff remove triggers and work with other professionals to support students.

We believe there is no "bad" behaviour and that all behaviours tell us "something is wrong". As a nurturing school it is our responsibility to put that wrong right.

We recognise that our pupils have a range of learning difficulties which can impact their behaviour. All our pupils have cognitive and communication impairments. Many have sensory and physical impairments and some have social and emotional difficulties. Each of these difficulties impacts on our pupils abilities to

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

All staff should be aware of this when working with our pupils and make the necessary adjustments to remove unnecessary triggers.

We value and respect all pupils. We have a pupil centred approach. Some negative behaviours can evolve when pupils' needs are not considered (e.g. boredom). Our curriculum is broad, balanced and relevant to individual needs. Pupils who may be experiencing sensory integration difficulties may display inappropriate behaviour. We use advice from teachers who have had sensory processing training and promote positive learning environments in which boundaries of acceptable behaviour are clear. Adults act as role models

demonstrating suitable behaviour. Staff remain calm and use calm tones of voice (not shouting), at all times, even in difficult situations.

We celebrate all positive and improved behaviours (by praise, certificates etc). We recognise that some pupils need protection from their own behaviour and we also teach pupils how to manage their own behaviours. Physical interventions are only used in the best interest of the student and as a last resort. We document agreed strategies and practices. (Behaviour Improvement Plans and Individual Behaviour Plans)

### **Trauma informed practice**

Due to their disability, we recognise that many of our pupils and families have had numerous 'Adverse Childhood Experiences' (ACEs).

Adverse Childhood Experiences include:

- **prejudice**, due to the disability
- **survivorship**, many of the pupils have severe health needs from birth or have had traumatic births
- **household or family adversity**, due to the added pressures of having a child with a severe disability that often has an adverse effect on families e.g. poor or inappropriate housing, adding costs, child care concerns
- **violence**, some families have been the victims of domestic violence or been adversely affected by crime or gang membership-Enfield has recorded the highest number of serious Youth Violence victims (266) out of all the 32 London boroughs, as of the year ending 2021
- **adjustment**, parents of children with disabilities are more likely to separate.

Some of our pupils are affected by one of these ACEs however some pupils have been affected by a number of ACEs



With this understanding this policy aims to ensure all stakeholders are aware of the need to consistently follow practice which recognises the need to accept and understand how our pupils are feeling, processing, and understanding the world around them. By placing ourselves as their partners rather than their superiors we can develop effective relationships which are founded in trust, understanding and empathy.

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

- not enough attention/failure to meet basic needs
- too much danger

There are therefore two primary functions of behaviour

- need fulfilment
- danger avoidance/safety seeking

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

### Principles and Good Practice

Trauma informed practice is at the heart of our interactions with our pupils. Staff recognise that survival responses affect the pupils' abilities to respond to non-essential tasks. Therefore, staff use their observation skills and knowledge of the pupils to know when to challenge and stretch the pupils and when to resist challenging and accept the pupils' responses.

The key principles of trauma informed approaches are:

- trustworthiness and transparency
- collaboration and mutuality
- empowerment, choice and control safety

Our trauma-informed approach asks "what need is being met by this behaviour?" or/and "What danger is being avoided/safety sought?" "what do the adults need in order to support the pupil", "what does the pupil need from adults to be able to regulate and manage themselves"

Our trauma informed approach does not view pupils as manipulative, attention seeking or destructive, but as trying to cope in the present moment using any available resource.

Pupils are provided with clear expectations and communication strategies to guide them through stressful situations. Our goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

Class routines should be well established as these provide structure to support pupils to feel safe whilst offering opportunities to build skills.

Adults being aware or attuning to our pupils is the first step in assisting the pupils in learning to manage their own emotions, responses and reactions

Observe the pupils: pick up the clues of need/distress as early as possible

Enhancing the self-esteem of pupils is acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour. The school also recognises that when pupils' arousal levels increase this can lead to inappropriate behaviour. Similarly, as pupils grow and develop (including during puberty and adolescence) they experience changes which may impact on their mood, temperament, and subsequent

behaviour. There is, therefore, a strong emphasis on Personal, Social and Educational Development (including Sex and Relationship Education) in the curriculum, and the needs of each individual pupil are considered. (This may involve adjusting timetables and activities thereby helping pupils to manage their arousal levels to avoid such behaviour.)

We recognise that many pupils will need support throughout their school career to develop and enjoy such relationships.

Enhancing the communicative capability of pupils and helping them to learn meaningful ways of communicating their needs is important in developing positive behaviour. We believe that many pupils who display behaviours deemed 'inappropriate or challenging' have not yet learnt more appropriate ways of communicating.

The school has embedded in its philosophy the desire to recognise and celebrate all positive and improved behaviours (by praise, certificates etc).

We recognise that some pupils need protection from their own behaviour.

## **Sensory Processing**

### **Regulating Arousal and Emotions**

Ayres' theory of Sensory Integration describes how the efficiency and effectiveness of integrating the sensory information that we receive from our environment impacts upon the development of a variety of skills such as arousal, emotional regulation, attention and listening, language, social communication, purposeful activity, the ability to plan and carry out movement and the ability to learn new skills: For many of our pupils, their development of sensory integration is adversely impacted.

This can have a significant impact on their ability to regulate their emotions and arousal levels which, in turn, can lead to behaviours which may be challenging.

Pupils who exhibit behaviours that challenge, are seen as individuals who bring their own opinions, preferences, experiences and abilities to be valued and respected. As such, behaviours which are seen to be challenging are responded to with a focus on the pupil's perspective.

We recognise that some behaviour which is challenging can evolve when pupils' needs are not being met (e.g., boredom).

Understanding a child's difficulties with sensory processing and integration can help adults around them to offer activities to help the child to regulate their arousal and emotions and reduce behaviours which may result.

### **Arousal**

Arousal is the level of alertness in the body. It ranges from low (or asleep) to too high or highly stressed. Different activities and environments require different levels of arousal. Different environments or activities can change our arousal level. Optimal arousal is the level of arousal which matches the environment and the activity. For example, at night time, optimal arousal is low enough to facilitate sleep. At school, optimal arousal is when a student is able to focus, attend to and engage with activities. It is normal for arousal levels to be higher in the playground or at a party as there is more movement and excitement.

## Regulation

Regulation is the ability to change arousal to match the environment and the activity. It is the ability to adjust to the optimal level of arousal. Some children, young people and adults have more difficulty in regulating their level of arousal than others. This includes difficulty with sensory regulation and emotional regulation. Difficulty with regulation is often reported in autism, ADHD, attachment disorders and other disabilities.

## Dysregulation

Dysregulated is the opposite of regulated. So, when an individual is not in an optimal state. It is usually when arousal is too high that it results in behaviours which are challenging. We usually think of dysregulation as angry or out of control behaviour. It can also present as an individual freezing or dissociating.

The ability to regulate starts to develop when we are a baby. Long before humans can self-regulate, we need help from our caregivers. When babies show distress, their caregivers swaddle, carry, rock and feed them. Caregivers should provide what is required to help the baby to regulate their arousal. As these needs are met, the infant learns patterns and rhythms.

Regulation develops over time and with experience. Each time a child experiences dysregulation and can regulate, they learn what helps them. However, this process starts with co-regulation.

## Co-regulation

Co-regulation is when someone else helps another individual to regulate their arousal or emotions. Regulation with the help of caregivers is what teaches children to self-regulate as they get older. They learn what they experience. Co-regulation helps them to develop the brain networks and strategies they need to self-regulate.

For many of our pupils, this process will take much longer. Some may always be reliant on co-regulation strategies and adults knowing and being able to offer sensory strategies to assist them to regulate.

## Self-regulation

Self-regulation is the ability to stay regulated without the help of others. It is the ability to use your own strategies to either calm down or energise. Some individuals need more help to learn how to self-regulate than others. Many of our pupils need more support to learn to self-regulate. Some may always be dependent on co-regulation. Offering regular sensory regulation activities can help with the development of self-regulation.

## Emotional regulation

Emotional regulation is the process by which people manage their emotional experiences and their responses to all types of feelings, including very powerful emotions such as anxiety, anger, sadness and frustration.

The way we respond to our emotions, both mentally and behaviourally, has a major impact on our psychological wellbeing and our social experiences. When we fail to regulate our emotions properly our resulting behaviour can put our mental health and relationships with others at risk.

We begin to develop emotional regulation during infancy and the process continues throughout childhood and adolescence. However, for some children, such as those with difficulties with sensory processing, emotional regulation becomes more difficult. People with sensory processing difficulties present with a condition in which

the brain has difficulty responding to information that comes from the senses, including touch, sight, and sound. Environmental stimuli can be overwhelming to children with sensory processing difficulties, and this can make it incredibly difficult for them to self-regulate their resulting emotions.

### Sensory Regulation Strategies

Sensory regulation strategies are strategies which use the senses to help with regulation. These are often used to support individuals with autism and others who experience sensory processing differences.

The goal when using sensory regulation strategies is to help the individual to regulate. They are often using the sensory strategy alongside them, so to support co-regulation, initially. The longer term goal would be that they could self-regulate using the strategy. Programmes like the 'Zones of Regulation' can be helpful to teach emotional regulation and how to use sensory regulation strategies.

Sometimes the individual may need to increase their arousal level. This would mean using a sensory regulation strategy that would make them more alert.

Alternatively, sometimes they may need to decrease their arousal level. So, they will need a sensory regulation strategy to help them to calm down.

There is no 'one size fits all' when it comes to sensory regulation strategies. Every individual is different. Everyone has access to different resources. This means that the sensory strategies will be unique to that individual. It is important that everyone who is supporting is aware of agreed strategies and are able to consistently use them (this includes family, carers, school staff and any other professionals involved).

### **PRICE Principles -supporting pupils with behaviour that challenges using physical interventions**

*'Physical Intervention is always a last resort and forms part of a wider strategy for managing behaviour that challenges'*

We aim to avoid the need for physical intervention and regard this as a last resort and should only be used in a minority of situations.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories set out by the Law. Staff should always act within the boundaries of this policy.

This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Physical Intervention will only be used when it is in the best interest of the pupil; in ways which maintain the dignity and safety of all concerned, and when other less intrusive approaches have been tried and been found to be unsuccessful.
- Physical intervention should only take place within a commitment to Restraint Reduction and should always protect people's Human Rights and promote a person-centred approach.

- Under exceptional circumstances it may be the first course of action, for example where a person was in immediate danger of harm (putting their fist through a window or about to run in front of a car) and there is no time to try other strategies.
- Physical intervention is part of a wider, holistic strategy centred on positive behaviour support which includes 'proactive approaches', 'primary and secondary strategies' and 'restraint reduction strategies'. Other areas include 'communication approaches', 'de-escalation and diffusion' strategies, 'behavioural audits', and risk assessments.
- Any physical contact should be only the minimum required.
- Incidents must be recorded on Iris and reported to the Head teacher as soon as possible
- Parents will be informed of each incident and future physical intervention approaches to be used will be done in full agreement with parents/carers support
- The use of any physical interventions will only be used for pupils who have an Behaviour Improvement Plan (BIP) that clearly states when and how this would be an appropriate strategy to use, unless in the event of an emergency (see section on unforeseen or emergency situations).
- Staff expected to implement such strategies must have had appropriate training first.
- The school endorses methods of physical interventions taught by "PRICE" (Promoting Rights in a Caring Environment) as safe and supportive techniques appropriate for the needs of pupils such as ours.
- Staff are only permitted to use the techniques taught by 'PRICE' and listed in an individual's BIP.
- Staff are only allowed to intervene to keep the pupil, or others, safe, or to prevent serious damage to property or to prevent serious disruption to the education of others. It is never punitive and will only ever be used in the pupil's best interests.

Enhancing the self-esteem of pupils is important and is a key factor in the promotion of more positive relationships. When pupils' arousal levels increase, this can lead to inappropriate behaviour. They experience changes which may impact on their mood, temperament, and behaviour. We teach Personal, Social and Educational Development (PSHE) in the curriculum that sits alongside our behaviour management strategies to allow pupils opportunities to learn and think about the world around them which supports them to become successful citizens in our local and wider environment. We take into account the needs of individual pupils. (This may involve adjusting timetables and activities.)

Enhancing the communicative capability of pupils has a positive impact on their behaviour. Helping them to learn meaningful ways of communicating their needs is important. Pupils who display behaviours have not yet learnt more appropriate ways of communicating.

### The Legal Framework

Staff have a duty of care to support pupils to be healthy and safe but also to promote their rights and independence. This is both a legal and statutory duty as well as a moral and ethical responsibility in our role as educators working with our pupils. This includes the duty to use 'reasonable force' to prevent pupils from hurting themselves or others. The use of physical intervention cannot be used as a punishment- it is always unlawful to use physical intervention as a punishment. Staff must, therefore, take reasonable action to ensure the safety and wellbeing of all pupils they are working with.

Under the Education and Inspections Act 2006, Section 93:

Staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself),
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### Use of Reasonable Force & Physical Intervention

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

Staff should always default to the least intrusive intervention appropriate to the particular circumstances which links back to rights and dignity, core principles of Positive Behaviour Support (PBS) and health and safety (all physical interventions carry a risk to all parties, the more restrictive, the greater the risk). Physical interventions are not a vehicle for behaviour change, in fact for many it may be reinforcing, so less is more!

Staff should follow a protocol of no holding against any joints, and we never use any form of physical intervention on a pupil lying face down on the ground because the risks are significantly elevated. There is no place within our practice at Waverley to use any techniques to manage behaviour which deliberately inflict pain. It is also totally at odds with the ethics associated with Positive Behaviour support (PBS) and will not be tolerated. This needs to be considered when using any form of physical intervention for each individual pupil who may require this support and will be incorporated in their BIP.

### The use of Restrictive Physical Interventions in unforeseen and emergency situations

Waverley School recognises that there will be times when staff may need to use physical interventions as an emergency response to an unforeseen situation, such as stopping someone from running out in front of a car.

In situations like this, staff have no option but to act in the best interests of the pupils which may mean using reasonable force to manage a crisis situation.

Staff should always report and record these incidents using school procedures.

### Price Risk Assessments and Quality Assurance

PRICE Physical Intervention Techniques are risk assessed against each of those aspects and signed off by a PRICE Biometric professional. The risk assessment records:

- The suitability of the techniques for various populations including their use with adults, children and young people.
- Any potential risk factors.
- The psychological impact of any techniques.
- Any potential risk of harm to staff members using the techniques.
- Any potential risk of physical harm to people being supported.
- That the identified physical techniques never impede breathing.
- That the identified techniques do not intentionally restrict circulation.
- Evidence that the techniques being taught do not intentionally inflict pain.
- Evidence that the techniques taught avoid vulnerable parts of the body e.g. neck, chest and sexual areas.
- Evidence that the techniques avoid hyperextension and hyperflexion of limbs and joints or impeding circulation.
- Evidence that the techniques do not employ potentially dangerous positions including any which may compromise the breathing or welfare and safety of the person. Including the understanding of

- any potential risk factors such as obesity, positioning and intoxication.
- That the techniques do not conflict with any relevant official guidance.
- Guidance on the characteristics of each technique and the importance of not attempting unapproved modifications.
- The consideration of any elevated risk for any groups of the population. Risk assessments are reviewed every two years

### Post Incident Support

The support system for staff should be initially with the class team, then with the head of department, the assistant headteacher or deputy headteacher and finally with the Headteacher.

Any pupil who has been involved in an incident should be supported sensitively to enable them to calm down as soon as possible. Where appropriate this should be outlined in their IBP. Parents must be informed of such an incident as they may be upset on returning home.

The school will provide medical support for any injury to pupils, and a first aider will tend to staff.

PRICE trainers at the school meet with those involved to discuss the incident and look at future support including discussions around triggers, de-escalation and reviewing physical intervention techniques that may be used in emergency situations. If a physical intervention takes place at Bell Lane the head of department should meet with staff involved to debrief and inform the Deputy Head of the outcome of this meeting.

All trainers have attended the compulsory 7-day training workshop with qualified PRICE instructors and will continue to attend annual refresher training in order to review and update systems and procedures.

As part of its commitment to restraint reduction PRICE practice follows the network standards

### Restraint Reduction Network Training Standards 2019

The RRN standards are a much-needed cross-sector collaboration to reduce reliance on restrictive practices. As a school we adhere to the standards and incorporate the key principles when using physical interventions to manage challenging behaviour.

### Overview of the standards

- Aimed at education, health and social care services that support people with autism, learning disabilities, dementia and mental health conditions across the UK.
- Mandatory for all training with a restrictive intervention component that is delivered to NHS commissioned services (England only) for people with mental health conditions, learning disabilities, autistic people and people living with dementia in England.
- Implementation will be via commissioning requirements and inspection frameworks from April 2020.

### Aims of the standards

The standards aim to facilitate culture change, (not just technical competence). They are designed to: Protect people's fundamental human rights and promote person-centred best interest and therapeutic approaches to support people when they are distressed. Improve the quality of life of those being restrained and those supporting them. Reduce reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation, and reflective practice. Where required, focus on the safest and most dignified use of restrictive interventions, including physical restraint. Increase understanding of the root causes of behaviour and recognise that many behaviours are the result of distress due to unmet needs. Ensure a restraint reduction approach is adopted by all stakeholders.

### Training

All relevant staff receive training in positive handling techniques using PRICE principles alongside PBS. New staff should not engage in positive handling, prior to receiving training, unless absolutely necessary, and must always be supervised by an experienced and trained member of staff. Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a teaching assistant needs further training in behaviour management techniques, this should be discussed with the class teacher in the first instance. Teachers should discuss their training needs with their department head.

### Bullying

We recognise that bullying is unacceptable. This includes verbal or physical intimidatory behaviours and targeting of individual pupils. We understand that pupils do not understand that they are bullying. It is all staff's duty to safeguard victims from bullying. Bullying is taken very seriously at Waverley and is dealt with as appropriate to the needs and understanding of the individual pupil. 'Bullying' can be defined as being a deliberate hurtful behaviour against those who find it difficult to defend themselves. Pupils with complex and profound needs, by virtue of their impaired social understanding, may engage in behaviours against others that could be construed as being 'bullying' in nature if not in intent. Individual pupils may be targeted due to a long-standing association with a past event, or due to a misinterpretation of intent, or because of an individual's low tolerance of behaviours exhibited by the other pupil, or as a means of eliciting a predictable response from the pupil being targeted. The potential for "bullying" to occur is reduced by the strategies noted in this behaviour policy. Patterns of behaviour and common antecedents involved in the targeting of an individual by another, are detailed in the pupil's behaviour management plans. Strategies are consistently applied to help minimise the frequency of incidents and the pupil may have specific behavioural targets written into their behaviour plans and sometimes in their GAS targets (Goal Achievable Steps). Staff have a responsibility to safeguard victims of bullying, and to support and manage pupils' bullying behaviours via the Individual Behaviour Plan (IBP) system.

### Equal Opportunities

'An entitlement to learning must be an entitlement for all pupils.' Waverley school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all pupils. Staff will endeavour to establish an atmosphere within school that effectively diminishes prejudice and raises self-esteem, so that all pupils can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability

### Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil. All injuries to staff or pupils resulting from behaviour must be recorded and reported to a member of SLT and then logged on the Enfield Council Portal. Class teams must discuss the incident and think about remedial actions in an attempt to prevent any future incidents occurring. If necessary, a member of SLT must attend class meetings if a member of staff or a pupil has been injured. It may be important to review behaviour plans following an incident if new behaviour or triggers are observed, or if strategies are no longer working. Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place, times and witnesses.

## Part 2: Implementation (What should staff do?)

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

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

### Modulation

The inability to modulate emotions and physiology is often the key challenge for pupils. Pupils may rely on overt methods to manage their experiences: Self-injury, overeating, making self-sick, refusing to eat, rocking, banging head, jumping, running, thumb sucking, hair twirling, aggression, sexualised behaviours. When helping pupils to modulate staff should facilitate strategies which effectively and comfortably lead to a state change. e.g. down regulation: activities to lower arousal or up-regulation: activities to increase arousal, or in service of engaging with and connecting to the environment alternating states: activities that help pupils flow through increasing and decreasing arousal levels. Staff should agree what these activities are and identify any activities which are successful for individual pupils

### Class systems/paperwork

- Each class files a copy of Individual Behaviour Plans (IBPs) relevant to their pupils in a behaviour folder.
- IBPs are also stored on the staff server, in pupil folder, 'Individual Behaviour Plans and BIP' folder
- All physical interventions are recorded on IRIS
- All incidents or accidents occurring as a result of pupil behaviour should be reported on the online accident / incident form.
- Class teachers will keep parents fully informed about their child's behaviour. To deal effectively with challenging behaviour the relationship between home and school must be open and honest. This is done through class dojo.
- Parents will be informed each time a restrictive physical intervention has been used. The class teacher and SLT member will agree who will be contacting the parent and by what means.

### Use of Rewards for Pupils

We understand that rewards and celebrating success as well as positive behaviour towards others is an important part of life within our school. Rewarding pupils makes them feel valued, builds confidence and motivates them to achieve. Class teachers will have individual reward systems in place such as 'Star of the Day' that are relevant and in line with the needs of their classes. In addition to this one pupil from every class will receive a 'Star of the Week' certificate in the whole school assembly to celebrate their achievement and success within school that week.

### All staff should:

- Endeavour to form effective, nurturing, constructive relationships with pupils.
- Use appropriate communication methods which match the individual needs of each pupil, e.g. Makaton, PECS, PODD, Intensive Interaction, aided language displays, photos etc. and help pupils learn to use these themselves.
- Remain calm and use calm tones of voice (not shouting), at all times, including difficult situations, unless a pupil is in danger.

- Report any bullying observed via the safeguard platform
- Acknowledge good behaviour as it occurs
- If appropriate, ignore low level behaviours
- Use low arousal approaches i.e. talking calmly to pupils using key words and clear requests
- Use distraction techniques
- Use de-escalation techniques (as PRICE advised during training)
- Use motivators
- Consider the effects of environment on the impairment and 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
- Record actions and behaviours to monitor the patterns in the overall behaviour – using ABC monitoring charts and/or STAR charts.

**Teachers should:**

- Request support and advice from the Speech and Language Therapist if communication is a source of frustration.
- Endeavour to provide all students with a stimulating curriculum that is broad, balanced, and relevant to individual needs.
- Request advice from the Occupational Therapist if sensory processing is negatively affecting the pupil’s ability to focus. Advice received should be incorporated into the pupils behaviour plan.
- Once successful strategies are identified, these will need to be built into the pupils day both regularly and be available as required. For example, offering a calming movement activity when the child becomes distressed. Some activities will be more preventative, for example using a weighted jacket regularly to support a pupil to sit down and attend to more focused learning activities.
- Ensure that appropriate equipment is available for each individual pupil to ensure they have access to sensory-motor integration activities throughout their day and as required to help them to regulate their emotions and arousal.

**Examples:**

<b>Alerting Activities</b>	<b>Calming Activities</b>
Trampoline - jumping on the spot Bouncing on gym ball Wobble cushion on chair to provide movement TheraBand stretches Jumping Tickling games	Deep pressure Gentle backwards and forwards pushing Having peanut ball rolled over their backs Press-ups Joint compressions Squeezes Stretches in chair Weighted jackets/blankets Pushing heavy items

- Recognise the importance of helping the pupils to learn suitable behaviour and therefore reduce their vulnerability.
- Teach pupils how to manage their own behaviour as far as possible
- Consistently teach pupils about appropriate behaviour using appropriate levels of communication
- Invite pupils to share daily emotional experience; incorporate check-ins into appropriate routines i.e. How are you feeling today? Name or invite reflection on emotions in the context

of specific experience e.g. “how did it feel when...? Reflect on what you see, describe what you see e.g. “it looks like you might be feeling worried”

- Formulate a consistent approach recorded in a Behaviour improvement plan and/or Individual Behaviour Plan with key members of staff who work with the pupil including parents and/or carers attention to mixed emotions : this strategy helps build basic identification skill

### Parents/ carers

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

We expect parents to:

- Inform us of any changes to the child’s home situation
- Keep us informed of behaviour difficulties they may be experiencing.
- Inform us of any trauma which may affect their child’s performance or behaviour at school, e.g. death in the family.
- Inform us about their child’s ill health and any absences connected to it.

### **Behaviour Improvement Plan (BIP) see appendix 1**

All pupils who display some inappropriate behaviour should have a ‘Behaviour Improvement Plan’ (BIP, appendix 1). This will include pupils whose behaviour requires consistent management but whose behaviour may not be very extreme and so does not warrant an IBP.

This system is in place to support families; by working together we aim to reduce any inappropriate behaviour at an early stage.

A ‘Behaviour Improvement Plan’ (BIP) will:

- Be devised collaboratively between the class team (teachers and teaching assistants), the head of the department where needed, and where appropriate other members of the multidisciplinary team including the speech and language therapist, and someone trained in PRICE and/or staff who have completed at least 2 days of trauma informed practice.
- Include information from parents/ carers. The class teacher will discuss the behaviour at home and school with the parents prior to the meeting, and complete the ‘Behaviour Tracking Sheet, Appendix 3.
- Outline how the pupils should be supported if they display inappropriate behaviour, and, therefore, will ensure consistency of approach.
- Be reviewed termly/ regularly at a mutually convenient time (appendix 1).
- Be disseminated by the class teacher to all relevant staff.
- Be shared by the class teacher with the parents/ carers.
- Form part of the Annual Review Process.
- Form part of the transition process.

### **Individual Behaviour Plans (IBP) see appendix 2**

This system is in place to enable and support class and department teams to work collaboratively and positively with individual students who exhibit challenging behaviour.

It involves a school-wide system of referral, discussion, management and evaluation, combining strategies

for behaviour modification and therapeutic approaches.

IBPs are drawn up when a pupil is experiencing difficulties which are over and above support usually given within the parameters of general classroom practice and the BIP. Any pupil for whom it is anticipated that Positive Physical Handling or removal from situations are required must have an IBP.

An 'Individual Behaviour Plan' (IBP) will

- Be devised collaboratively between the class team (teachers and teaching assistants), the head of the department, the deputy or headteacher and where appropriate other members of the multi-disciplinary team including the speech and language therapist. The class teacher will make the deputy or headteacher aware of the need for an IBP to be developed and a mutually convenient date for an after-school IBP meeting will be agreed.
- Include information from parents/ carers. The class teacher will discuss the behaviour at home and school with the parents prior to the meeting, and complete the 'Behaviour Tracking Sheet, Appendix 3.
- Consider the possible function of the behaviour, additional factors which may be affecting/leading to the behaviour, include preventative strategies/ strategies to pre-empt unwanted behaviours, and strategies to teach alternative/ wanted behaviours. It will also include how staff will respond to inappropriate behaviour to try to help reduce it.
- Be reviewed termly/ regularly at a mutually convenient time.
- Be disseminated by the class teacher to all relevant staff.
- Be shared by the class teacher with the parents/ carers.
- Form part of the Annual Review Process.
- Form part of the transition process

### Steps to success

1. **Create a behaviour friendly learning environment** i.e. enable pupils to be independent and successful e.g. visual timetable, communication boards/books, symbols. Establish clear routines All staff use consistent approaches. Do not overstimulate
2. **Monitor behaviour and observe** pupils' responses during different activities. Acknowledge patterns and review possible causation
3. **Adapt approaches** if any activities are causing pupils to become dysregulated.
4. **Write BIP -behaviour improvement plan**
5. **Write IBP - Individual Behaviour Plan with Senior leader**
6. **Request additional support from Educational Psychologist / CAMHS**

### Part 3 Roles and responsibilities

There are a number of key people who are involved in supporting behaviour they include

Gail Weir, Charlotte Millwar Buck, Tracy Walker	attended at least 2 days trauma practice	
Jenny Buck	received additional sensory pro	
Jenny Buck	received PBS training	
Jenny Buck, Jennie Tabor, Den	attended at least 2 days trauma practice	PRICE TRAINERS
Rupali Bullah		Governor for Behaviour

#### **The Deputy Headteacher**

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded appropriately.
- Ensures that all staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint.
- Ensures that staff receive appropriate support following an incident.
- Analyse all incidents logged and find trends and patterns to inform practice and reduce restraint.
- Report to governors

#### **Staff**

- Adhere to the practices identified within this policy
- Follow the Behaviour Improvement plans (BIP) for those with recognised emotional/behavioural difficulties. Inform the Senior Leadership team of any incidents involving physical intervention
- Communicate effectively and promptly with parents.
- Write/review BIPs and share with parents and relevant staff.
- Record incidents of behaviour on Iris and any physical interventions on relevant forms.
- Use reflective practices to reduce/prevent further incidents from occurring

#### **Parents**

- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and BIPs which will support the child.
- Sign and support the BIP.
- Communicate any concerns to an appropriate member of staff.

#### **Governors**

- Oversees these guidelines on the standards of behaviour, and of reviewing their effectiveness.
- Support the Headteacher in carrying out these guidelines. The Headteacher has the day to day authority to implement the school's Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour
- Nominate governor to be responsible for supporting behaviour

**Appendix 1 - Behaviour Improvement Plan (BIP)**

**BEHAVIOUR IMPROVEMENT PLAN**

<b>Name of Pupil;</b>	<b>Class:</b>	<b>Date of meeting:</b>
<b>Adults at meeting:</b>	<b>Apologies:</b>	

<b>Behaviour</b>	<b>Possible function of the behaviour</b>	<b>Any patterns e.g. time of day/ lesson?</b>	<b>Additional factors which may be leading to the behaviour</b>	<b>Management/ support by adult - action - communication</b>

**Appendix 2 - Individual Behaviour Plan**

**Waverley School**

**Behaviour Improvement Plan (BIP) or Individual Behaviour Plan (IBP)**

Pupils Name:	Date of Meeting:
DOB:	Review Date :
Review:	
<b>Background information:</b>	

How happy am I ? 1 2 3 4 5 6 7 8 9 10

Allow me to...
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<b>I communicate by...</b>	<b>I learn by...</b>	<b>My sensory and environmental</b>
<b>I need to learn ...</b>	<b>You need to help me by....</b>	<b>Things that make me feel good increase my self esteem</b>

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<b>Previous behaviours:</b>
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<b>Inappropriate Communication and Behaviours</b>	<b>Strategies to support me</b>

<b>Parents Signature</b>	<b>Staff Signature</b>
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Review	
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How happy am I at time of review? 1 2 3 4 5 6 7 8 9 10

