

ELLERAY PARK SCHOOL

Positive Behaviour Support Policy



2024-2025

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Links to other policies and legal frameworks

This policy links to our Child Protection and Safeguarding Policy, Anti Bullying Policy, Equality Policy

This policy is based on legislation and advice from the Department of Education:

Behaviour in Schools (2024)

Use of Reasonable force in schools (2013)

Guidance on the use of RPI (2002)

Working together to safeguard children (2020)

This policy takes account of Keeping children safe in education (2024) and the Equality Act (2010) which states that it is the legal duty of all staff to safeguard and respect the pupils at our school

All staff are required to adhere to the following principles enshrined in the UNCRC :

Article 3 - The right to be free from inhumane or degrading treatment

Article 5 - The right to liberty and security

Article 14 - The right not to be discriminated against

“Beneath every behaviour there is a feeling and behind every feeling there is a need. When we meet that need rather than focus on the behaviour we begin to deal with the cause and not the symptom”

Context

Approximately 214 pupils aged between 3 and 11 years attend Elleray Park School. All pupils have an Education Health Care Plan. Some pupils have a diagnosis of severe learning difficulties, autistic spectrum disorders or profound and multiple learning difficulties. There are also a number of pupils with additional physical, visual, hearing, communication and sensory processing difficulties. Due to the complex nature of needs some pupils also present with delayed development which often leads to difficulties with understanding and accepting socially acceptable norms and behaviours.

Introduction

At Elleray Park School we aim to create a positive, supporting and nurturing learning environment for all pupils. We ensure that the pupil is at the centre of our curriculum, our practice and our culture. We are proactive in ensuring that all of our pupils feel safe, secure and valued in school and this is achieved through building strong and positive relationships with them. When the environment is calm and purposeful and relationships are strong and positive then effective teaching and learning can take place.

Our positive behaviour support policy is underpinned by the understanding that all behaviour is a form of communication. The underlying feeling or need behind the behaviour must be understood first so that effective and appropriate support can be given. This will be different for all pupils therefore the approaches and strategies that we use must also be bespoke and individualised to the pupil. Within our curriculum we prioritise developing each pupil’s voice, emotional regulation and the personal, social and emotional development of every pupil in line with this behaviour policy.

Our Aims

All members of staff will work together with pupils, parents/carers, Governors and other professionals to:

- To keep the pupil’s best interests at the heart of all decision making
- To understand that learning is a lifelong activity
- To work together effectively, sharing information and collaborating with mutual trust and respect
- To understand the uniqueness and individuality of every pupil
- To create a school environment that is a happy place where expectations are high and individuals are valued
- To enable every pupil to achieve their full potential in all areas of their development
- To enrich, encourage, and equip each pupil for their future education
- To understand the functions of behaviour
- To support pupils with care, compassion, empathy and understanding
- To teach pupils the skills needed to meet the function of their behaviours in different ways
- To be consistent in the use of approaches and strategies to positively support behaviour
- To encourage a culture of value, praise and celebration to build pupil’s self esteem and self confidence

Roles and Responsibilities

The Senior Leadership Team are responsible for:

- Ensuring that all staff members are consistent in promoting high standards of behaviour at all times
- Reviewing and approving this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with distressed behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Monitoring and responding to records of incidents including running reports and identifying trends
- Supporting staff to deal with incidents of distressed behaviour
- Leading and organising the training and development of staff to improve behaviour support across the school
- Leading a robust induction programme that features all aspects of the school's positive behaviour support approach to all new staff
- Ensuring that all staff always act within the duty of care for all pupils

Teachers are responsible for:

- Creating a calm and safe classroom environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Working with other professionals and parents/carers to develop proactive strategies that support and reduce behaviours
- Writing detailed positive support plans in collaboration with the class team and parents/carers and keeping them updated throughout the school year
- Writing individual risk assessments for any pupils who require one
- Monitoring and recording accurate records of incidents of distressed behaviours on Schoolpod on the day of the incident
- Keeping parents/carers informed about significant behaviour incidents through telephone calls, class dojo and face to face meetings maintaining a positive working relationship at all times
- Seeking help and support from the behaviour support team and/or SLT when needed and contributing to behaviour meetings
- To lead class team debrief sessions following a significant incident and to learn and reflect from it in order to improve practice
- To be proactive at seeking out continuing professional development opportunities related to the role and positive behaviour support

Roles and Responsibilities

Teaching Assistants are responsible for:

- Creating a calm and safe classroom environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour as directed by the class teacher
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- To consistently follow the agreed strategies within a pupil's positive support plan when dealing with behaviours that challenge
- Contributing to writing positive support plans alongside the class teacher
- Contributing to writing individual risk assessments for any pupils who require one
- Recording accurate records of incidents of distressed behaviours on Schoolpod on the day of the incident
- To contribute to behaviour team meetings and to regularly reflect on their own practice particularly during debrief sessions

Parents and Carers are responsible for:

- Contributing to the writing of their pupil's positive support plan and reading, signing and returning it to school
- Supporting school in the strategies used to manage behaviour and using similar strategies at home to ensure consistency of approach if appropriate
- Informing the school of any changes in circumstances that may affect their pupil's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Being open to being supported by other professionals if there is a need
- Taking part in the life of the school and its culture

Governors are responsible for:

- Reviewing the behaviour policy alongside the headteacher
- Monitoring the effectiveness of the behaviour policy
- Supporting the headteacher and staff in the implementation of the behaviour policy
- To be fully informed about matters concerning behaviour
- To play a full and active role in helping the school to achieve its aims

Positive Approaches to Support Behaviour

Functions of Behaviour

At Elleray Park School we understand that all behaviour is a form of communication and that all behaviour serves a purpose for the pupil. It is our responsibility to discover the underlying reason or need that has triggered the behaviour and address that in order to support the pupil. It is useful to frame the 4 main functions of behaviour into 4 broad categories, **social attention/connection, escape, seeking tangibles, sensory/physical** (see appendix 1. for a list of potential triggers in each category). However, we must also be responsive to the fact that our pupils are often triggered by a multitude of different and combining factors and this can differ and change on a daily basis. This is why it is fundamental that all staff members take the time to get to know and understand each pupil so that they are better placed to identify potential triggers and mitigate them to support the pupil to stay well regulated.

One Page Profile

Every pupil at Elleray Park School has a one page profile. This is a document that contains all information that is important about each pupil including likes, dislikes, things that are important to them, sensory profile, communication needs, medical needs and self help needs (see appendix.2 for an example of a one page profile). The one page profile also contains a section about behaviours that the pupil might display and how staff can support them. This section should contain 'low level' minor behaviours which we define as those that do not normally require any physical intervention and do not lead to a serious incident (see appendix.3 for a list of low level behaviours). The strategies listed must be proactive, supportive and should take into consideration the potential triggers for the behaviour. If pupils require reins or buggies to keep them safe when out in the community, parental consent must be obtained and this will be added to the one page profile which then needs to be signed by parents/carers.

Positive Reinforcements

All staff members at Elleray Park School have a responsibility to adopt a positive approach to improving behaviour. It is important to be alert for opportunities to recognise and praise pupil's positive behaviour, choices and interactions in order to reward their effort and achievements and to build their self confidence and self esteem. Positive reinforcements will be different and individualised for every pupil in order for them to be meaningful.

Some positive reinforcements that are used at Elleray

Park are:

- Verbal praise
- Well done sticker
- Work displayed or shown to headteacher
- Dojo points
- Working towards preferred object
- Doing a preferred activity
- Spending time with favoured person
- Star of the week certificate
- Phone call or dojo message home
- Golden time
- Special treat food
- Special treat event e.g. party or trip
- High 5, handshake, hug

Positive Approaches to Support Behaviour

Building positive and trusting relationships using the Thrive Approach

At Elleray Park School we understand the importance of supporting our pupils to develop secure and trusting attachments and relationships with staff members which are built upon trust, authenticity, mutual respect and presence. Evidence from neuroscience, attachment theory and child development theory all highlight the crucial role that adult-child relationships play in supporting children's social and emotional development and ensuring that they are able to build a strong stress regulation system.

All of our staff are trained in using the principles of the Thrive approach to frame interactions with pupils providing a consistent and positive response upon which deeper, long lasting connections can be built.

Thrive recommends two key relational skills: maintaining an attitude of PACE and using the Vital Relational Functions. Using these relational approaches teaches staff how to 'be' with children in order to support them to stay well regulated.

PACE

- *Playful* - being available, flexible, energised, imaginative and connected
- *Accepting* - acknowledging the child and their emotional state as being true and valid and representing this back to them
- *Curious* - showing authentic interest in finding out about the child and their experience
- *Empathic* - Being alongside the child without negative judgement

Vital Relational Functions

- *Attunement* - Being alert and responsive to the feelings and experience of the child
- *Validation* - Showing an understanding of their experience and perspective and recognise the validity of their feelings
- *Containment* - How we keep a child safe and regulated - both physically and emotionally
- *Regulation* - How we support a child to return to a calm state
-

It is important that PACE and VRF's are used consistently and proactively at all times with all pupils and not just at times of dysregulation. The Thrive Approach is also used as a whole school approach to underpin and inform the curriculum in terms of the personal, social and emotional development of our pupils at a level that is appropriate to their understanding. We recognise that there will be times when all pupils will experience some dysregulation and may struggle to deal with their emotions and this may lead to some distressed behaviour but it is our responsibility as educators to not only respond with kindness, care and compassion but to also use the situation as a learning opportunity to equip our pupils with the tools, knowledge, skills and strategies to be able to recognise and respond to their emotions in a safe and effective way in the future. We do this by utilising and combining a range of approaches that prioritise social and emotional skills such as the Thrive Approach, SCERTS and the Zones of Regulation.

Proactive Approaches to Support Behaviour

Creating a positive environment

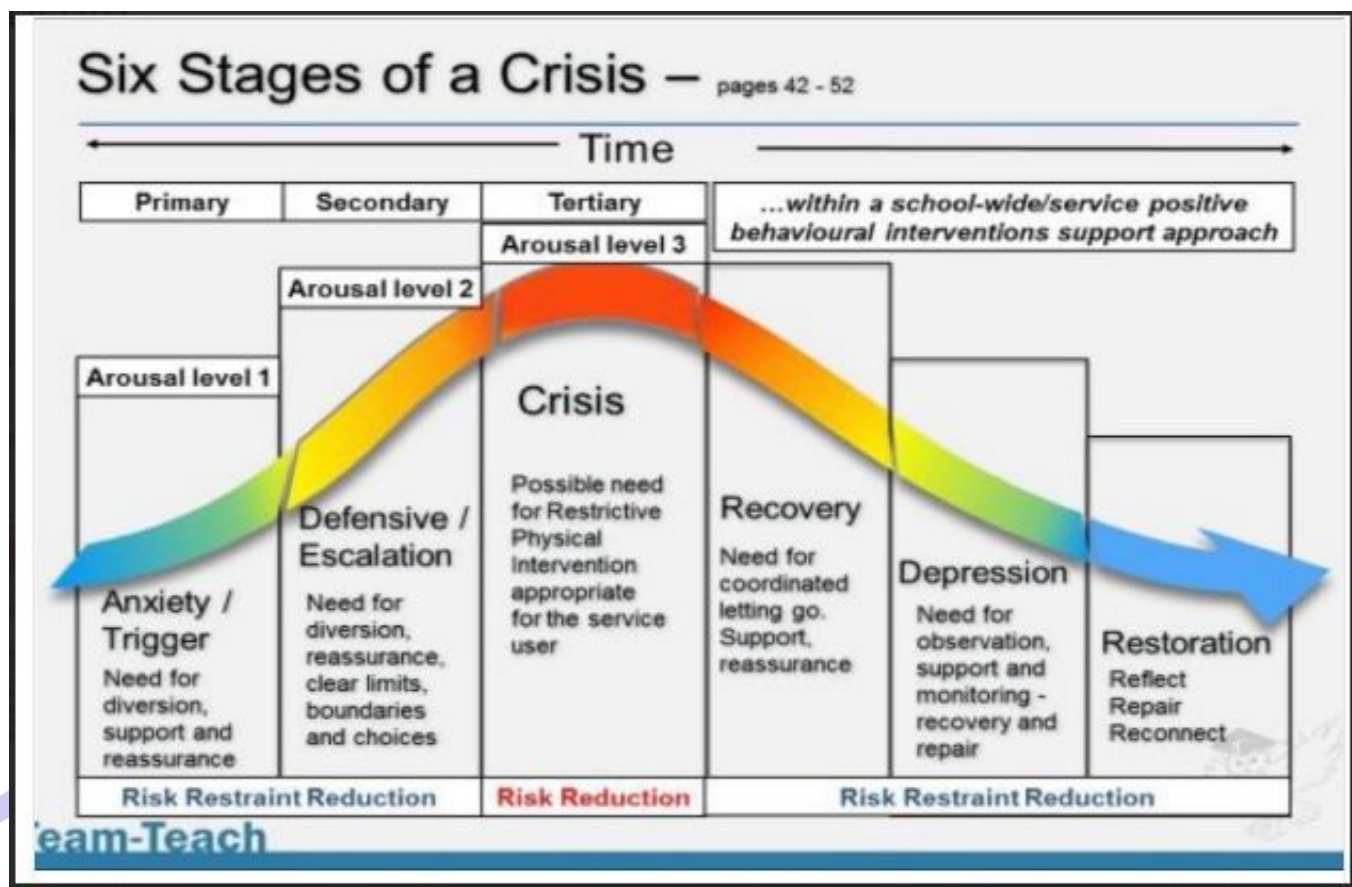
At Elleray Park School we recognise the importance of having a focus on proactive strategies . These approaches are things that we embed across the school at a whole school level through the curriculum offer and through high quality teaching and learning and the positive interactions between staff and pupils on a daily basis and have been proven to be effective strategies for children with severe learning difficulties. Using proactive strategies consistently and as part of daily routines can help to prevent, pre-empt, and minimise incidents of distressed behaviour. All proactive strategies are individualised to the pupil depending on their level of need and their specific behavioural challenges and will be agreed and used by all staff and written into the pupil's one page profile or their positive support plan. It is vitally important that these strategies are not just used as a reactive response when incidents are occurring and that they become part of the pupil's daily routine in school.

Some proactive strategies that are used at Elleray Park School are:

- Visual supports (AAC, transition visuals, visual timetable)
- First/then visuals or working for visuals
- Consistent structure to the school day and school week
- Consistent structure to specific sessions
- Clutter free classrooms and learning environments
- Use of the zones of regulation to teach children about their emotions
- Curriculum opportunities to develop self help skills, social skills and emotional literacy skills
- Opportunities for pupils to make choices
- Opportunities for pupils to exert control over their day
- Reward systems (class specific, class dojo)
- Sensory circuits and regular sensory input
- Staff modelling positive behaviour
- Use of sensory supports (ear defenders, fidget toys, core ball)
- Calm / cozy area in class
- Clear verbal instructions/explanations
- Incorporating calming sessions / Independent exploration into the timetable
- Use of timers and countdowns

Responding to Distressed Behaviour

At times pupils at Elleray Park can present with distressed behaviours that are classed as serious incidents (see appendix.4). All staff members must be alert and responsive to distressed behaviours and take action in accordance with each pupil's individualised positive support plan. We train all of our staff members to understand and use the Team Teach crisis curve to determine the appropriate response to behaviours.



All pupils at Elleray Park School who need additional behaviour support as they may go into crisis and/or present with behaviours that may require restrictive physical intervention has a positive support plan (see appendix.5 for an example). The detailed plan describes how the pupil presents when they are calm and well regulated including any everyday sensory behaviours and it outlines how the pupil presents at each stage of the crisis curve, what the potential triggers are at each stage and gives suggested strategies for staff to use at each stage to support the pupil. The plans are written by the class teacher in collaboration with the class team and parent's input may also be sought. The plans must be signed by a member of SLT and the pupil's parents /carers and a copy is saved to the pupil's Arbor file. There must also be a paper copy in each class for any visitors and/or new staff to read. If a child may require any restrictive physical intervention to keep them and others safe it must be listed on the plan. These plans are updated on a termly basis or more frequently if required.

Individual Risk Assessment

Some pupils who consistently behave in a particular and identified way that presents a risk of injury to themselves or others may also need an additional individual risk assessment. This is written by the class teacher in collaboration with the class team and is saved on Schoolpod. This document identifies their hazardous behaviour, assesses the risk that it presents and the measures to be taken to keep everyone safe.

De-escalation Strategies

De-escalation is used to describe how we reduce the level or intensity of a pupil's behaviour and is the underlying principle that informs this behaviour policy. All staff members are trained in the effective use of de-escalation to divert, diffuse and reduce the risk during incidents of distressed behaviour (see appendix.6 for a full list of de-escalation strategies). All de-escalation strategies are individualised to the pupil and will be fully detailed on their positive support plan.

Some common de-escalation strategies used at Ellera Park are:

- Use of reduced language
- Redirecting to a different activity / place
- Giving the pupil processing time / space
- Change of environment
- Change of face
- Reducing demands
- Negotiation

It is of paramount importance that all staff who are involved with dealing with an incident of distressed behaviour remain calm at all times. This should be demonstrated by the use of reduced language, using child specific help scripts, adopting a positive and calm tone of voice, using non threatening body language, ensuring that no negative language is used and responding appropriately to the pupil's communicative signals. Shouting at or raising a voice to a pupil who is in crisis is not an appropriate behaviour strategy at Ellera Park. All staff members understand the importance of supporting colleagues when dealing with incidents of distressed behaviours through the approaches of help scripts and offering a change of face ((see appendix.7 for an example of help scripts).

The role of sanctions

Any sanction must be clearly linked to the inappropriate behaviour and be fully understood by the pupil. This means that sanctions are only likely to be appropriate for a minority of our more able pupils and should only relate to major incidents. Sanctions must be discussed with the pupil after the incident and when they have reached the repair and rebuild stage so that they are able to listen calmly and respond appropriately.

Sanctions should be seen as consequences and not punishments. The removal of food or drink is never an acceptable sanction. Pupils cannot be denied access to activities that are part of their curriculum offer such as swimming or playtime as part of a sanction. Threatening pupils with things or places they do not like as a form of sanction is never appropriate at Ellera Park School.

Time Out , Withdrawal and Seclusion

Seclusion

It is important to define the differences between time out, withdrawal and seclusion so that all staff are clear that they are always acting both within the school guidelines and more importantly, within the law.

Seclusion is defined as 'where a child is forced to spend time alone against their will'. There are numerous legal implications around this action which are enshrined in the Children Act 1989, the Human Rights Act 1998 as well as criminal and civil law. **Seclusion is not an acceptable practice at Elleray Park School and as such it is not permitted to be used at our school.**

Withdrawal

Withdrawal is defined as the *'removal of a pupil from a situation that is causing them anxiety or distress to a location where they can be continuously monitored, observed and supported'*. This may involve using physical intervention such as guides or prompts to support a pupil to exit a room or move away from a situation to a different environment. It may also involve the use of restrictive physical intervention to support a child to move to a different environment. In both circumstances the child must be accompanied, monitored and supported by at least one staff member at all times. A pupil can be removed from a situation if staff have assessed that there is a risk to the pupil's safety or the safety of other pupils or staff. This strategy must be clearly detailed in the pupil's positive support plan.

Time Out

At times pupils may need to be supported to have some time away from an activity in order to de-escalate a situation or to prevent an incident from occurring. Staff will know which pupils respond positively to this approach and it must be written into their positive support plan. Staff must ensure that the pupil complies with the request to have time out. Staff must not use any form of physical intervention to keep them in 'time out'. An example of an appropriate use of time out could be a pupil who is asked to sit on a bench at the side of the hall for 2 minutes during PE to prevent them from antagonising another pupil. Time out is most effective when used in conjunction with a verbal reprimand or explanation. If the pupil does not have the cognitive ability to understand this, time out will have little impact on their behaviour.

Physical Intervention

The term 'physical intervention' is defined as '*a response to distressed behaviour which includes some degree of direct physical holding to limit or restrict movement of mobility*'. All Staff members have a duty to physically intervene in order to:

- **Prevent a pupil from hurting themselves or others**
- **Prevent a pupil from causing significant damage to property**

All staff are trained to focus on the use of de-escalation techniques at all times during behavioural incidents and to only ever use physical intervention as a last resort and only when all other strategies have been exhausted and there is no alternative. Staff are trained how to complete dynamic risk assessments in the moment and to act accordingly to reduce the level of risk quickly and safely.

All staff members are trained to use Team Teach which is certified by the BILD ACT Association of Certified Training and complies with the Restraint Reduction Network Training Standards. All Elleray Park Staff undergo a 12 hour course led by two qualified trainers with a refresher course undertaken every year. The Team Teach trainers at Elleray Park are Rachel Tolond and Tess Hudson. The Team Teach principles and de-escalation principles are also revisited with all staff at least once per term. Team Teach techniques apply a gradual and graded approach which involves using guides, controls and restraints. The techniques are designed to 'minimise risk and help people maintain positive relationships'.

Staff must ensure that any physical intervention used is based on the principles, skills and knowledge taught during Team teach training, in addition to professional standards and use of common sense. Staff must ensure a decision to use any form of physical intervention is **made in the best interests of the child** and that the guide, control or restraint that has been selected is **reasonable** and is **proportionate to the circumstance** and is **necessary based on the level of risk of the situation**.

Physical intervention may be used by Team Teach trained staff as a planned strategy that has been agreed as necessary to reduce the risks associated with the behaviour of a particular pupil. The planned intervention will have been written into the pupil's positive support plan and individual risk assessment (if required).

Physical intervention may also be used in an emergency due to an unforeseen situation in response to a new and unfamiliar behaviour which poses a risk. If an emergency situation arises when physical intervention is required for the first time or a new physical intervention is required that was not previously agreed by parents, parents/carers must be informed and the pupil's positive support plan must be updated as part of the debrief process.

In both situations the decision to use physical intervention must be to reduce the risk of the pupil hurting themselves or others or to stop the significant damage to property. The scale and nature of any physical interventions must be proportionate to both the behaviour of the pupil and the nature of the perceived risks. In both situations physical intervention must only be used as a **last resort when all attempts to de-escalate the situation have already been exhausted**.

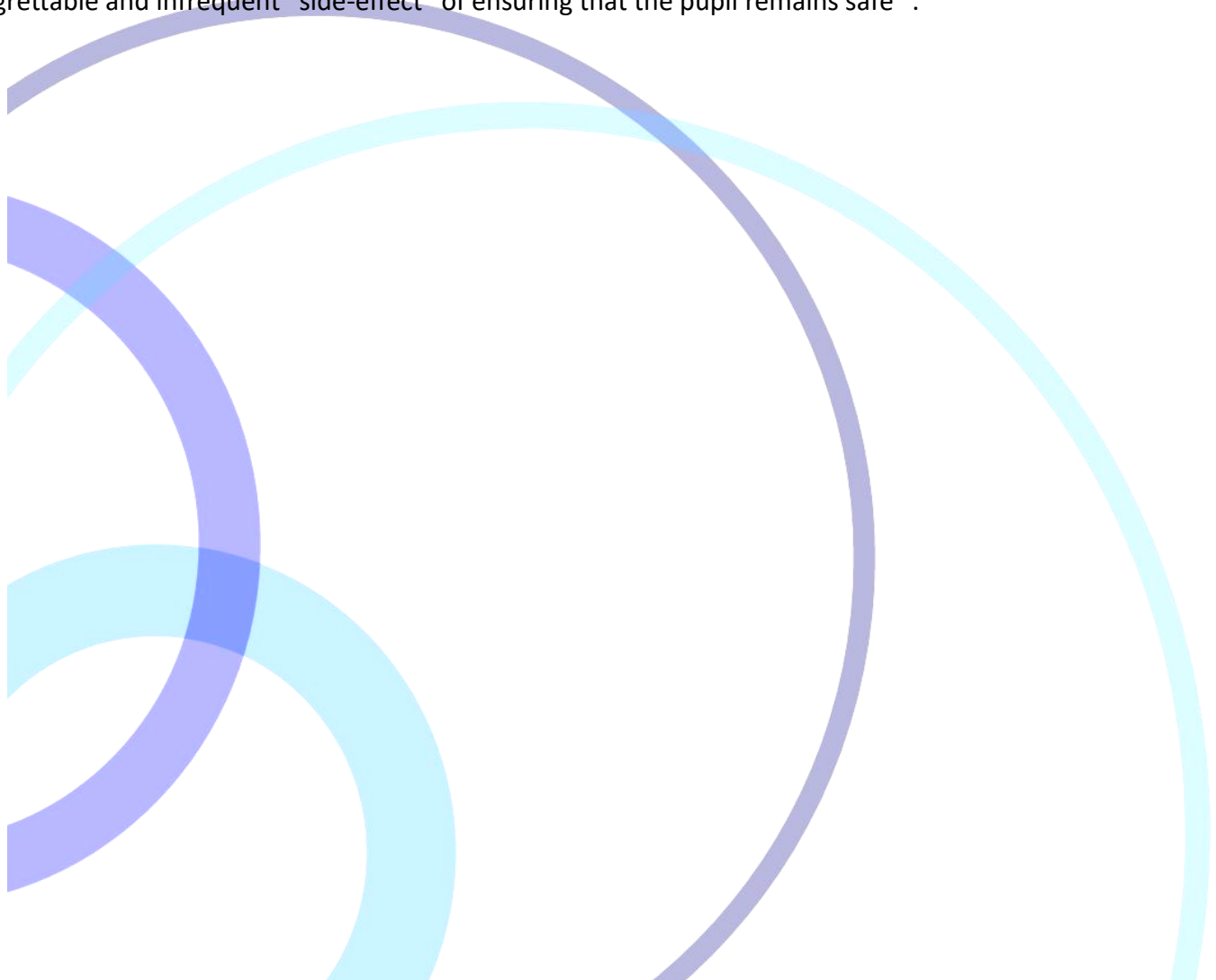
Reasonable Force

The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) allows teachers and other staff members at school who are authorised by the headteacher to use such force as is reasonable to **prevent pupils from hurting themselves or others or to prevent significant damage to property**. Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, there must be a clear rationale for the use of any physical intervention and it is a criminal offence to use physical force unless the intervention applies to the two situations above.

DfES guidance (2013) states that, although this list is not exhaustive schools can use reasonable force to:

- Prevent a pupil from behaving in a way that disrupts a school event, trip or visit
- Prevent a pupil from leaving the classroom when allowing them to leave would risk their safety
- Prevent a pupil from attacking another pupil, to stop a fight or to prevent an attack on a staff member
- Restrain a pupil at risk of harming themselves through physical outbursts

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe" .



Using Physical Intervention

- There should be a minimum of 2 Team teach staff trained present wherever possible
- Physical intervention must always be **reasonable, proportionate and necessary**
- Only be used if a dynamic risk assessment has shown the risks of not using physical intervention outweigh the risks of using it
- Only ever be used as a last resort after all de-escalation strategies have been unsuccessful
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- The techniques are used in accordance with Team Teach guidelines
- Pupils must be monitored closely during any physical intervention and released if there are any safety concerns
- Needs to be followed by a repair and rebuild process with the pupil (if applicable)
- Needs to be followed with a debrief with SLT and all staff involved
- Needs to be recorded as a serious incident and reported to parents/carers as soon as possible

Repair and Rebuild

Following any incident of physical intervention it is important that pupils are given the opportunity to reflect on the incident and repair and rebuild relationships with the staff members involved. This needs to be appropriate to the pupil's level of understanding and after the pupil has clearly reached the 'repair and rebuild' stage of the crisis curve showing that they have returned to a calm and well regulated state. The repair and rebuild process should always take place in a different environment. The approaches used at this stage will be individualised to each pupil and will be clearly outlined on their positive support plan. Many pupils at Ellera Park may not be able to engage in a discussion as part of this reflection. However, it is paramount that they be afforded equal opportunities to rebuild relationships and recover from any incidents. Therefore, for those not ready for a reflective conversation significant efforts will be put into repairing and rebuilding relationships and this process will be bespoke to meet each child's needs. Please see Appendix 8 for examples of repair and rebuild scripts.

Staff De-brief

In addition to this it is also important that staff have the opportunity to debrief following an incident of physical intervention. This will be done informally within the class team at the end of the school day. A member of SLT will also check in with the staff member(s) involved at the end of the day and a formal de-brief will be arranged if it is identified that further behavioural support is needed.

Recording and Reporting

At Ellera Park School we use an online platform called Schoolpod - Behaviour watch to record incidents of distressed behaviour. The recording forms are bespoke to the school and have been tailored to our needs. All staff (SLT, teachers, teaching assistants and mid day assistants) have an individual log in for the system and all are trained and given guidance on how to complete incident reports. Incident reports are categorised as 'minor' and 'serious' (see appendix. 3 & 4) for a full list of the definitions of minor and serious incidents.

We define a 'serious' incident as one which has resulted in a lasting injury to a pupil or a staff member or if a physical intervention has been used (not including prompts and guides) or if the incident is classed as racist, homophobic, transphobic or sexist.

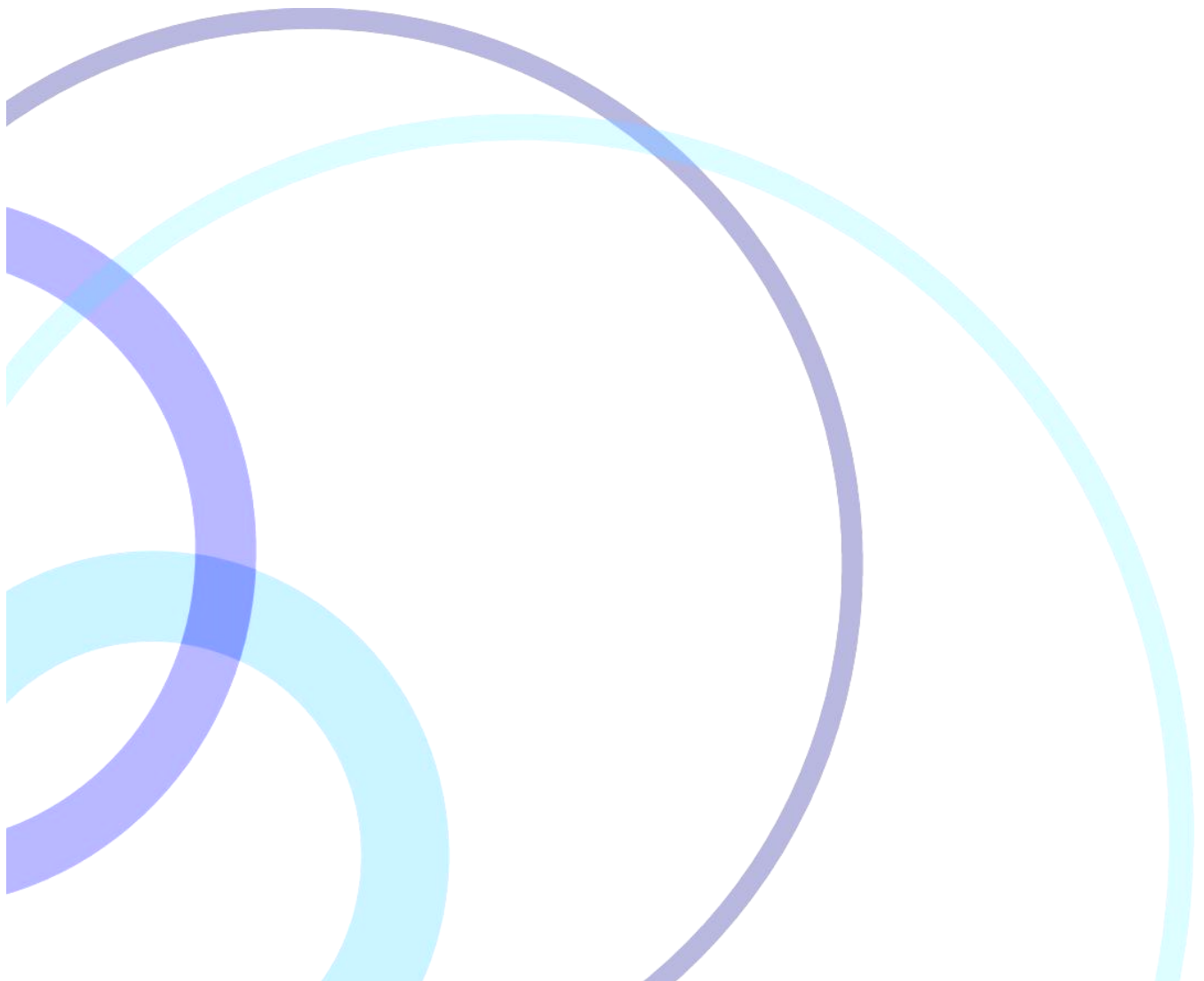
ALL serious incidents must be recorded on the same day by the staff member involved in the incident. All reports must be factually correct and accurate. Descriptions must be concise and contain all of the relevant information. Staff must not use judgemental language within the report. Any staff or other pupils involved in the incident are anonymised (see appendix.9 for an example of a serious incident report). All members of SLT receive daily notifications of all incident reports which enables them to de-brief promptly with the staff members and/or staff team following the incident. This is completed on the same day. Serious incidents are reviewed regularly by SLT to identify concerns or patterns in behaviour that may require more specific and tailored support and interventions for the pupil and/or the class team. Class teachers can decide whether to record all minor incidents as this may not be appropriate for all of our pupils. It may be useful to record minor incidents if class teams want to monitor their frequency, to look for patterns or trends or to identify possible triggers. All incidents must be recorded for pupils if it is a new or unusual behaviour (see appendix.10 for an example of a minor incident report).

It is good practice to inform parents / carers of any significant behaviour incidents that have occurred with their child during the school day. This should be done by telephone on the same day. Parents/carers must be informed if any restrictive physical intervention has been used that is not part of an agreed positive support plan or if their child has an injury resulting from a behaviour incident. Progression of behaviour planning is discussed with parents and carers at parents evenings at Education, Health and Care Plan annual reviews or at additional meetings as and when required.

Staff Development

Positive behaviour support training and development is treated as a priority at Elleray Park School. All staff attend a 2 day Team Teach initial course and this knowledge is refreshed every year during a one day course to ensure that staff's practice remains up to date.

All staff regularly undertake bespoke training in line with the specific needs relating to the needs and context of the pupils. This will be whole staff training sessions on identifying triggers, developing an understanding of the crisis curve or learning more about specific approaches and strategies. This will also be information about positive behaviour support shared during briefings and meetings. Staff may also work with multi agency professionals to deepen their understanding about a specific pupil's behavioural needs. Initial training on positive behaviour support is made available to all new staff when starting at the school alongside reading this policy. There is also a behaviour support team in school who staff can refer pupils to if they are concerned about behaviour. The behaviour support team will work with the class team using conversations, observations, analysis of incidents and multi agency advice to suggest recommendations for future practice.



Appendix. 1

Function of Behaviour Table

Escape - End Avoid or Stop	Tangibles - wants something	Attention - Social interaction / communication	Sensory /Physical - Internal need
Task Avoidance - work or transition	Object	Bored - restless	Pain or illness
Response to another person	Something to continue	Feeling anxious or scared	Hunger / Thirst
Loud Noises	Person	Lonely - seeking positive interaction	Tiredness
Busy Environment	Place	Communicating an unmet need	Sensory Difficulty
Change of Routine	Food	Wants to work /play with a different person	Toileting need
Past negative experience	Control or choice over a situation	Wants to share an emotion with another person e.g. excitement, sadness	Feeling too hot or too cold
Demand Avoidance	Activity		
To leave a room / place			

Example of a One Page Profile (Page 1)



My name is

This is information which is important to him.

What do people like and admire about him:

- His smile and laugh
- His use of symbols to communicate
- His interactions with staff such as tickles

What is important to him:

- Sensory input as he needs lots of deep pressure, organising and calming activities throughout the day
- He likes pouring and emptying containers however this can overstimulate him at times
- Tickles
- Hey Duggee (at home)
- Bead mazes, peg boards

How he communicates- He uses symbols to communicate his wants and needs; he will hand lead adults to core boards around the room to make request. He may pull you to something he wants such as the door to go outside or the door to go to the toilet. He makes consistent vocalisations and gestures to share his intentions and emotions

Situation	He does....	We think it means...	We should...
In the class-room	Pull your arm to his hand/ leg Push you with little force	He wants tactile touch He is initiating play	Give him tickles where he is directing you. Show him lanyard symbols to request tickles or chase and engage with him once he has requested this; do not engage in rough play as he becomes over-stimulated
Leaving the hill/park	Get upset and may try to hit	He does not want to come inside/ go back to school	Use now and next board and symbols to reinforce where we are going and what we are doing next. When back in to class direct him to an activity or toy he enjoys such as the fidget poppers or abacus
He has a toy and he likes it a lot	Throwing/ slamming onto floor	He wants to hear what noise it makes when it hits the ground.	Give him appropriate opportunities to throw. Give him sensory play where he can sprinkle objects and reduce the chances of hurting someone with a heavy toy.

Appendix. 2

Example of a One Page Profile (Page 2)

Medical information	Self-care
<ul style="list-style-type: none"> ASD diagnosis Social communication difficulties Delayed or disordered language and speech 	<p>He is currently toilet training; sit him on the toilet or potty at least every hour. He can pull his clothes up and down. He can put his socks on once places on his toes; he needs help with his shoes but can do the Velcro straps</p> <p>He can feed himself using a knife and a spoon</p>

Behaviours he might display	How to support him
<p>He may hit others around him if he becomes upset or frustrated and he may also try to kick you.</p> <p>He may get frustrated at waiting and he can make loud vocalisations and start to hit, kick and pinch</p> <p>He may push/hit you with force to initiate play.</p>	<p>Give him space and allow him time to calm down away from other children if needed. Give him some time in a new environment such as outdoors as he likes to run.</p> <p>Reinforce using the now and next boards and use a fidget or distraction activity whilst he is waiting such as tickle games. He may like tactile touch whilst he is waiting as this will help to relax him.</p> <p>Say "no" firmly if he has hit with force. Reengage with him using lanyard symbols to request tickles or chase in an appropriate way.</p>

Sensory Profile	Things he dislike/Things to avoid
<p>He has a SHINE report.</p> <p>He needs lots of sensory input throughout the day</p> <p>He responds best to short focused activities and then free time. Use now/next to show him what he's doing</p>	<p>He can struggle with loud noises and busy environments</p> <p>He struggles with waiting and not being first.</p> <p>He likes pouring and emptying containers however if he uses this lots he may struggle when this activity has ended or when he has to move on. Use this only at limited times of the day.</p>

Community Access	
To keep safe in the community, school staff use the following when off site to ensure safety	
He sometimes wears school reins	
SLT Signature: Date:	Parent Signature: Date:

Appendix. 3

Examples of Minor Behaviours

- Hitting
- Kicking
- Spitting
- Grabbing
- Pinching
- Throwing
- Damage to property
- Verbal aggression
- Self harm
- Scratching
- Screaming/shouting
- Stripping clothes
- Hair pulling
- Pushing
- Attempt to injure adult
- Attempt to injure another child
- Running Away
- Poking Eyes
- Headbutting
- Task Avoidance.
- Antagonising others
- Smearing
- Climbing
- Self Stimulation
- Touching Adults
- Touching Children

Appendix. 4


Examples of Serious Behaviours

A serious incident is an incident that has resulted in a lasting injury to a pupil or a staff member or if any physical intervention has been used (other than prompts/guides) or if the incident was racist, transphobic, homophobic or sexist.

- Hitting
- Kicking
- Grabbing
- Pinching
- Biting
- Throwing
- Damage to property
- Self harm
- Scratching
- Hair pulling
- Pushing
- Running Away
- Headbutting
- Climbing
-

Appendix. 5

Example of a Positive Support Plan (Page 1)

 <p>Positive Support Plan</p>	<u>Name:</u>	<u>Completed by:</u> <u>Date:</u> <u>Review Date:</u>	<u>SLT signature:</u> <u>Parent signature:</u>
	<p>Prevention Strategies: These are the things I really like to do and they can support me in my learning and engagement:</p>		
<ul style="list-style-type: none"> Talking to adults about interests—Sponge Bob, lego, Mario, Sonic, Toy Story Play chasing games outside Laughing and joking 		<ul style="list-style-type: none"> Going for a walk around school Draw (He likes to draw with an adult) Earning gold coins for printing on Friday 	
<p>This is how my feelings look on the outside:</p>			
<p>Happy/ Settled Chatting with staff and peers Taking an active interest in lessons and activities Smiling, fun seeking and quick to laugh</p>		<p>Excited Finds it difficult to sit still may move around or lie on furniture Becomes more tactile, may hug adults Makes excited vocalisations and expressions</p>	
<p>Level 0- 'Everyday behaviours'. These are behaviours and communicative functions that I may display that are usually sensory in their function. They do not sit on the curve as they are not related to a trigger/anxiety but are apparent throughout the day</p>			
<u>What does this look like?</u>		<u>How can staff support me?</u>	
He is quite tactile and often hugs or leans on adults		Support him to ask for a squeeze. Offer comfort and use a nurture approach particularly when asking him to sit and attend to group teaching.	
<u>Stage</u>	<u>What does this look like?</u>	<u>Possible triggers</u>	<u>How can staff support me?</u>
Level 1 Trigger/ Anxiety	May make a huffing noise and look sad Defensive body language (crossed arms, stomping foot) Swearing (low level)	Favoured activities finishing Sharing toys Frustration around communication	Use humour, redirection and distraction—He loves to laugh and joke Use change of face and environment—suggest a walk Use clear boundaries and support whilst sharing—ensure sharing is fair and transparent Use class reward system (gold coins) Use communication book to support communication attempts Ask He to use kind words—praise him for this
Level 2 Defensive/ escalation	Cross expression Tone of voice is frustrated may swear May repeat 'no', 'don't care', 'not doing it' Does not follow whole class instructions around sitting down etc	Favoured activities finishing Sharing toys Frustration around communication Restlessness (particularly in the afternoon)	Ignore swearing and inappropriate language Use humour and nurture—I can see your cross let me help Use change of environment—go for a walk Use distraction and redirection Use clear boundaries –use traffic light system to support He' understanding Try to 'fix' or explain the problem
Level 3 Crisis	Tense body language Walks into adults space sometimes for a hug May lash out at adults May kick furniture or staff May squeeze or shake adults arms or shoulders	Not earning class rewards Favoured activities finishing Feeling ill Perceiving something to be unfair	Reduce language Use visuals to support understanding (communication book or classroom visuals) Offer walk Empathise and offer comfort Clear explanations (at these points He's receptive language will be affected)

Appendix. 5

Copy of Positive Support Plan (Page 2)

Physical intervention is a last resort, however, the following **MAY** be required to support the young person in managing their behaviours:

<u>Stage</u>	<u>What does this look like?</u>	<u>How can staff support me?</u>
Level 4 Recovery	May cry and has a sad expression Sits down and seeks adults to sit with him	Comfort him—reassurance offer a hug Calm nurturing approach
Level 5 Depression	This is short for He and so restore and repair should be completed quickly to support him to reengage in class	Restore and Repair (detailed below)
<u>Stage</u>	<u>Method</u>	<u>Points to consider</u>
Level 6 Restore and repair	Spending time with adults drawing, reading or lego. May walk with an adult to chat and restore relationships Talk to him about what has happened when he is fully calm. Support a conversation around what we could do next time to help him remain calm	Use lots of praise Try to encourage fun through the restorative activities to support him to feel happier and more himself. Consider the trigger and devise strategies to support him in the future around specific challenges. For example printing time on Friday is really important to him. Therefore he finds waiting very difficult— ensure 1:1 adult support, make sure he is not last, write down the order and explain when his turn is.

Physical intervention is a last resort, however, the following **MAY** be required to support the young person in managing their behaviours:

Guides and steers

Community Access

To keep me safe in the community, school staff use the following when off site, to ensure my safety.

Prompts & guides

Visuals

Reins

Seatbelt

Appendix. 6

Examples of De-escalation Strategies

- Reduced language
- None threatening body language
- Reducing demands
- Use of visual support
- Zones of regulation
- Sensory strategies
- Offering favoured toy/object
- Offering favoured activity
- Distraction & diversion
- Change of environment
- Change of face
- Going for a walk
- Giving the pupil a job to do
- Humour
- Negotiation
- Changing tone of voice
- Offer choices
- First/then
- Working for.....
- Planned ignore
- Give freedom
- Give time / space
- Give processing time
- Help scripts
- Remove audience
- Intensive interaction
- Offer drink/food
- Doing something unusual
- Offer a hug / squeeze / physical comfort
- Verbal reminder of rules / expectations
- Verbal reminder of consequences
- Change activity
- Remove potential trigger (e.g. loud noise, something missing etc)
- Physical support (not RPI)
- Countdown or timer
- Using music - singing favoured song
- Using comforting gestalt phrases
- Using praise
- Time out
- Give reassurance
- Honouring refusals (if possible)

Appendix. 7

Examples of Help Script

Help scripts are set phrases which are used consistently during incidents for staff to communicate calmly and effectively with each other.

Staff to staff help script

All staff are aware of the need to offer help each other during incidents of distressed behaviour and that at times it is in everyone's best interests for the original staff member to step away from the incident and let someone else take over. This can be because they are becoming upset or frustrated or because there may be other things happening that they are not aware of.

On seeing a colleague dealing with an incident staff should offer 2 phrases:

1. **"Help is available"** - to offer your support and to see if your help is needed
2. **"More help"** - to indicate that you are intend to take over the situation even if help has been refused.

Staff members who are involved in an incident should respond in one of 2 ways:

1. Respond with whatever help is required e.g. "Could you get the pupil a drink"
2. The only response is **"What do you suggest?"** this allows the incoming staff member to take over the situation in a controlled manner
3. Offer - **"I suggest you go the staff room and have a drink and I will help the pupil"**












All staff should feel confident to take over a situation by saying "more help" if they feel that a colleague has become too involved or needs a break from the situation. The reasons for doing this should be discussed in the incident debrief.














Examples of Repair and Rebuild Scripts












Child Debrief- Staff Guidance:














At Elleray Park we understand that not all of our children will be able to engage in a debrief following an incident. For ALL children we prioritize repairing relationships following incidents in a manner bespoke to the child. This might involve playing a favoured game, sharing a snack, having 1:1 time or visiting a favoured place in school with staff involved in the incident. However there is a group of children in school who are able to reflect upon incidents and engage in a debrief. The following slides are intended to support these discussions.







- Before debriefing staff should consider: is the child ready to discuss it have they had enough time to recover? Is a discussion likely to cause them to cycle back into crisis? This will ofcourse differ from child to child.
- If it is deemed a good time think about where the conversation will happen and with who. Make sure the child and staff are comfortable. Is it best to have the conversation 1:1 or perhaps in a more communal area. This will differ depending on the child and situation.
- The purpose of the defeif is NEVER to condone or sanction any behaviour that might have happened the purpose is to rebuild relationships and potentially gain the child's input into how we could support them better in the future. It should be a positive restorative experience.
- The following slides may help to guide the conversation.
- Any notes from the debrief can be added into the 'comments' box in the 'repair and rebuild' section of the serious incident. If the debrief happens the following day and the incident has already been completed it can be added as an edit.

 I  know  that  what  happened _____  was  really  hard  for  you.  You

 are so  important  to  everyone  in school  and  we  want  you  to be  happy.  It is  my











 job  to keep  you  safe.  We  are going to  talk about  it so  that  I can  understand






 what  happened  and  help  you.  If  talking about  it  makes  you  worried  or  upset











 tell  me  and  we  can  stop.









Appendix. 8









Examples of Repair and Rebuild Scripts

 Teachers are  here to  help,  make  sure you are  happy and  +  keep  you  safe.




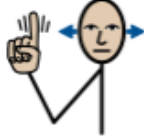
If you do things that are  unsafe or  dangerous and  do not stop  sometimes like 

 yesterday we  have to  help  keep  your  body  safe by  helping you  move or 

 stay  safe. Teachers  will  only  do  this if you are  unsafe. We  want to

 find  ways to  help you  stay  calm and  happy that is  why we are  talking!

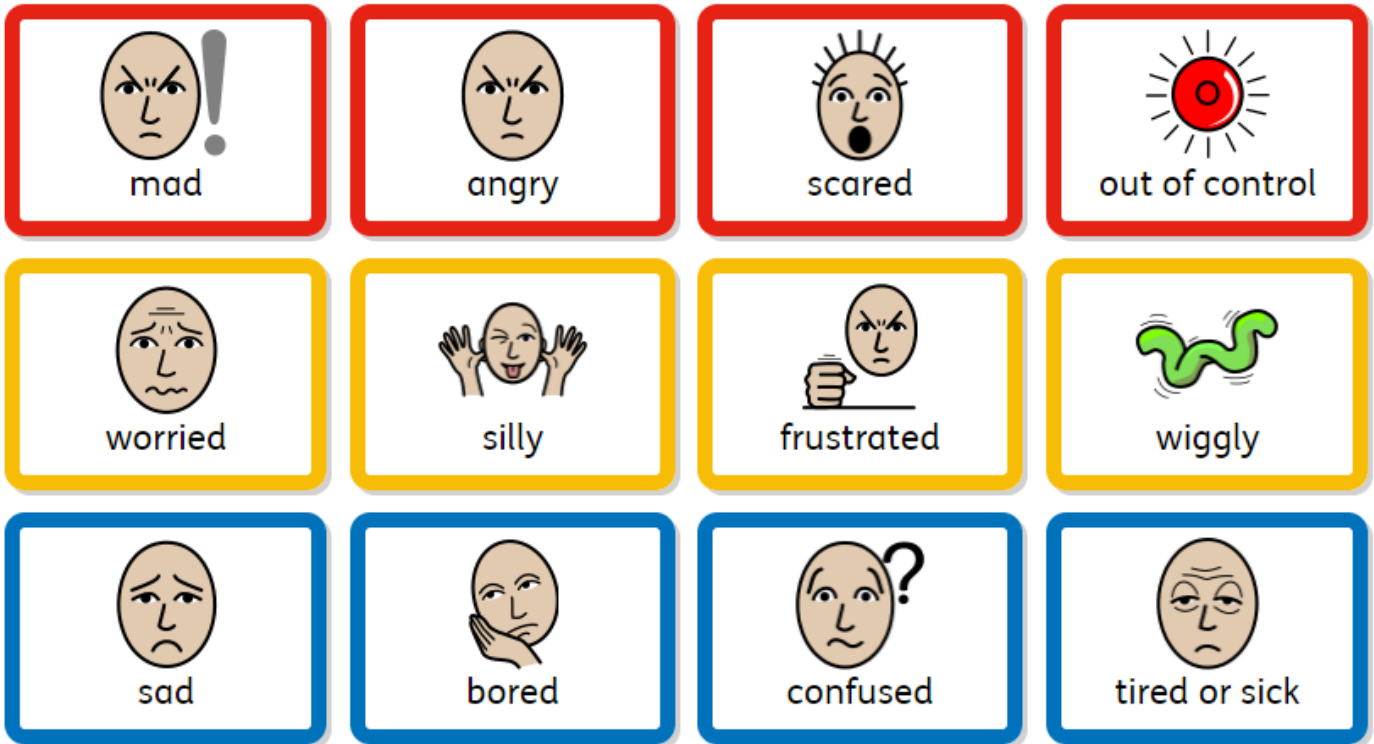
What did you want to happen?

 space	 home	 leave room	 cuddle
 walk	 help	 quiet	 to eat or drink
 not to do it	 to lie down or rest	 to stop or finish	 something else

Appendix. 8

Examples of Repair and Rebuild Scripts

How were you feeling?



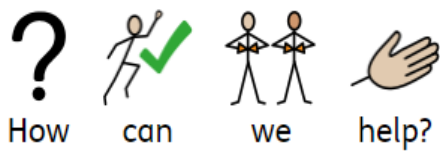
It is okay if you don't know how you were feeling I think you might have been feeling ... because your face was and you were

What could we have done to help you?




Appendix. 8

Examples of Repair and Rebuild Scripts



Appendix. 9

Examples of Serious Incident Report (Page 1)



Serious Incident Elleray Park School

Slip (26177)

Student: Student X	Date: Wed 13 Nov 2024 9:10 am
Period: Morning Registration	Staff: [REDACTED]
Subject: N/A	Location: [REDACTED]
Status: Open	

Description:
Create Date: Wed 13 Nov 2024 2:59 pm Day Book Id: 26177

Staff Witnesses

Staff Witness 1
[REDACTED]
Staff Witness 2
[REDACTED]
Staff Witness 3
[REDACTED]
Staff Witness 4
[REDACTED]

Child witness/Child involved

Child witness/Child involved 1
[REDACTED]

Triggers

Response to another person

Reason why reasonable force was thought necessary:

The child concerned was liable to injury
Other young people were liable to injury
Staff were liable to injury

Dynamic Risk Assessment (why staff did what they did /what was the YP doing immediately before?)

Dynamic Risk Assessment
[REDACTED] had bitten child 1 and would not realise staff 1 used a firm voice to ask [REDACTED] to let go which he didn't so a team teach bite release was used on [REDACTED] to stop the biting

De-escalation techniques

Verbal advice and support. Use of help script	Options offered - reduce stimuli, reduce verbal demands.
Has threatening body lang/Safe Stance Reassurance	Negotiation

Description of Incident

Description of Incident
[REDACTED] was in [REDACTED] class outdoor area with staff 2. child 1 came into area with staff 2. [REDACTED] became annoyed that child 1 was in the area. [REDACTED] grabbed child 1 child 1 started to shout and scream staff 2 and 3 have tried to stand in between both children staff 1 came outside [REDACTED] bit child 1's arm and wouldn't release. staff 1 2 and 3 all used verbal prompts as [REDACTED] would not release staff 1 used a bite release to remove [REDACTED] from child 1.
child 1 guided into the class room by staff 2 and 4. staff 1 stayed outside to support [REDACTED] and complete repair and re build with him. [REDACTED] claimed with staff 1 and returned to class.

Bite and Hair Responses

Bite and hair responses required
Staff Involved: [REDACTED] Position: Manual manipulation of jaw, Duration: 10 sec
Total Duration: 10 sec

Is there anything in this record that is not part of the behaviour plan?

No

Appendix. 9

Examples of Serious Incident Report (Page 2)

16/11/2024, 08:17 Sig Print

Duration of incident
Overall duration of incident
Overall duration: 9:10 AM - 9:15 AM

Injuries (Body Maps)
Pupil injuries sustained

Pupil injuries
Pupil injured 1

Repair and Rebuild
Repair and Rebuild completed

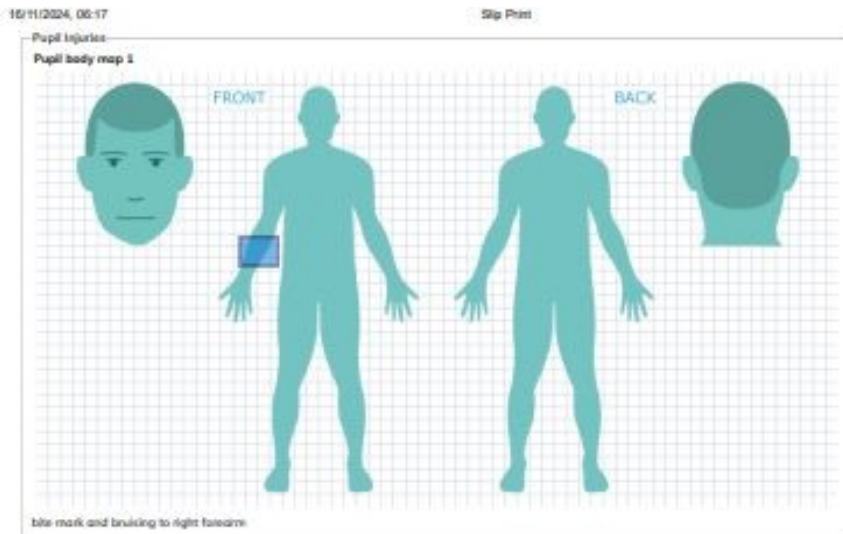
Who has been informed? (to be completed if not agreed on behaviour plan)

1) Parent/Guardian name	1) By	1) Date/time
		13/11/24 12:20

SLT analysis of incident/recommendations and actions
SLT analysis of incident/recommendations and actions
I spoke with staff team who had discussed the incident and identified that [redacted] finds transitioning into the classroom challenging and needs space to do this. In the future they are going to make sur that there is a padlock on violet door's gate are so that when [redacted] transitioning staff can ensure that he has a calm environment and lots of space.

Appendix. 9

Examples of Serious Incident Report (Page 3)



Appendix. 10

Examples of Minor Incident Report



Minor Incident

Elleray Park School

Slip (34872)

Student: Student X
Period: Lesson 3
Subject: PE
Status: Open

Date: Thu 18 Jul 2024 2:00 pm
Staff: [REDACTED]

Location: [REDACTED]

Description: [REDACTED] was unsettled this afternoon and was shouting at child 1 who was very loud. Staff used calm voices, clear expectations to calm the situation. The children remained unsettled so they went outside in the hope that space would help. Outside he ran at child 1. Staff stood in between and he pinched and grabbed their arms. Staff gave him space and moved away. They used guides and steers. [REDACTED] threw a fob over the fence but then settled with a fresh face. Staff repaired relationships throughout PE.

Create Date: Thu 18 Jul 2024 3:54 pm

Day Book Id: 34872

Behaviours

Pinching

Child witness/Child involved

Child witness/Child involved 1
[REDACTED]

Triggers

Response to another person