BLEASDALE SCHOOL

BEHAVIOUR POLICY 2023-2024

Date Policy Reviewed:	July 2023
Finalised On:	12.10.2023
Staff Responsible for policy	Sefton Booth & Behaviour Team Members
Chair of Governors	Rosemary Dyson
Where can the policy be found:	School Website SharePoint
Policy to be reviewed on:	08.01.2025

This policy refers to and should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Safe Space Policy
- Communication Policy
- Bullying Policy
- Code of Conduct Policy
- Confidentiality Policy
- Equality Policy
- Privacy Notice Policy
- Complaints Policy

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Section 1 – Bleasdale Behaviour Overview

'We need to look beyond behaviour to understand what the behaviour is communicating'.

challengingbehaviour.org.uk

Purpose

At Bleasdale the school behaviour policy is of paramount importance to the effectiveness of behaviour management. It is a practical document which includes clear guidelines for staff on practice and procedures relating to any incidence of behaviour within school. It follows guidelines set out in the following documents

- Education and Inspections Act 2006 (legislation.gov.uk)
- Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (publishing.service.gov.uk)
- Working together to safeguard children - GOV.UK (www.gov.uk)
- Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)
- A positive and proactive workforce (skillsforcare.org.uk)
- Ensuring quality services (local.gov.uk)
- Positive and Proactive Care: reducing the need for restrictive interventions (publishing.service.gov.uk)
- Equality Act 2010 (legislation.gov.uk)
- School teachers' pay and conditions - GOV.UK (www.gov.uk)
- 5095_DfES Guidance (ioe.ac.uk)Use of reasonable force in schools - GOV.UK (www.gov.uk)
- college-report-cr144.pdf (rcpsych.ac.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- Charlie Taylor's Behaviour Checklist (publishing.service.gov.uk)
- Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Key priorities for implementation | Self-harm in over 8s: short-term management and prevention of recurrence | Guidance | NICE
- Overview | Self-harm in over 8s: long-term management | Guidance | NICE

School Aims:

The overarching aims of our school are

- To provide an excellent education in a supportive environment.
- To provide a broad and balanced curriculum through effective teaching strategies which are relevant and personal.
- For parents, pupils, staff and other professionals to work together to enhance the life of Bleasdale.
- To promote and support inclusive educational opportunities for pupils both within Bleasdale and other learning environments.
- For the life and work of Bleasdale to be valued as an integral part of the community.

Aims of Behaviour Management:

At Bleasdale School the staff and Governing body have shared values that support pupils to achieve their full potential. Together we aim to:

- Provide an environment where pupils and staff feel safe and nurtured and risks are minimised.
- Create supportive environments where pupils can learn, practice and master skills to effectively manage their **own** behaviour.
- Increase desired behaviours and decrease unwanted behaviours using robust targeted and assessed interventions.
- Understand the function of behaviour and work with pupils to find more appropriate ways of communicating their needs.
- Support pupils to understand the link between actions and consequences.
- Build and maintain positive relationships based on mutual respect between pupils, their peers and staff.

Whole School Overview:

At Bleasdale we believe that all behaviour is a form of communication and in keeping with this unwanted behaviours are often an inability for the pupil to communicate their wants and needs in an appropriate manner. Staff are aware that some pupils may find specific environments difficult or experience discomfort due to the demands being put upon them, sensory issues or illness and are always mindful and respectful of this. However, in order for us to enhance the experiences of all of our pupils so that no one is disadvantaged as a result of their differing needs as set out in the *Equity Act (2010)* it is imperative that we develop proactive frameworks for our pupils to learn to:

- Cope – in a range of situations,
- Take appropriate action- when they want or need something,
- Communicate – with those around them using appropriate systems e.g. PECs

In our school behaviour management is underpinned by pupil centred values that are applied with flexibility to meet individual needs. Our daily emphasis is largely based around helping pupils identify sought behaviour, opportunities to practice these skills and positive reinforcement.

Reward system:

The intention of this system is to help achieve our aim of encouraging positive behaviour and discouraging inappropriate behaviour. The following systems generally apply but there are students whose rewards systems are very individual

to their needs and these systems should be highlighted on the individual's 1 page profiles or Behaviour Plan.

Lower School reward systems

Children in these classes are often at the earliest developmental levels and therefore require their rewards to be strong and immediate. Within each class rewards are given paired with praise. These reward systems may vary within the class dependent on the motivators that work for each child.

Middle and Upper School Reward Systems

Classes operate reward systems for individuals in their class appropriate to the needs and requirements of pupils e.g. merit points, star prize, tokens. Several classes use merit points to reward pupils for good behaviour, good work etc. These then build to a reward that is meaningful to each individual pupil. Classes also make use of 'reward time' to reward pupils at certain times to instil a work/reward approach. Some pupils benefit from more instant rewards than others. Any member of staff may identify and award pupils in liaison with class staff.

Departmental rewards

During Departmental assemblies each class will mention at least 1 pupil for good work within class. Any staff can give a child a Mention for something they have done well. Mentions are also encouraged from Midday staff, swimming tutor and anyone else who has seen something good. There is also a specific award given for communication.

When a pupil has excelled in work or behaviour they will be awarded 'Lower School Pupil of the Week' or 'Upper School Pupil of the Week'. This will be presented in the 'weekly assembly'. This is where pupils will visit the celebration tree to receive praise on their specific achievements. In some circumstances there may be a class of the week. In addition to this Lower and Upper School come together at the end of each term for a Celebration assembly where we recognise pupil progress over the term and also praise staff who have performed well.

Post 16 reward systems

Once pupils have reached the Post 16 department most no longer need extrinsic reward systems and instead are rewarded with a range of intrinsic motivators that build confidence and self worth such as a higher level of independence, extra responsibility and appropriate external qualifications. However, we recognise that

some pupils still require and/or enjoy more specific individualised rewards and these will be outlined in the pupil's 1 page profiles or Behaviour Plan.

Section 2 – Understanding and Practice

'Fairness doesn't mean everyone gets the same thing. Fairness is everyone getting what they need'.

Rick Riordan

Functions of Behaviour

All staff should aim to understand the purpose of each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with. The function of the behaviour may be linked to a particular syndrome or disability and therefore we must ensure we do not discriminate against a child when dealing with these. For some pupils the function may be very difficult to discover, often for pupils with ASC it may be linked to a sensory integration difficulty. Consequences should be linked to the individual's behaviour and level of understanding. What is a negative consequence for one pupil may be a reward for another and this should be carefully considered. The consequences for behaviour should be outlined on the pupils behaviour plan (see recording and reporting) and where possible this should be shared with the pupil. It is important to recognise that positive consequences can also be reinforced.

Positive relationships and modelling

Positive relationships are fundamental at Bleasdale to ensure pupils reach their full potential. Staff take time to build positive and meaningful rapport with pupils and their families so that they are able to read and navigate each day helping pupils develop independence and confidence in their abilities. Positive relationships are modelled by staff by showing perseverance, hard work and dedication mixed with compassion and kindness. Staff endeavour to treat one another with respect and this extends to the pupils to cultivate a sense of community.

Environment – what do we expect to see

The environment at Bleasdale is rich in visual aids and sensory items to support communication and behaviour management. Classrooms and timetables are set up to meet the needs of each class group and this is in keeping with the work the whole school completed around learning styles/pathways. An example of what we would expect to see for each pathway can be found in Appendix 10.

Development of communication and Use of routine

Consistency and use of routine and repetition helps our pupils to understand what they are expected to do and alleviates many of the anxieties they may feel. This allows them to access and engage with their learning and supports their ability to learn to self-regulate. Routines applied across the school day need to be taught and embedded to make learning easier. Staff should consider how best to teach

pupils to cope with changes/modifications to daily routine and should incorporate this into teaching as a life skill.

Encouraging independence, self-regulation and preparing for adulthood

Independence and self-regulation are the aim of all of our work at Bleasdale and we encourage our pupils to take an active role in their own leaning. Where possible we try to help pupils make the right choices and explain what will happen for both the positive and negative choice. This allows pupils to manage their own behaviour and increase their level of responsivity (where safe and possible). It is important to afford opportunities to make mistakes and to consider the impact of this as part of the learning journey. We want all of our pupils to enter adulthood with the ability to make or accept help to make choices which keep them safe and happy.

De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Bleasdale. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupils behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. When used, techniques are monitored for their effectiveness and this is recorded on pupils 1 page profiles or Behaviour Plan. For an example of de-escalation techniques used at Bleasdale please see the de-escalation strategies section of the Behaviour Plan in Appendix 3a.

Positive Handling

In accordance with Team Teach the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, non threatening facial expressions, low tone, volume and pace in communication, careful, use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'.

Positive handling should only be used when de-escalation techniques have been tried and have been unsuccessful or an emergency situation presents itself.

Section 550a of the Education Act 1996 allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances

where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

In Bleasdale all staff permitted to use positive handling techniques by the Head Teacher who are Team Teach trained. This training is updated at a minimum every two years and it is fundamentally a whole team approach. Preferably, the minimum number of staff required to deal with an incident is two. This is for various reasons e.g. even if the other person does not become physically involved, they can act as a witness, offer advice and support as a critical friend, or get more help if required. However, there are occasions when one person arrives to an incident first and may have to take action alone. For this reason the Team Teach programme includes single person responses as well as team responses when guiding pupils.

Team Teach techniques apply a gradual and graded approach and are designed to 'minimise risk and help people maintain positive relationships'. Staff undertaking positive handling must use their professional judgement to ensure that their response is always 'reasonable, proportionate and necessary'.

Restrictive Physical Intervention (RPI)

Although every effort is made to observe and intervene early to keep incidents low key occasionally some pupils need more intense intervention in the form of Restrictive Physical Intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

When using RPI Team Teach states that staff must always consider:
- 'The best interest of the pupil (considering medical needs, physical disabilities, sensory impairments)
- What is a **reasonable** amount of force
- What intervention is **proportionate** to the circumstance
- What intervention is **necessary'**.

Furthermore if RPI is required Team Teach state 'staff must be aware of elevated risks for the following interventions:

- Positional Asphyxia,
- Pressure to the neck
- Prone holds (lying on front)

- Supine holds (lying on back)
- Seated holds
- Standing holds
- Extreme Exertion'

ALL staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This must then be clearly recorded on the Behaviour Smart database and reported to the SLT to ensure it does not happen again.

Self-injurious behaviours

www.autism.org.uk states '**Self-injurious behaviour is where a person physically harms themselves. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking.** For our pupils at Bleasdale this could be for a number of reasons including feeling unlistened to, being 'told off', having little or no choice, feeling unwell, trying to communicate something or having memories that are distressing. If pupils display self-injurious behaviour staff should respond quickly, keep responses low key, reduce demands, remove physical and sensory discomforts, redirect, provide light physical guidance, use a barrier between the pupil and the item and consider RPI. Any self-injurious behaviour and responses should be captured on a pupils Behaviour Plan and incidents recorded on Behaviour Smart with any changes to severity and frequency also reported via the CPOMs system. To minimize behaviours staff should seek to rule out medical and dental causes, think about the function of the behaviour, increase structure and routine, provide sensory alternatives, use communication tools and reward sought behaviours. For ongoing issues in this area further advice and referrals will be considered to Children's social care, CAMHs, pediatrician, Ed Psych and Team Teach.

Use of Calming Spaces and Safe Spaces

Every classroom in Bleasdale is built with access to an outdoor space. The classrooms are also designed to allow for areas to be created and all classes have access to a central hub where there is a variety of spaces. Some classes have shared and/or individual group rooms within the class and there is a selection of external resources available such as a rebound room, swimming pool, light room etc. For some pupils these spaces allow opportunities to have time out.

If a pupil accesses any of these spaces as part of their behaviour strategy then it is always in a supervised capacity and should form part of their Behaviour Plan. Pupils who access outdoor spaces need to be offered appropriate protection from the elements, e.g. coat/sunhat. Uses in such instances should be recorded on the Behaviour Smart database to enable any trends to be detected.

Any pupil who would need the use of a calming space as a behaviour strategy would need to have it identified on a Behaviour Plan following discussion with line managers and relevant senior managers.

In addition to this there are also two Safe Spaces in the Secondary department which can be utilised as a calm space which pupils choose to access or, in an extreme emergency situation, to minimise harm to all involved in a serious incident. Staff must familiarise themselves and ensure that they adhere to the *Safe Space Policy* if they use these spaces.

If a calm space or safe space is included in a Behaviour Plan the plan must be shared and signed by staff, parents/carers and any other relevant agencies. It is best practice to show parents/carers the calming space to ensure that we are as clear and transparent as possible. Parents and/or other relevant agencies must be informed in such events.

Time out, Withdrawal and Seclusion

It is imperative for staff to understand the subtle differences between time out, withdrawal and seclusion to ensure that they are acting both within the school guidelines and more importantly within the law. The *DFES/DOH Guidance (2002)* defines these areas as:

Time out involves restricting a pupils access to positive reinforcements as part of a behavioural programme and where possible this should be planned for in advance e.g. When a pupil needs a low stimulus environment in order to support them for a short period of time.

Withdrawal is removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Seclusion is when a pupil is forced to spend time alone against their will.

If time-out or withdrawal are used as an ongoing behavioural strategy they must be

- Planned for when possible and documented in Behaviour Plan
- Shared with parents
- Signed up to by all relevant parties

- Recorded on Behaviour Smart database

Seclusion is not an acceptable practice in Bleasdale and as such it is not permitted within our school.

De-briefing Post Incident

Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupils level of understanding and these ideas are included in pupils Behaviour Plan. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate. An example of de-briefing sheets can be seen in Appendix 6.

In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the senior management team (SLT) or behaviour team if they choose to do so. A list of the SLT and Behaviour Team can be found in Appendix 8.

Section 3 – Recording and reporting

'Behaviour management without data is like driving with your eyes closed'.

Steven Boehie

One Page Profiles

The majority of pupils at Bleasdale have minimal behavioural needs. Any information needed to be recorded about these pupils will be included in their 1 page profiles including medical needs e.g. epileptic or asthmatic. An example of this can be seen in Appendix 2.

Behaviour Plan

Some pupils at Bleasdale benefit from a more consistent approach clearly outlining techniques to be taught and boundaries to work within to enable pupils and others to manage their behaviour as effectively as possible. In these circumstances a more formal behaviour plan will be created by the staff team who work closely with the pupil and support is available from the Behaviour team within school. These plans will be overseen by the relevant Assistant Head. If the pupils does not display crisis behaviours they will have a stage 1,2 and 6 Behaviour Plan (see Appendix 3). If pupils do display crisis behaviours that may require RPI they will have a stage 1-6 Behaviour Plan (see Appendix 3a) The plans will include:

- Information we know about the pupil
    - Medical needs
    - Communication method
    - Level of understanding
- Motivators and possible triggers that staff have identified during their time at Bleasdale
- Preferred environment
- What behaviours may look like and what can be done to help;
    - Anxiety behaviours
    - Defensive behaviours
    - Crisis behaviours
    - Recovery behaviours
    - Depression behaviours
    - Follow up behaviours
- Previous behaviours to be aware of
- Tried and tested de-escalation strategies
- Preferred staff responses
- Debriefing ideas
- Recording and notification required

This plan will be monitored and updated at least twice a year during class meetings. It is best practice for staff to share the initial plan with parents/carers and for both

parties to sign their agreement on the form. As updates occur staff will endeavor to inform parents/ carers via phone or home/school link books.

It is the duty of each staff member to read individual 1 page profiles and Behaviour Plans and adhere to the planned responses and interventions detailed within.

Behaviour plans are kept on the Teacher Shared drive. For an example of a the current behaviour plans at Bleasdale please see Appendix 3 and 3a.

Where relevant and appropriate Behaviour Plans may be shared with outside agencies to ensure a consistent approach is applied across settings and those involved with the pupil understand their needs. We will always endeavour to obtain consent from parents/carers before sharing any information.

Further Guidance
All staff have 'Process of Addressing Behaviour' flowchart to help support identifying who should have a Behaviour Plan and what level this should be. The flowchart is available in Appendix 9.

All behaviour plans are monitored and evaluated during class meetings. They are updated at a minimum twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. If a noticeable change occurs staff should record this on our CPOMs Safeguarding system as well as Behaviour Smart database. It is always worth considering if the change in behaviour is due to a physical pain and staff should liaise with parents/carers straight away if this is thought to be the case.

After a suitable period of time if a behaviour plan is having minimal impact staff may seek further guidance through liaison with colleagues, the Senior Management Team or the Behaviour Team to further discuss issues and share ideas. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals who we can work alongside such as Positive Behaviour Service, Educational Psychologist, CAHMS, Team Teach. An example of how this is applied in Bleasdale is included in Appendix 1.

Behaviour Smart/CPOMS

Any incidents that require the use of RPI must be recorded on the CPOMS/Behaviour Smart Database.

Staff are required to fill this in on the day the incident occurred.

All staff involved in an incident are required to record on the Behaviour Smart database.

In addition to recording RPI staff are encouraged to use Behaviour Smart to its full potential by tracking both serious and minor incidents. The database is able to interrogate data to identify patterns and the results can be presented in a variety of ways. This information should be used to proactively inform Behaviour Plans and monitor the effectiveness of changes made. An example of this can be seen in Appendix 5.

All permanent class staff and long term members of supply staff have been issued with a username and password for Behaviour Smart. We offer training at staff induction and then on-going training and support on inputting incidents to ensure data is qualitative rather than quantitative.

It is the responsibility of the staff involved in an incident to record it on the Behaviour Smart database as this person has the most knowledge of the how and why the incident has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct. An example of the Behaviour Smart database can be seen in Appendix 4.

Use of Behaviour Smart data

The Behaviour Smart/CPOMS database automatically sends a notification to the correct Deputy Head Teacher following a serious incident. It is monitored by a member of the SLT who is looking out for any arising issues or serious incidents. At the end of each half term all of the data that has been logged across the school is collated and analysed for patterns and trends and where possible this is completed with the Behaviour Team. Using this data problem areas/individuals in the school are highlighted and interventions are planned and carried out.

Informing Parents/Carers

At Bleasdale we feel that sharing information between school and home is imperative to help decode and understand what a pupil may be feeling or trying to communicate. Sharing approaches and systems that work or don't work helps the pupil to generalize and transfer skills across both settings and in keeping with this staff aim to share all updates with parents/carers.

Following a serious incident or any incident where RPI has been involved staff will endeavor to inform parents/carers firstly via the phone or if not possible via home/school link book.

Informing Other Agencies;

Occasionally it may be required for school to update other agencies involved with pupils. Behaviour Smart data may be used to inform medical or multi-disciplinary meetings and where possible this should be communicated with parents and carers beforehand. In line with the legal requirements set out by the *General Data Protection Regulations (2018)* any personal information will be used correctly and safely.

Injuries to Pupils and Staff

If a pupil or member of staff is injured during an incident the incident must be recorded on Behaviour Smart.

If a child is injured during an incident they should seek medical advice from a First Aider as soon as they are calm enough to receive it. Parents/carers should be informed via a phone call or failing this via the home school link book.

If a member of staff is injured during an incident they should leave the incident as soon as it is safe to do so and receive medical advise from a First Aider.

All staff should refer and adhere to the *Health and Safety Policy* for further guidance in this area.

Safeguarding, Complaints and Whistleblowing

As outlined in our *Child Protection and Safeguarding Policy* we strive to 'create an environment and an ethos whereby all staff and volunteers feel able to raise concerns'. Therefore we encourage staff who are concerned about the well being of a pupil or feel that an incident has not been dealt with in the best interest of the pupil to adhere to the *Child Protection and Safeguarding Policy, Complaints Policy* and the *Whistle Blowing Policy* for further guidance.

Section 4 – Improving Future Outcomes

'The most reliable way to predict the future is to create it'.

Unknown

Family Support

Bleasdale has a team of people who are very familiar with their occurrences. In rare occasion the conversation around behaviour may need behaviour specialists including Team teach Tutors, HLTA with responsibility within behaviour or Family support, an LLP with responsibility within behaviour and/or the Deputy Head teacher. Bleasdale offers regular support groups such as coffee mornings where parents can come and meet others in similar circumstances as well as planning bespoke training for parents in many areas including behaviour support .

HLTA/Teaching Assistant (TA) Level 4 for Behaviour

Our Specialist TA works alongside identified individuals or groups who are experiencing difficulties and communicating this through behaviour. Pupils follow personalised plans in areas such as emotional literacy, sensory circuits and sensory diets, relaxation massage and many more. Where appropriate the pupils are given choices to decide how sessions will move forwards.

Parent Support

Class teachers are always available to link with parents to look at particular behavioural issues at home. An aim of this is to increase the consistency of effective strategies used across the two settings. Teachers signpost parents to other services where needed during formal processes such as reviews or informal discussions through phone calls or home link books. If teachers are unsure how to best advise parents they can record concerns via the CPOMs system and this will be picked up by the Safeguarding Team where necessary.

Staff Training

As stated previously all staff are Team Teach trained and this is updated at a minimum every two years. School have now invested in four in house 'Train the Trainers' who will offer inhouse advice and guidance throughout the year as well as deliver whole school training and one off sessions for staff if required.

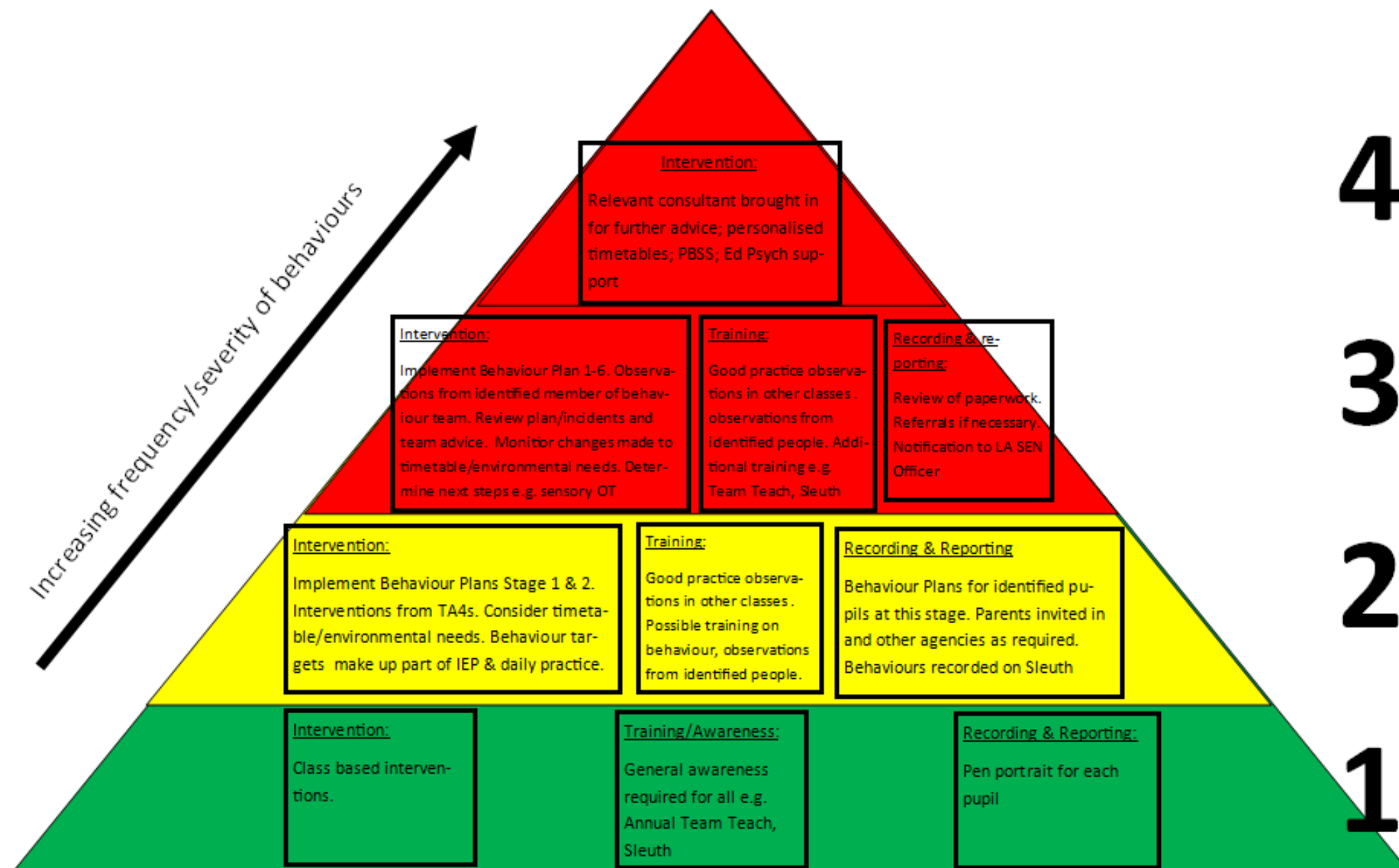### Implementation and Review of Policy

As outlined in *Behaviour and Discipline in Schools (2016)* this policy will be published in writing to staff, governors and parents on the school website at least once a year.
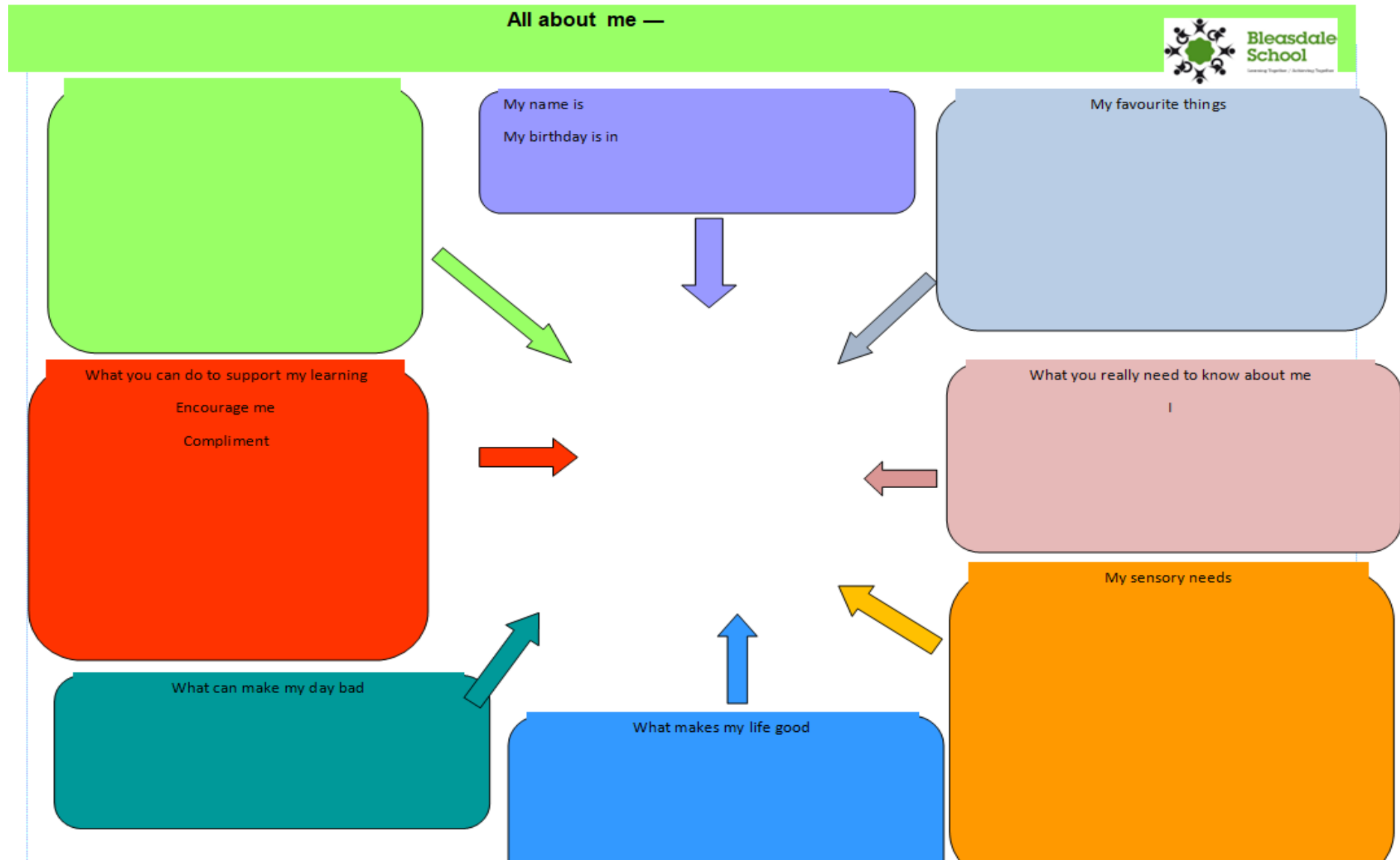
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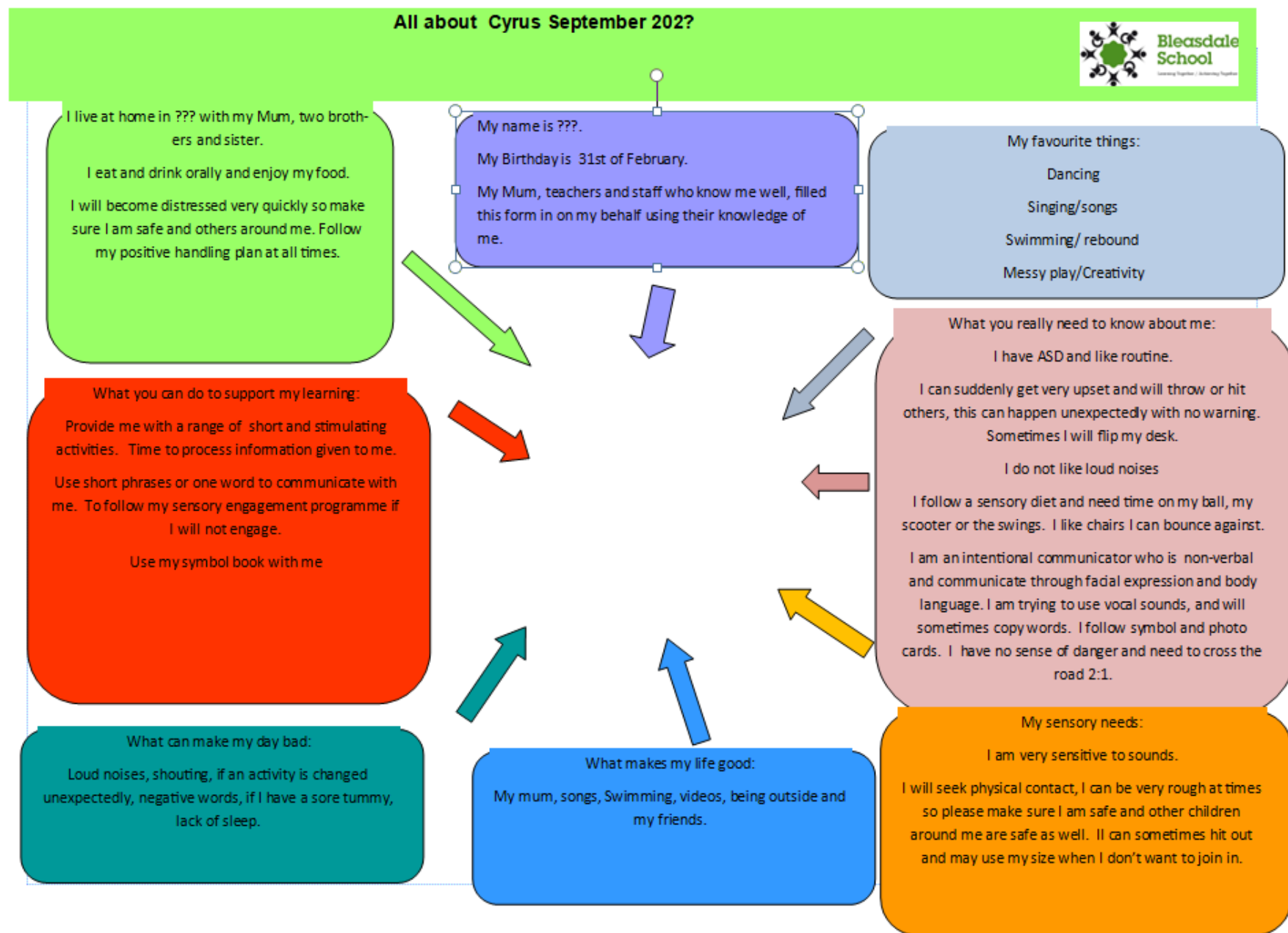
Appendix 1

« Behaviour Pyramid«

Framework for removing barriers to learning

Increasing frequency/severity of behaviours

4

Intervention:

Relevant consultant brought in for further advice; personalised timetables; PBSS; Ed Psych support

3

Intervention:

Implement Behaviour Plan 1-6. Observations from identified member of behaviour team. Review plan/incidents and team advice. Monitor changes made to timetable/environmental needs. Determine next steps e.g. sensory OT

Training:

Good practice observations in other classes. observations from identified people. Additional training e.g. Team Teach, Sleuth

Recording & reporting:

Review of paperwork. Referrals if necessary. Notification to LA SEN Officer

2

Intervention:

Implement Behaviour Plans Stage 1 & 2. Interventions from TA4s. Consider timetable/environmental needs. Behaviour targets make up part of IEP & daily practice.

Training:

Good practice observations in other classes. Possible training on behaviour, observations from identified people.

Recording & Reporting

Behaviour Plans for identified pupils at this stage. Parents invited in and other agencies as required. Behaviours recorded on Sleuth

1

Intervention:

Class based interventions.

Training/Awareness:

General awareness required for all e.g. Annual Team Teach, Sleuth

Recording & Reporting:

Pen portrait for each pupil

Appendix 2
« All about Me Doc. »

All about me —

Bleasdale School

My name is

My birthday is in

My favourite things

What you can do to support my learning

Encourage me

Compliment

What you really need to know about me

I

What can make my day bad

What makes my life good

My sensory needs

All about Cyrus September 202?

Bleasdale School

I live at home in ??? with my Mum, two brothers and sister.

I eat and drink orally and enjoy my food.

I will become distressed very quickly so make sure I am safe and others around me. Follow my positive handling plan at all times.

My name is ???.

My Birthday is 31st of February.

My Mum, teachers and staff who know me well, filled this form in on my behalf using their knowledge of me.

My favourite things:

Dancing

Singing/songs

Swimming/ rebound

Messy play/Creativity

What you really need to know about me:

I have ASD and like routine.

I can suddenly get very upset and will throw or hit others, this can happen unexpectedly with no warning. Sometimes I will flip my desk.

I do not like loud noises

I follow a sensory diet and need time on my ball, my scooter or the swings. I like chairs I can bounce against.

I am an intentional communicator who is non-verbal and communicate through facial expression and body language. I am trying to use vocal sounds, and will sometimes copy words. I follow symbol and photo cards. I have no sense of danger and need to cross the road 2:1.

What you can do to support my learning:

Provide me with a range of short and stimulating activities. Time to process information given to me.

Use short phrases or one word to communicate with me. To follow my sensory engagement programme if I will not engage.

Use my symbol book with me

What can make my day bad:

Loud noises, shouting, if an activity is changed unexpectedly, negative words, if I have a sore tummy, lack of sleep.

What makes my life good:

My mum, songs, Swimming, videos, being outside and my friends.

My sensory needs:

I am very sensitive to sounds.

I will seek physical contact, I can be very rough at times so please make sure I am safe and other children around me are safe as well. Il can sometimes hit out and may use my size when I don't want to join in.

Appendix 3

Behaviour Smart Plan

Bleasdale School

Behaviour Plan

Name:	Academic Year:	Date of Plan:	Review Date of Plan:	Completed By:
▇▇▇▇▇	Year 8	2023-12-08		▇▇▇▇▇

Notes

Reasonable Adjustments

review transport and seating plans, Removing items, Move the CDs from public areas, Two staff members to collect from the bus, Avoid that area next visit to Williamson park

Triggers:	Support For Triggers:
houdini harness, Not accessing to CD, Not being allowed access to the CDs, Transition into school, not being allowed plastic items, Water "no"	Staff to be alert additional support may be needed after ▇▇▇▇ old "no"

Type:	My Behaviour:	Whats been tried:	Other things that could be tried:	What I can do to help myself:
Low Level:	- trying to pick up and break items - lying on the floor	- removed any items that appeared appealing - calm clear instructions	- area to be clear in the morning - change of face	
Medium Level:	- attempting to snatch items/ take hold of staff clothing - spitting	- moved the staff away who aariz was attempting to take hold of - ignoring and continuing with request to stand	- staff to potentially use a different path into school - change of face	
High Level:	- pushing a staff member by the throat - kicking	- moved body out of way - moved body position	- hold arms up to block body - approach from the side	

Other things I can try?: Avoid water at Williamson Park

Preferred Behaviour Techniques

Technique:	Try:	Avoid:	Notes:
Empathy	Try		
Verbal advice and support	Try		
Giving Space		Avoid	Space ususally mean ▇▇▇▇ hen runs to where he shouldn't be or can destroy items/ hurt people as "revenge"/ coping mechanism/ provoke reactions

			from staff or pupils
Reassurance	Try		
Scripts	Try		
Negotiation	Try		███ can respond to a favoured item he likes, however these frequently change.
Positive Choices	Try		
Humour		Avoid	Too much talking can result in ███ becoming more heightened
Logical Consequences	Try		
Tactical Ignoring		Avoid	
Take up time		Avoid	
Time-out	Try		
Supportive touch		Avoid	Staff are trying to give ███ as much space as possble and not putting hands on ███ seems to work better when touch is not given - unless on his terms.
Transfer staff	Try		

Preferred Physical Techniques

Technique:	Try:	Avoid:	Notes:
Single Elbow	Try		
Figure Four	Try		
Caring C Guide	Try		
Double Elbow	Try		
Single Elbow to Seats	Try		
Small Person Response		Avoid	

:	Recovery Behaviour I sometimes show:	What can staff do to help me:	Other things that could be tried:	What can I do to help myself:
Recovery Behaviour:	- N/A - Crying - Crying - Making noises before settling with a change of face - crying	- Gave ███ space and options offered - Change of face - Change of face - calm - soothing tones and a favoured member of staff change	- Change of face - N/A - Change of face - two staff members to collect from transport - offered a drink	

What interests me:
Feathers, soil, grass and twigs
Are there any factors to consider when debriefing:
Any other information:

Log

Date:	Recorded By:	Log:	Action:	Actioned By:

Appendix 4

Example of Behaviour Smart input page

Behaviour Details ❓

Description of the incident.

As concisely as possible

What Low Level Behaviour did the Pupil show? ❓	How did you respond? ❓	Alternative strategies that might be tried next time.

What Medium Level Behaviour did the Pupil show? ❓	How did you respond? ❓	Alternative strategies that might be tried next time.

What High Level Behaviour did the Pupil show? ❓	How did you respond? ❓	Alternative strategies that might be tried next time.

What Recovery Behaviour did the Pupil show? ❓	How did you respond?	Alternative strategies that might be tried next time

De-escalation Techniques used and effectiveness ❓

1=Not Effective 10=Very Effective ❓

Empathy
1 2 3 4 5 6 7 8 9 10 n/a

Verbal advice and support
1 2 3 4 5 6 7 8 9 10 n/a

Giving Space
1 2 3 4 5 6 7 8 9 10 n/a

Reassurance
1 2 3 4 5 6 7 8 9 10 n/a

Scripts
1 2 3 4 5 6 7 8 9 10 n/a

Negotiation
1 2 3 4 5 6 7 8 9 10 n/a

Positive Choices
1 2 3 4 5 6 7 8 9 10 n/a

Humour
1 2 3 4 5 6 7 8 9 10 n/a

Logical Consequences
1 2 3 4 5 6 7 8 9 10 n/a

Tactical Ignoring
1 2 3 4 5 6 7 8 9 10 n/a

Take up time
1 2 3 4 5 6 7 8 9 10 n/a

Time-out
1 2 3 4 5 6 7 8 9 10 n/a

Supportive touch
1 2 3 4 5 6 7 8 9 10 n/a

Transfer staff
1 2 3 4 5 6 7 8 9 10 n/a

Other
1 2 3 4 5 6 7 8 9 10 n/a

Post Incident Learning ⊙

What happened from the Pupil's point of view? ⊙

How did the Pupil feel? ⊙

What will the Pupil do differently next time they feel that way? ⊙

Likely triggers

What reasonable adjustments could be made (in the future) to support the Pupil?

Comments

Appendix 5

Example of Behaviour Smart data

Appendix 6

My Positive Action Plan

This plan is used if there is an event/lesson coming up where you can foresee a problem. It is filled in with the pupil before the event.
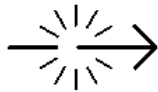
What are we doing?	
What could happen?	
Why?	
How can we help?	

Date:	Pupil sign:	Staff sign:
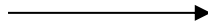
Thinking about my behaviour

This is used following an incident to indicate how the pupil felt.

Happy

Sad

Angry
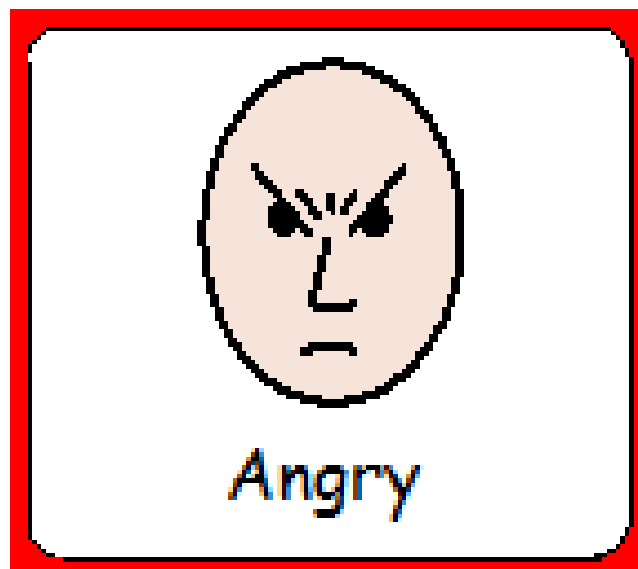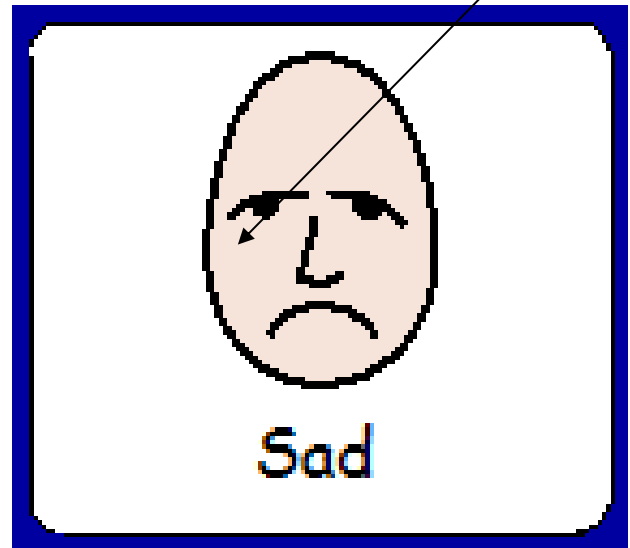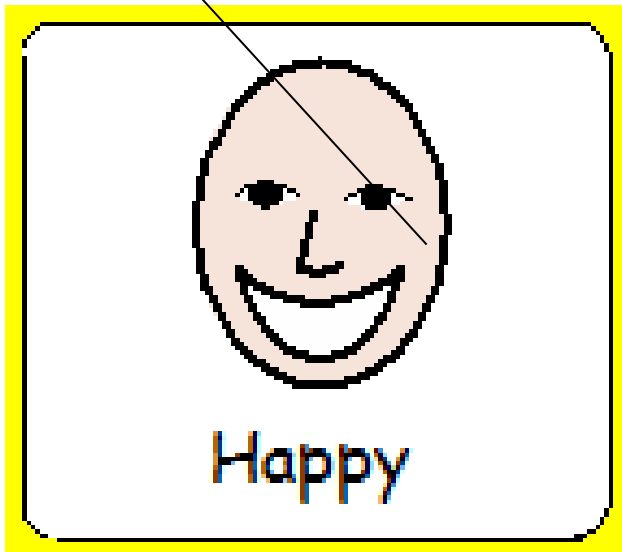
Name: _____

Date: _____

Thinking about my behaviour

This is used following an incident to discuss what happened and think of suggestions to help if it happens again.

I was	sad · angry · scared · hurt · sick · tired
Why	
How can I calm down?	

Date:	Pupil sign:	Staff sign:

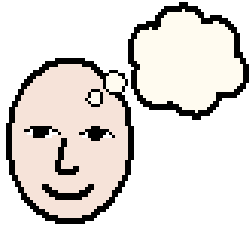# **<u>Thinking about my behaviour</u>**

This is used following an incident to discuss what happened and think of suggestions to help if it happens again.

What?

_____

_____

_____

Why?

_____

_____

_____

How?

_____

_____

_____

Next time...

_____

_____

_____

Name: _____ Date: _____

Appendix 7

List of useful websites

- www.crisisprevention.com

- www.challengingbehaviour.org.uk

- www.dfes.uk/sen

- www.gov.uk/governent/publications

- www.skillsforhealth.org.uk

- www.local.gov.uk/place-i-call-home

- www.official-documents.gov.uk

- www.teamteach.co.uk

- www.autism.org.uk

- www.nice.org.uk

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Appendix 8

Key contacts for help/advice

Senior Management Team

- Sefton Booth (Head & Safeguarding Lead)
- Kath Linde (Deputy & Safeguarding Lead)
- Rebecca Parker (LLO and Deputy DSL)
- Lois Howarth (LLO and Deputy DSL)
- Paula Mason (BSM)

Behaviour team

- Kath Linde
- Lois Howarth
- Zoe Cass

Inhouse Team Teach Trainers

- Sefton Booth
- Arlene
- Kim B

TA4(HLTA) for Behaviour/ Family Support

- Zoe Cass
- Karen Hodgson

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Appendix 9

Process Of Addressing Behaviour at Bleasdale School

Behaviour Incident

Minor/ Serious

↓

Record on Behaviour Smart on the same day

(If not recorded, it can't be addressed)

↓

Major Incident → BP In Place / BP not In Place

Minor Incident → BP In Place / No BP

BP In Place	BP not In Place	BP In Place	No BP
Ensure Stage 1-6 BP in place through behaviour smart. Review as a team/amend plan as necessary	Create stage 1-6 BP with class team. Monitor effectiveness and amend as necessary with the team.	Review plan if needed with class team	If 3 or mor more minor incidents during the academic year make sure it is recorded within Behaviour smart and begin to use the plan	If 3 or less minor incidents consider adding relevant info to 1 page profile.

Any new / amended plans should be shared with parents / carers & stored in pupils file.

↓

Continue to monitor effectiveness of BP (minimum half termly) or by incident as the Smart plan updates. Discuss through with class team with particular focus on preferred environment, function behind behaviour and replacement skills to be taught. ALL PUPILS WITH BP SHOULD HAVE TARGETS RELATING TO THIS IN THEIR IEP

↓

Behaviour team and SLT will monitor Behaviour Smart (frequency/severity/commonalities). Interventions will be discussed, planned and carried out when/where necessary seeking advice and support from outside agencies where relevant.