



Woodside Academy

Promoting Positive Behaviour and Relationships Policy

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Introduction

The school's promoting positive behaviour and relationships policy will be the focus of continuing development to reflect staff training, changes in legislation and Local Authority Policy. All school staff must have a good understanding of the policy, ownership of it and, above all, a commitment to it. The policy will be reviewed biannually or sooner if necessary.

Rationale

Woodside Academy places a high emphasis on positive behaviour management. It is the aim of Woodside Academy that every member of the school community feels valued and respected and that each person is treated fairly and well. We will achieve this through a continued focus on creating an outstanding and supportive learning environment, which allows everyone to realise their potential and to become a responsible and increasingly independent member of the community. Good behaviour in school is inseparable from academic achievement, safety, welfare and well-being. We believe that promoting good relationships, with the common purpose of helping our pupils to learn, is crucial. This is underpinned through the school's commitment to using positive behaviour support approaches.

At Woodside Academy we care about behaviour and endeavour to support our pupils to control and be responsible for managing their own behaviour. To achieve this, we teach appropriate social skills and strategies to understand and manage their emotions. This gives young people resources that can be used to promote independence and learning opportunities that raise self-esteem.

The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives. We recognise that successful management of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards all students, young people and colleagues and to offer appropriate role models.

All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g. teaching right from wrong, honesty and fairness, respect for others, the importance of getting on with people and establishing positive relationships, self-discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

Behaviour difficulties in our pupils may arise from characteristics associated with their specific special educational need such as:

- Autism
- Impaired communication and socialisation skills
- Rituals surrounding intense interests
- ADHD
- Hyper sensitivity to their surroundings
- Impaired sensory systems
- Damaged self-esteem

More challenging behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation, or communicate distress and frustration.

Promoting positive behaviour and relationships at Woodside Academy takes place through:

- Consistency
- Recording
- Supporting
- Rewarding

To create a consistent culture of positive behaviour management

We expect all staff to behave in a consistent and fair way to pupils:

- Consistent Positive language.
- Consistent respect from adults: even in the most challenging situations.
- Consistent models of emotional control: emotional intervention that is modelled and not just taught.
- Consistent follow up: agreed sanctions must always take into account the abilities of the individual. The sanction should wherever possible be carried out by the member of staff where the breach of behaviour occurred. In order to ensure that time is given to remind the pupil of expectations and to rebuild the relationship.
- Consistent positive reinforcement: positive procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent expectations: classroom rules to be re-established termly.
- Consistent environment: consistent visual messages that echo the core values.
- Consistent working practices throughout the school and modelled by all staff.
- Consistent valuing of pupils: ensuring staff take the time to make each pupil feel valued and important

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving students and young people. They also need to be familiar with clear guidelines and strategies e.g. Wellbeing Plans to help to maintain positive behaviour and to discourage undesirable behaviour when it occurs. Regular, high quality in-service training can do much to help staff achieve better understanding of children and young people's behaviour. School staff should be aware of recent legislation, research, relevant literature, local guidelines and successful practices elsewhere related to the field of behaviour.

We recognise that challenging behaviour, however it manifests itself, is often a means of communication for a student to obtain desired outcomes, e.g. to opt out, to gain social reinforcement, to get something etc. Challenging behaviour is usually an impediment to learning and positive behaviour is a necessary prerequisite to effective teaching and learning. The school recognises the importance of a whole school approach to positive behaviour management ensuring that all teams work together to create inclusivity.

Supporting

We will use a range of interventions to support pupils to manage their own behaviour and for pupils causing concern. This concern can take different forms and could include high levels of anxiety, lack of socialisation and friendships. Referral to these areas of support are via the school Pastoral system, Educational Health Care Plan (EHCP) outcomes, staff and parental referral.

Interventions include:

- Behaviour Classroom Support – identified through the Pastoral system and CPOMs data, some scheduled and others remain flexible to respond to need
- Managing Emotions – 1:1 weekly 30 minute sessions
- Social Skills – small groups working together weekly for 45 minutes
- Bramble and Honey, our dog Mentors – they meet children on a 1:1 basis and will visit classes and small groups. Times vary according to need.
- Relationship and Mental Health support and small group interventions
- Draw and Talk - 1:1 weekly 30 minute sessions or whole class weekly sessions for 6 weeks
- Zones of Regulation - used throughout the school and also delivered as whole class, small group or 1:1 sessions
- Understanding Autism sessions with Therapy Links

Recording and Assessment

An essential feature of an effective behaviour monitoring system is to present recorded data clearly and objectively. At Woodside Academy we use an on-line system called CPOMs, to monitor and analyse trends refining practise.

CPOMs – Key points

- All staff members of the school community can complete a CPOMs incident slip
- CPOMs entries will be completed the same day the incident occurred where possible
- Physical Interventions are also recorded in this way
- A restorative pupil debrief is an integral part of the CPOMs entry.

CPOMs is assessed daily by a Phase Leader, and/or SLT and support mentor. Slips are analysed termly and shared with all teaching staff and SLT. The data identifies what training is required and a discussion on how best to support teachers, classes and pupils.

Assessment

All staff will monitor behaviour in their class and implement strategies to support individuals. Where a pupil requires support in terms of behaviour for learning, the school adopts a stepped approach:

- Discussion with the pupil – resulting in strategies and interventions
- Class teacher/Form tutor, parental liaison communication
- Classroom behaviour support from a Teaching Assistant (TA) – lessons
- Support from Phase Leader for Behaviour and Learning
- Wellbeing Plan

A Wellbeing plan is a written plan clearly showing antecedents, behaviours and support strategies identified by the team working with the pupil (see Appendix A) The plan includes different stages of behaviour and is underpinned by positive support strategies.

The plan is shared with members of staff involved with the pupil and agreed and signed by parents or carers and where appropriate the pupils. The plan is reviewed termly and provides a consistent approach to support behaviour.

Pupils in need of extra provision to access onsite and offsite activities have an individual risk assessment. These are reviewed termly.

The Governing Body Statement of Principles

The governing body believes that good behaviour is at the centre of effective teaching and learning. Good behaviour is achieved by having high expectations of all students, an ethos which fosters mutual respect between pupils and between staff and pupils and by setting clear standards of behaviour which are maintained consistently and fairly.

Every child and young person understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

Good behaviour at Woodside Academy is promoted by:

- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and positive handling are used consistently by staff, in line with the positive behaviour and relationships policy
- The positive behaviour and relationships policy is understood by pupils and staff
- Suspensions will only be used as a last resort, and outlines the processes involved in fixed-term suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Having a culture where the focus is on good behaviour which is rewarded and in which all children and young people can achieve
- Being clear about what children and young people need to do to behave well and what will happen when behaviour is poor or challenging. Students will feel secure when this happens consistently and fairly, contributing to their well-being
- Putting structures in place to allow children and young people to manage their own behaviour where possible
- Teaching consideration and respect for others and self by lesson content and by modelling this behaviour
- Ensuring equality and fairness of response for all
- Recognising that how a student behaves gives us important information about how they are feeling and supporting communication effectively is important in supporting good behaviour
- Having defined strategies to support children and young people requiring assistance through use of a Wellbeing Plan
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and procedures. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Aims

At Woodside Academy we aim:

- To create a school culture where positive behaviour promotes learning.
- To create a school culture which has respect for the child and young person at its centre
- To create an atmosphere of calm and good order
- To create sound systems and procedures to encourage and maintain positive behaviour, with a range of strategies to help prevent and respond to challenging behaviour
- To provide training, structures and support for all, including parents who benefit from them
- To monitor children and young people's stress levels and offering suitable and appropriate escape mechanisms
- To teach children and young people self-management strategies
- To convey expectations clearly and providing consistent feedback
- To incorporate aspects of positive behaviour across the curriculum, for example through emotional literacy work and the use of rewards.

Teaching and Learning approaches

The role of teaching and learning in positive behaviour management is to present to children and young people a positive image of themselves. The emphasis is on giving pupils plenty of opportunities to become more effective communicators, enabling them to monitor and regulate their own behaviour wherever possible, and help them establish consistency in their relationships and in their interaction with the learning environment.

Staff place great emphasis on proactive, preventative measures in the management of challenging behaviour. This policy recognises four major approaches that are key in the prevention or reduction of challenging behaviour:-

1. The adopting and use of a child-centred approach

- Focusing on the child's individual needs in relation to the timetable, and considering the access to a wide range of activities
- Creating a balance between individual and group needs
- Ensuring minimal conflict between curriculum requirements and individual needs
- The development, implementation and evaluation of PLP's (Personalised Learning Plans) which are SMART – Specific, Measurable, Appropriate, Realistic and Time –framed
- Responding to and acknowledging children's communications

- Developing positive relationships with others through interactive teaching approaches.
- Finding people and situations to which the child responds positively

2. Pupils being enabled to develop autonomy and self-control

- Expanding opportunities for making choices, and having those choices respected.
- Seeking to encourage pupils to be responsible for their own behaviour.
- Staff to maintain clear boundaries for behaviour, so pupils have security and consistency.
- Being given responsibility and independence during the daily class routine.
- Having achievable rewards

4. Developing a positive home-school link with parents/carers

5. The use of a structured teaching approach for all pupils, relevant to their ability.

Nurture Principles

We aim to base all of our behaviour/emotional and learning support in the 6 basic nurture principles.

At Woodside Academy we try to ensure our behaviour systems/policy are based around the 6 nurture principles as follows:

1. Learning is understood developmentally

Staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the school Assessment system, specifically focussing on the PSED strand. Also through Personalised Learning Plans (PLPs) which identify personal development targets in line with each child's EHCP. The response to the individual child is 'as they are' underpinned by a non-judgemental and accepting attitude of stage not age. We work as part of a Transdisciplinary Approach. This is an approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organises teaching and learning around the construction of meaning in the context of real-world problems or themes.

2. Nurture is important for the development of well-being

Nurture involves listening and responding. At Woodside Academy 'everything is verbalised', and where relevant, represented visually to reinforce understanding at each child's communication level. There is an emphasis on

the adults engaging with the children in reciprocal shared activities e.g. play/meals/reading/talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried'.

3. All Behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development, what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.

4. The classroom/school/home offers a safe base

The organisation of the environment and the way groups of children and young people are managed lessens anxiety. Classrooms offer a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. Days are organised around a structured approach with predictable routines. Great attention is paid to detail; with adults who are reliable and consistent in their approach to our children and young people. Woodside Academy pride ourselves on being an educational provision who make the important link between emotional containment and cognitive learning.

5. Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. Children/young people often 'act out' their feelings as they lack the vocabulary to 'name', and for some, the understanding to know how they feel. We offer informal opportunities for talking and sharing e.g. welcoming the children and young people into the classroom or having snack time together are as important as the more formal lessons teaching language skills. Words or pupil's preferred method of communication, their voice, is used instead of actions to express feelings. Opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others. A variety of methods are used to capture pupil 'voice'. These include, but are not limited to, total communication approach, gesture, aided language boards, Augmentative communication aids. *'A total communication approach allows individuals with communication difficulties to communicate in the most accessible way to them. Total communication is used to help an individual to communicate to the best of their ability and as effectively as possible. Total communication involves all forms of communication.'*

6. Transitions are significant in the lives of children

At Woodside Academy, we work together to support our children and young people in making the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for children and young people with autism and need to be carefully managed with preparation and support. We work as part of a Multi-disciplinary team with on-site support from SALT, OT and a dedicated Pastoral and Support Team. A multidisciplinary team is a group of health care workers who are members of different disciplines each providing specific services to the child/young person. This coordinates their services and gets the team working together towards a specific set of goals.

Support Systems

The school has a number of support techniques & strategies for supporting **positive behaviour management and discipline**. These are:

- A clear Behaviour System giving clarity and expectations to staff and being clear where children and young people are placed within that system. The system also provides guidance on the type and level of support to be provided for pupils at higher levels including outside agency support.
- Individual Wellbeing plans for all children and young people
- School staff acting as role models
- Appropriate communication strategies used for all pupils as a means of reducing frustration
- Adult language used tempered to the level of the pupils' language or is in line with the individual additional support plan. (Too much talk can exacerbate a situation; verbal intervention at the wrong time can also lead to escalation when particular behaviour was just beginning to settle. Avoidance of negative reinforcement by staff is important e.g. attention, procrastinating).
- Staff gradual use of prompts e.g. by using visual, verbal, gestured prompts, touch and physical prompts appropriate to the pupil and the circumstance, allowing pupils time to respond
- Staff appropriate use of eye contact, facial expression, gesture, tone of voice, body language, firmer talking and use of consequence
- Distraction & ignoring
- Appropriately timed praise, or praising others to promote good behaviour and avoiding over praising
- Symbol support, symbol timetables, now and then boards
- Earning reward time/achievement points
- Time warnings & Counting down, promoting kind words and actions

- Deployment of additional staff/ including some 1:1 support to give adequate support at identified times of need.

Observation, Analysis and Assessment

Staff are familiar with looking at ways of understanding children and young people's behaviour. In particular trying to find the functions that any challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing baselines of pupil behaviour.

Wellbeing Plans

All children and young people at Woodside Academy have a Wellbeing Plan in place. These plans are a structured, systematic and intensive approach to focussing on the person as an individual and identify pupil's means of communication, preferred learning style and sensory need.

Individual programmes are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming into contact with a child or young person can demonstrate understanding and familiarity with the content of each individual's Wellbeing plan. It is also important that staff are regularly and properly supervised when involved in support plans and that the parents are aware and involved in the production and reviews of the plans. Where appropriate, it is desired for the student and young person to be involved in the content of, and agreeing to additional support plans.

For some of our children and young people, all parts of the Wellbeing plan will be required to be completed and regularly updated. There is a real focus on reflection and repair with a section dedicated to Post Incident Strategies that enables the child to consider appropriate responses. At Woodside Academy, we value the importance of reflecting after events (staff and pupils) and also the need to 'repair' relationships after incidents. Reflective practice should be used to constantly update Wellbeing plans as well as refining best practice. 'Repair' is very student specific and may range from an in-depth sensitive discussion with a more able student to a hand massage for a child or young person working at early developmental levels.

See appendix A

Behaviour Analysis and Strategies

Woodside Academy adheres to analysis as a tool in recognising behaviours and suitable sanctions. We recognise that all children and young people are individuals and that one size will not fit all. Analysis is used to highlight actions particular behaviours, consider appropriate responses and to further identify adults responsible for managing these behaviours. Although children are encouraged and rewarded for good behaviour, there are times when their behaviour becomes a negative influence on their own and other children's learning. In these cases, the following are a guideline for procedures to be followed: If a child's behaviour is a danger to themselves, others or property then a positive physical intervention may need to be used. Wellbeing plans should be adhered to with consistency, with content regularly and appropriately updated. For those children and young people who demonstrate behaviours of concern the priority would be given to the development of skills and strategies in order to support them in moving towards more positive behaviours, in accordance with their Wellbeing Plan.

Behaviour Intervention

Behaviour Intervention is an early intervention system that supports particular students in recognising antecedents to their behaviours. Support mentors work 1:1 with students for a set programme, using EHCP's and Annual Review content to set personal targets. They are supported to recognise antecedents to their behaviour and to develop strategies to aid in managing behaviours and responses to difficult situations which may include transitions/environment's/challenges/friendship issues.

- **Steps to Success**

For some of our young people, further input is required in order to better meet their needs and in recognising that bespoke sanctions and rewards are required. Monitoring documents are written collaboratively with appropriate parties and could include, class student, parent/carer, class teacher, a Support Mentor and the Deputy Head, Quality of Education - Pastoral Needs to identify particular positive expectations, possible reasons behind a certain behaviour and actions that will be put in place following named behaviours. Steps to Success monitoring is reviewed after 5 school days.

See appendix B

Use of Positive Physical Intervention

- There are times when positive physical intervention is required for example to prevent another pupil or a staff member being hurt, or to prevent a pupil from harming themselves such as by running into the road
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - b. causing personal injury to, or damage to the property of, any person (including the pupil themselves)
 - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff are trained in Team Teach which is endorsed by the Institute of Conflict Management and emphasises that positive physical intervention must only be used as a last resort. All positive physical intervention (PPI) used is to be recorded on the school's online reporting software, CPOMS.

It is our policy to inform parents whenever PPI is used, either face to face upon collection, over the telephone, or in the contact book on the day of the incident.

● Team Teach

Team Teach is the holistic approach we use at Woodside Academy to support students and young adults who may exhibit behaviours of concern. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention including positive physical intervention. Team Teach is one of the largest worldwide training providers in behaviour support and management including safer handling interventions. It is built on the ethos of 95% de-escalation skills with intensive work on diversion, diffusion and de-escalation work. In essence, Team Teach allows staff to be strong with their presence but gentle with their touch. Staff receive a 6 or 12 hour training course which is refreshed every year in addition to regular follow up support. Further information can be found on their website: www.teamteach.co.uk

Incidents in recent years have heightened national and local concern about some more 'aversive' methods of behaviour management in schools and residential homes. This has resulted in new legislation, new guidelines and a much sharper focus upon accepted forms of behaviour support.

Positive Physical Intervention should ONLY BE USED:

- Rarely and as a last resort
- As part of a total response to the pupil
- When all possible alternatives have been considered
- As part of a structured, systematic individual behaviour support programme that links directly to individual Wellbeing Plans
- When the purpose of safer handling is to restore safety
- When it can be justified as being in the paramount interests of the child or young person
- When the child or young person is considered to be in immediate danger of harming self or others
- When it can be justified as a reasonable and responsible way of responding to a child or young person's challenging behaviour
- When its implementation is fully recorded by staff who have been fully trained in positive handling techniques and who are conforming to the guidance set in the school's positive behaviour and relationships policy.

Safer handling interventions must always be recorded using our software tool for tracking pupil behaviour and development; **CPOMs**

CPOMs tracking is a 3-stage process involving the recording of data about incidents, events and observations which is then analysed to produce purposeful information that can inform our decisions and understanding of what's going on.

CPOMs promotes a proactive, evidence-based approach where instant access to high quality targeted information allows for staff to develop effective practice that makes a measurable difference to pupil outcomes.

Any use of PPI will be recorded on CPOMs and a member of SLT will read and respond to ensure that it was deemed to be reasonable, proportionate and necessary.

Rewards

At Woodside Academy it is recognised that good behaviour needs to be acknowledged and rewarded. Rewards can take many forms:

- Verbal praise
- A smile
- Extra time on favoured activity
- Work displayed
- Acknowledgement from other staff
- Notes home
- Stickers
- Certificates
- Achievement points and rewards

- Pupil of the week
- Dojo points
- Individual motivators and targeted reward systems
- Recognising & celebrating success in achievement assemblies
- Achievement awards – Jack Petchey, Annual awards
- Trust awards

Sanctions

Sanctions must be employed with due regard to the purpose, short term and long-term implications. Sanctions must not undermine a child or young person's sense of worth, nor compromise their sense of dignity. Woodside Academy firmly believes that it is the behaviour that can be criticised, not the individual. We can insist that a consequence is put in place, whilst at the same time re-assuring the child or young person that he/she is liked and wanted. Sanctions should be explained fully and sensitively to the child or young person – to include reasons for the sanctions using whatever means of communication required in order to reach the individual.

Sanctions should be relevant to the age, understanding and general aims for the child or young person. They should be realistic and sensitive and contemporaneous i.e.: applied as soon as possible after the behaviour. Where practical, sanctions should not be disruptive to other children or young people.

Sanctions should be applied when positive rewards systems have failed, and it is necessary in the circumstances to demonstrate to children and young people that a serious breach against school policy has resulted. This may be for inappropriate physical, verbal, sexual and emotional acts towards others or within the environment. At its mildest level suspension will demonstrate to children and young people our disapproval of their action/s.

Suspensions will always lead to our consideration of further support and strategies that need to be put in place. All staff must seek to ensure that sanctions are proportionate to the incident, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible and consideration is given on how the pupil can “make good” (restorative justice approach). Sanctions used must be legal, enforceable, fair and realistic and carried through.

The approved sanctions allowed by the Governing Body are:

- ‘Being told off’ – a pupil can be reprimanded in a supportive manner, making clear the expectations for conduct. They may be taken to another member of staff for further discussion. No child or young

person shall be shouted at. It may be deemed as appropriate for a message to be shared with home regarding behaviour

- Reparation –making up/good for work or property destroyed. A child or young person may be asked to do a task to compensate for their poor behaviour. The task should be relevant to the situation and appropriate to the pupil. Such tasks should be not be demeaning or futile and should usually benefit the school community rather than an individual
- Restriction – a child or young person may be required to stay in class or inside the building for a reasonable period or not allowed out for playtimes/break times unsupervised, or he/she may experience temporary removal of privileges
- Separation - a child or young person may be separated with discreet supervision within the room or within another area of the classroom (where the child/young person can be seen at all times) for a short time in order to restore calm
- Withholding participation in lunchtime or after school activities
- Missing break times to make up work not completed in lessons
- Lunchtime detention to make up work not completed in lessons
- Charging parents, a nominal amount for destruction of property
- Internal suspension for ½ or a whole day working away from peers.
- Fixed term suspension which may in rare circumstances lead to permanent exclusions, are given to pupils for serious breaches of behaviour
- Permanent exclusions may result when there have been serious breaches to the school's behaviour policy and where the school feels it has fully met the requirements of the EHCP and cannot make any further reasonable adjustments. Should it be required the school will work hard to undertake a move in liaison with the Local Authority. (Guidance from Exclusion from maintained schools' academies and pupil referral units in England 2022)

Forbidden Sanctions

The following sanctions towards Woodside Academy children and young people are prohibited, either on or off of the school premises:

- Corporal (i.e.: Physical) punishment in any form, including that of rough handling
- Deprivation of food or drink
- Restriction or refusal of parental contact or contact with friends except where it is an agreed plan or for protection
- Wearing of distinctive or inappropriate clothing as a punishment
- Use or withholding medication or medical or dental treatment
- Prolonged isolation without adult supervision

Appendix A

Wellbeing Plan

Name:	
Date of birth:	
Class:	
Class teacher:	

Date of initial plan:

Reviewed and updated:

Teacher signature:

SLT:

Parents/Carers

We will contact you directly should your son/daughter be involved in any serious incident causing damage to him/herself, others or property. Every time Positive Physical Intervention is used, you will be informed via the contact book or by telephone.

We record each incident of behaviour of concern to establish if there are any set patterns or triggers to help us develop positive and proactive interventions. Should you also like to be informed of each individual incident please could you indicate below

I would like to be informed of every incident. <i>Please indicate.</i>	Yes	No	Contact book/telephone/ call <i>(delete as applicable)</i>
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Parents/Carers signature:

Part 1

Why do the behaviours of concern occur?

Based on evidence of recorded behaviour, the following helps us to understand the student's behaviour.

Description of behaviours of concern:	Possible functions (attention, escape, tangible, sensory, pain reduction). Primary function first.
•	
•	

Possible setting events:

Possible triggers:

Part 2

Proactive Strategies (Green)	
<u>Behaviour</u>	<u>Support Strategies</u>
What the student looks like, says or does when they are happy, calm and relaxed.	What we can say or do to say to help the student to remain calm and relaxed. What makes them happy?

As part of the proactive strategies, students should be taught new skills:

New Skills

To empower student to get their needs met in an appropriate way

To increase their quality of life and reduce restrictive practices, the Xxxxxx will be supported to learn:

To travel to and press a switch to request break

How will this skill be taught?

Shaping

Approximations:

Student happiness and wellbeing

What activity will you build into student's timetable/routine that improves their wellbeing in at least one of the following areas:

Positive emotion	Engagement	Relationships	Meaning	Achievement

Part 3


Escalation Strategies (Amber)

Behaviour

What the student looks like, says or does that indicate they are becoming anxious, upset or frustrated.

Support Strategies

What we can say or do to say to help the student calm down and return to the green.

Reactive Strategies (Red)	
<u>Behaviour</u>	<u>Support Strategies</u>
What the student looks like, says or does when displaying behaviour of concern.	What strategies should we employ to manage the situation and prevent further distress, destruction or injury.
	First resort  Last resort

Post Incident Strategies (Blue)	
<u>Behaviour</u>	<u>Support Strategies</u>
What the student looks like, says or does that indicate they are feeling calmer.	What we can say or do to say to help the student stay calm and return to the green.
<ul style="list-style-type: none"> • • • • Then, as in the green <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •

Staff to fill in below when they have read and understood the plan.

Date	Name	Signature

Appendix B

Daily Steps to Success Chart

Student _____ Date: _____

*EXPECTATIONS TO BE MET – Please indicate if they are present in the lesson, at break and lunchtime	Reg	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Tutor
Follows spoken and written directions									
Works independently									
Works cooperatively									
Participates in class									
Completes class work									
Produces best work									
Demonstrates self-control									
Uses appropriate volume when speaking to others									
Other:									
Total									
Monitoring Staff Signature									
Parents/Carers Signature									

*Each mark indicates a time when the student consistently met the expectations listed above.

Score _____

Please review the Steps to Success Chart, sign, and return tomorrow