

1. PRINCIPLES

It is the policy at Shepherds Down School to help our children to develop into responsible, caring members of the community who value themselves and respect others.

Curriculum

Good standards of behaviour are dependent upon expectations, curriculum and teaching methods, which are well matched to pupils' needs. Social competence is developed through the PSD curriculum and individual PSD targets.

We aim to help children to recognise the emotions in themselves and others, and develop individual strategies to manage their emotions leading to self-regulation. As well as developing a functional communication system for each child, which we believe will reduce their reliance on inappropriate behaviour to get their needs met.

School Organisation

The school will be organised in such a way that all members of the school community are valued and treated with respect and courtesy.

Support for Staff

All members of the school community have a shared responsibility to encourage appropriate behaviour and a right to expect mutual support. There is an expectation that they will manage behaviour in accordance with agreed strategies, respond in a calm and considered manner and record incidences in the agreed way.

Rules and Reinforcements

The school community is actively involved in implementing a framework to promote positive behaviour where children are presented with appropriate boundaries and expectations and are encouraged to develop an understanding of appropriate behaviour.

Parents

We seek to work collaboratively with parents / carers and others to support the child in establishing positive behaviour

Children

It is accepted that all behaviour (positive or negative) is a communication from the child and should be viewed as such, interpreted and supported. We clearly distinguish between the behaviour and the pupil, identifying the behaviour as undesirable not the individual pupil. We also acknowledge that many children will have underdeveloped Executive Functioning Skills which will impact on their ability to regulate their emotions and make appropriate choices, in the moment. In addition, many children will have reduced tolerance, enhanced sensitivity to sensory stimulation, little social understanding and little or no awareness of their impact on others and this can also be reflected in their behaviour.

We must also be mindful that challenging behaviour can be indicative of underlying issues requiring further investigation and therefore this policy should be read alongside the school Child Protection Policy and Pupil Wellbeing policy.

2. SHEPHERDS DOWN SCHOOL RULES

Our school rules were made in consultation with the staff and the pupils and reflect our aims of helping children to develop skills, such as tolerance and awareness of safety which will enable them to be able to be as independent as possible as they grow up.

At Shepherds Down we try to:

- Be Kind
- Be safe
- Be Great

The rules are very simple but can be developed throughout the school, depending on the level of understanding of the class group/individuals. Class staff teams will endeavour to identify what being kind, safe and great looks like for the children in their class. The whole school community will aim to support the children in following the rules through modelling appropriate behaviour, celebrating positive behaviour, and addressing elements of the school rules through implementation of the PSD curriculum.

3. SHEPHERDS DOWN'S APPROACH TO BEHAVIOUR MANAGEMENT

We promote a positive approach to behaviour management as advocated in the PRICE (Protecting Rights in Caring Environments) approach. PRICE is committed to a holistic approach aimed at equipping staff with the knowledge, skills and confidence required to respond safely to situations where a pupil's behaviour is of concern. It is a person-centred approach that honours the communicative function of a pupil's behaviour and offers a range of, diversion, diffusion and de-escalation techniques to safely resolve a situation. The PRICE programme stresses that physical restraint should only be used as a last resort. (see policy on physical intervention)

We also follow the principles of the Low Arousal Approach. This is a practical behaviour management approach which focuses on reducing the arousal level of a child in a crisis situation and considers the environment, possible triggers for the child and the staff approach including reducing possible points of conflict such as demands during a crisis. We incorporate this approach within the Multi-element model, which stresses the importance of a non-aversive approach to behaviour management. It involves creating alternative approaches to behaviour management that are based on:

- Environmental Change – changing the environment to make appropriate behaviour more likely and remove potential triggers as far as possible
- Teaching New Skills – identifying behavioural intent and teaching alternative ways of achieving the same ends.
- Reinforcement – using effective methods to increase good behaviour and making inappropriate behaviour less likely.
- Responsive Strategies – strategies to manage inappropriate behaviour at the time it occurs. (Including active responsive strategies which support the child in calming down before escalation). This would involve staff reducing their demands on the child at this time and being aware of and avoiding potential points of conflict.

4. THE ENVIRONMENT

The environment is an important factor in the effective management of behaviour.

In each class the furniture is arranged providing visually defined areas, there is appropriate means of communication available to all the children and where appropriate the school rules are adapted for the class and displayed visually. The class team have shared expectations of behaviour and the work is well prepared, appropriate and differentiated for the needs of all the children in the class. (For more details refer to the Teaching and Learning policy and ASD checklist)

5. TEACHING NEW SKILLS

A great emphasis is placed on the development of Personal and Social skills at Shepherds Down. There is a scheme of work to ensure progression of the teaching of Social

Understanding and Personal and Social Development throughout the school and skills such as turn-taking, sharing, waiting, recognising and identifying feelings, and issues relating to self-esteem are also addressed throughout the curriculum. We recognise that for some of our children their senses and emotions can become dis-regulated due to for example, external expectations or internal sensory processing problems. We include the Zones of Regulation framework in our PSD curriculum which aims to provide children with understanding and recognition of when their emotions are dis-regulated and provide them with strategies necessary to develop and support self-regulation skills. Each child has a curriculum target focussing on the development of personal and social skills, with objectives being set and reviewed every term.

6. SANCTIONS/REWARDS

For many children in the school it is only appropriate to provide immediate reward/motivator working on the principal of 'now' and 'next'.

Individual Classroom rewards

For those children for whom it is appropriate for, a token system involving a delayed reward is used across the school, e.g. sheep tokens, to reward children for their behaviour. The tokens are collected by each child to earn a small reward

The number of tokens each child must earn to get the reward varies depending on the age and level of development of the child.

Tokens once earned cannot be taken away.

However, it can be effective for all the other children in the class to receive one and not the particular child who is not conforming.

Other rewards that can be used include stickers, verbal praise, points towards a chosen goal and free choice time. It is important to ensure that options for free choice include activities that are interesting and motivating to all the children in the class. In some circumstances small food items may be used as a reward but these are used sparingly and interest in other non-food rewards is encouraged.

Classroom Consequences

For the vast majority sanctions will not be appropriate or necessary. However, when it is felt appropriate any consequences must be fair, workable and consistently applied.

Consequences work best when they are natural and support children's learning of cause and effect. They should also be shared with the children so they know what to expect.

If consequences are used they should not involve missing any curriculum activities, should be planned and appropriate for the understanding of the child and should never be punitive or used to humiliate.

Seclusion and Use of a Space away from other children:

Seclusion, where the child is away from both children and adults is only ever used as a safety measure to protect others from harm whilst a child is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. This is an emergency response and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the child is confined in a safe and non-threatening or intimidating environment. We supervise the child at all times and as soon as the risk of immediate harm has reduced we enter the space to support the child to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

Many children calm best and safest away from other children in areas both inside e.g. quiet rooms and outside e.g. swings/separate play areas around school. Supporting children to calm in their own space away from other children, in spaces such as quiet rooms, OT spaces, outside swings, empty play areas can be an effective strategy to support children's regulation. It minimises the use of more restrictive physical intervention, preserves the child's dignity and encourages more appropriate self-management strategies. Children are actively encouraged to choose to request a 'break' away from others as part of their self – regulation tool kit. The use of quiet rooms or other spaces away from others should be identified as a strategy on the child's Individual Behaviour plan and parents should be aware if this strategy is included as part of their behaviour plan. Accessing space away from other children as described above would not be classed as seclusion as they have accessed the space willingly.

If a child is posing a risk to others and it is known that providing a quiet space away from other children such as a quiet room environment or the swings helps them to calm then the child will be physically supported to remove them from the situation and to such a space. Once away from other children, the adult will remain with the child to support them by co-regulating with them. The child being 'away from others' as described above would fall into the definition of seclusion but would not necessarily be a 'last resort' It would always be in the best interest of the child and to reduce the risk posed both to the child and other children. We record the use of seclusion in this context as 'Physically supported to be away from other children' and it will be reported to parents in the same way as physical intervention. The school have adopted a 4 stage approach to supporting children to reflect both in the moment and after an incident. The early stages of this would be used to support calming and label emotions, often within the calming spaces (refer to the stages of 'debrief' in the appendix)

7. BEHAVIOUR PLANS

For some children the whole school systems outlined above alongside teaching new skills are ineffective for modifying behaviour. These children need their behaviour to be considered in more detail and recorded on an individual behaviour plan (IBP).

It is important to accept and recognise that all behaviour represents communication; the child is indicating a need. It is important for these children that we teach them acceptable ways of achieving their needs. In addition, we recognise that many children have underdeveloped Executive Functioning skills which will impact on their emotional regulation and impulse control.

Therefore the questions that needs to be considered are;

- What is the child trying to tell us?
- What purpose does the behaviour have for the child?
- How are underdeveloped executive skills or communication skills impacting on the child and therefore how best to address the behaviour?

It is the answers to these questions that will guide the writing of an individual behaviour modification plan. These are drawn up by the class team and outline:

The targets for change - Only one or two behaviours can be focussed on in one plan. Decide on the priorities for change.

The environmental changes - This specifies any individual adaptations to the child's environment that are necessary. Examples include the use of TEACCH structure, working at an individual table, visual prompts, warning of change, seating arrangements etc.

New skills to be taught - This is particularly relevant to the consideration of what purpose the behaviour has for the child and what the child needs to learn to respond differently. The new skills to be taught will fall into one of the following categories:

- (a) Functionally equivalent skill, which is an acceptable way of achieving the same goal as the undesired behaviour.

(b) Functionally related skills, which are those pre-requisite skills that the child may need to be taught in order to demonstrate the alternative behaviour e.g. teaching turn taking skills to children who fight and squabble in order for them to interact appropriately.

(c) Coping/Tolerance skills, which are ways for the child to manage feelings of frustration, anxiety, anger, and impulsivity.

The reinforcement used - What will motivate the child to change their behaviour?

How to respond to behaviour in interim

Whilst attempting to modify a child's behaviour, an agreed way of responding to the undesired behaviour when it occurs is necessary - reactive strategies.

These will include:

- how to recognise the 'signs' before an incident (wherever possible)
- what will be said to the child - – avoiding negative language such as 'silly' and 'negative' and statements such as 'I am sad' which rely on empathy.
- visual support needed
- how to support the child at this time – deep pressure, use of safe space (early stages of debrief)
- how to prevent an escalation of the behaviour – active responding strategies, avoiding potential conflict and reducing demands at this time.

These strategies need to be thought out in advance and all staff involved need to know when to apply them, who will be involved, where extra support will come from and how they will be alerted etc. Also any form of physical intervention which will be used and which PRICE holds this will involve. This information should be shared with all staff involved and the child's parents and recorded on the relevant section of a child's individual behaviour plan.

How to support children to debrief/reflect – identifying the appropriate stages of debrief to be applied and how this will be individualised for the child, including ensuring the appropriate visuals and resources are readily available.

It is important that these strategies are carefully thought about so they can be implemented confidently and consistently

It is important to remember that reactive strategies alone will not modify behaviour

The child needs to be taught a different way of achieving the same result, the skills to do it and provided with the motivation to want to change

These plans are shared with the parents and whole school and copies of them are stored on the school pool and the class team and Behaviour coordinator if necessary review the plans each term, at least.

9. RESPONSE TO HURTING (Includes the school response to child on child abuse)

We recognise that children are capable of hurting other adults, their peers or themselves. When staff or other children are hurt by an individual child we believe this is a serious issue and there should be a planned response. However, we also recognise that children hurt for a variety of reasons. Usually:

- Because they are cross and an adult/child got in the way
- During an incident of physical intervention or because of an imposed consequence
- Because they want something tangible
- As a sensory reaction
- Because they do not have the concept of hurt and are intrigued by the reactions

Therefore, the response to the hurt does need to be different depending on the believed reason for it. Every child who hurts children or staff should have a documented risk assessment identifying how to minimise this risk.

The behaviour coordinator/headteacher should have a copy of the risk assessment and be supporting the implementation of any measures identified.

In addition, the child should have a behaviour plan where the hurting is seen as a priority for change and there are planned responses and identified new skills that need to be taught. Both the behaviour plan and risk assessment should be shared with all staff and reviewed every term, at least.

Where appropriate the parents of the child will be informed if their child has hurt another child/adult. There should also be an opportunity if appropriate provided for the child to reflect and consider the feelings of the injured child/adult, using the agreed debrief format.

If a child has been hurt by their peer we will ensure that they are supported and their parents are informed. The Individual Behaviour Plan and risk assessment of the other child will be reviewed to minimise the risk of this happening again.

Some children, particularly those with high sensory needs, can self-injure e.g. bite themselves or hit their head. When this happens we would try to stop the behaviour, keep the child safe and try to provide alternatives to provide the same sensory feedback, if this is appropriate such as a chewy.

Should any member of staff be finding the challenging nature of a particular child difficult to cope with and feel they need a 'break' then wherever possible class teams will be swapped around to enable this member of staff to move class.

10. WHOLE SCHOOL SUPPORT

We believe that the challenging behaviour of an individual is a whole school shared responsibility and to ensure that all staff feel supported the following systems are in place;

Behaviour team

Key staff have been Identified (Debby Gooderham, Sarah Sansome and Nicky Broadhurst) to advice, support and monitor behaviour across the school. They will report back to the Governing Body (Peter Fellows).

Staff training

It is our policy that all class-based staff are trained in PRICE behaviour management strategies and techniques as outlined in section 3. Staff new to school will have the opportunity to receive PRICE training as soon as is reasonably practicable, usually within their first term of employment. All staff will receive annual PRICE refresher training and will have regular opportunities to receive additional refresher training on request if needs arise. All training is delivered by school-based qualified PRICE instructors (Debby Gooderham, Nicky Broadhurst and Sarah Sansome).

The availability of additional support during an incident:

At any time additional support can be requested from a member of the Leadership team and/or behaviour team.

There are call buttons outside both quiet spaces and at key points around school to ensure help can be accessed quickly.

Staff flexibility

When there has been an incident and staff involved need some 'time out' from the children there is an expectation that staff will be flexible and support in the particular class to enable this to happen.

Debrief for Staff

After a challenging incident the class team involved will meet immediately after school for a short debriefing session. In order to reflect on the incident; if it could be avoided another time, whether the individual's behaviour plan needs to be reviewed, filling in any relevant

paperwork and for staff involved to share their feelings generally about the incident. A member of the behaviour team can attend this meeting if requested. Any staff can also request a debrief with a member of the leadership team using the forms which are available in the staffroom.

Class behaviour meetings

Each class is assigned a member of the behaviour team who will work with them to support behaviour management. Support will primarily involve attendance to termly or half-termly class behaviour meetings. The regularity of meetings is determined by the level of need in each class based on frequency of incidents requiring physical intervention, number of behaviour incidents, and the number of children who have IBPs. Classes with the highest need will receive stage 1 support (half-termly meetings) and classes with less great a need will receive stage 2 support (termly meetings). It is expected that all available members of the class team will attend these meetings. The meetings will involve an analysis of recent behaviour data for individual children, address any issues arising from these incidents, adjust IBPs if necessary and provide a refresh of strategies or techniques as required.

Group Problem Solving

Each class team is offered the opportunity to meet with additional staff such as a member of the leadership team, behaviour team or child's previous class team to collectively problem solve an individual's behaviour once per term. The child individual plan will be reviewed as a result.

13. RECORDING

It is important for behaviour incidents to be recorded to enable a clear and accurate picture of the behaviour and the possible function it serves to be built up.

We record all behaviour incidences including the use of restrictive interventions and seclusion on the school's information management system Arbor, which has been set up by the school to include all the necessary information e.g. what intervention used, length of time of intervention, who was involved and reasons why it was necessary. This will be stored within Arbor's protected system. We record incidents despite restrictive physical intervention being use in with prior agreement of the parents / carers. We do this as soon as possible after an event, no later than within 24 hours. Where an incident causes injury to a member of staff, involving seeking medical advice beyond first aid, it should be recorded as per the corporate accident/incident reporting procedure using the online report form.

We report each incident of restrictive physical intervention and seclusion to parents verbally/in home book no later than the same day.

There is a school form to be used for tracking low level behaviour of all children with an individual plan which would not be included in the recording of the behaviour incidences on Arbor.

The behaviour team will analyse all this recording on a termly basis and the information will be used to establish the effectiveness of individual's behaviour plans, the number of incidences involving injuries to children and staff as well as the level of physical intervention. The information will be used to indicate any areas of practice that needs developing and any class teams or individual children who need further support. It can also be used as evidence of improvement and children who are causing concern. The information will be shared with governors and outside agencies at regular intervals.

14. MONITORING AND EVALUATION

The Behaviour team have a shared responsibility to oversee all issues relating to behaviour management, including reviewing behaviour plans, monitoring the behaviour records, being

involved in group problem solving, supporting colleagues and listening to and acting on staff concerns relating to behaviour.

The Behaviour team will monitor the effectiveness of the policy on a termly basis. This will include gathering and sharing evidence in the following areas:

- Incident recording
- Use of restrictive intervention
- Use of spaces away from other children

Exclusion Policy

At Shepherds Down School we endeavour to keep parents informed of any difficulties the school is having managing a child's behaviour and the strategies being used.

We will only ever use a fixed term exclusion in extreme situations when a wide range of alternative strategies have been tried and failed and to allow the child to remain in school would be detrimental to the education, safety or welfare of the pupil or of others in the school.

The use of Fixed term exclusions is considered by Shepherds Down school to be a 'Last Resort' and would not be used without the parents being fully aware that this would be the next step.

Exclusion is not used for minor incidents nor is it used without very careful consideration of options and the implications.

The time of the exclusion is used by the school and any outside agencies to draw up an action plan for the child's return to school.

The current national and County guidelines are followed at all times when a child is excluded.

Anti -Bullying/ Prejudicial Behaviour Policy

At Shepherds Down we define bullying as persistent and deliberate behaviour carried out on a regular basis against others.

Bullying can be:

- Physical
- Verbal e.g. name calling
- Extortion and coercion e.g. demanding things or making people do things they do not want to do
- Gesture e.g. threatening or intimidating
- Inciting group isolation of an individual e.g. sending people to Coventry

Bullying can be carried out by groups or individuals and may be secretive or underhand.

Bullying should not be confused with random acts of aggression.

We recognise that bullying occurs in schools - but it is unacceptable behaviour.

Pupils and staff have the right to a safe caring environment.

Parents, governors, staff and pupils should work together to ensure this.

We define Prejudicial Behaviour as behaviour which makes an individual feel different or hurts another individual or group either physically or emotionally because of their:

- Colour, ethnicity/race. Culture, community, national origin or national status
- Special Educational Needs
- Religion or beliefs
- Sex or gender
- Sexual Orientation

It can also be because of an individual's appearance or Home Circumstances

This behaviour can be intentional or perceived to be without intent. Either will cause upset and hurt to the individual it is directed towards, or someone in the close vicinity. The behaviour includes the use of language which is offensive or derogatory, name calling, verbal taunts, ridicule, aggression, making a person feel unwelcome, marginalised, excluded or worthless because of the identified characteristic.

We believe that prejudicial behaviour usually occurs when there is a lack of awareness and tolerance of others and differences. We believe that one way to address this is through the emphasis on diversity e.g. multicultural diversity or awareness of different religions and we teach this within the curriculum. We will also address this directly with those children it is appropriate to do so with, by providing direct teaching to develop their awareness and understanding of prejudicial behaviour and the impact it can have.

We aim to:

- Deal effectively with bullying/prejudicial behaviour as it occurs, to provide support to both 'perpetrator' and victims, ensure a common understanding of what is meant by bullying and prejudicial behaviour.

- Take all reported incidents of bullying/ prejudicial behaviour seriously.
- Continue to develop awareness and understanding of bullying/ prejudicial behaviour amongst staff, pupils and parents.
- Develop a shared responsibility between home and school.
- Address the problem of bullying and racism as part of our PSHE programme.
- Develop understanding that everyone is unique and different but equal
- Show respect for everyone
- Support children to understand that others may have different views from themselves and each other
- Support children to share their feelings and views
- Learn that they choose how they behave and can make good choices
- Have in place strategies that prevent the occurrence and promote the reduction of incidences of bullying/ prejudicial behaviour.

Strategies for reducing bullying/ prejudicial behaviour

- Providing a good role model
- Increasing self esteem
- Praising good behaviour
- Learning in class about how to behave towards each other
- Learning in class about how it feels to be ignored/called names
- Encouraging children to inform on bullies
- Involving and encouraging support from parents
- Providing support for the bullied child / adult
- Providing support for the bully
- Encouraging peer support for the bullied child / adult
- Identifying language it is never acceptable to use and support understanding of why.

In the case of a reported incident of bullying/ prejudicial behaviour the following procedure will take place:

1. Acknowledgement
2. Investigation by the person reported to.
3. Recording the incident on Arbor using appropriate description
4. Share information with parents of all involved and staff in class teams of children involved
5. Put a plan in place to reduce the risk of the incident being repeated
6. Support for the children/ adults concerned – identify need for further support on 'my concern' if appropriate.

The headteacher will monitor and evaluate the level of incidence and report to governors
Monitoring of behaviour records will also ensure that the management and recording of behaviour is fair to pupils from all racial groups and any concerns will be acted upon