



## BLUEBELL PARK



### **BEHAVIOUR POLICY**

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 – Bluebell Behaviour Overview**

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

[challengingbehaviour.org.uk](http://challengingbehaviour.org.uk)

## **Purpose**

At Bluebell Park 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

- The Education and Inspections Act (2006) sections 89 and 93
- Behaviour in Schools (2022): Advice for Headteachers and school staff
- A positive and proactive workforce- a guide to workforce development for commissioners and employers seeking to minimise the use of restrictive practices in social care and health (2014)
- Physical interventions: a policy framework
- Positive and proactive care: reducing the need for restrictive physical interventions (2014)
- Equality Act (2010) part 6, chapter 1
- Ensuring quality services
- SEND Code of Practice (2014)
- School teachers pay and conditions (2015)
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
- Use of reasonable force (2013)
- Challenging behaviour: a unified approach (2007)
- Keeping Children Safe in Education (2022)
- Getting the Simple things right
- Mental Health and Behaviour in Schools (2018)
- Working Together to Safeguard Children (2018)

## **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 Bluebell Park
- To promote and support inclusive educational opportunities for pupils both within Bluebell Park and other learning environments
- For the life and work of Bluebell Park to be valued as an integral part of the community.

### **Aims of Behaviour Management:**

At Bluebell Park 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 Bluebell Park 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 pen picture 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.

### **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 'golden time' or '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 merit points 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 Star of the Week. This will be presented in the weekly assembly. 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 pen picture 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). It is important to recognise that positive consequences can also be reinforced.

## **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 Bluebell Park. 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 pen picture or behaviour plan. For an example of de-escalation techniques used at Bluebell Park please see the de-escalation strategies section of the behavior plan in Appendix 2.

## **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 Bluebell Park all staff permitted to use positive handling techniques by the Head Teacher 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 Sleuth database and reported to the SMT to ensure it does not happen again.

### **Use of Calming Spaces and Safe Spaces**

Every classroom in Bluebell Park 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 variety of external resources available such as ballpool, rebound room, swimming pool, 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 Sleuth 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
- Shared with parents
- Signed up to by all relevant parties
- Recorded on sleuth database

***Seclusion is not an acceptable practice in Bluebell Park 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 (SMT) or behaviour team if they choose to do so. A list of the SMT 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

### **Pen Picture**

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

### **Behaviour Plan**

Some pupils at Bluebell Park 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 Bluebell Park
- 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 endeavour to inform parents/ carers via phone or home/school link books.

It is the duty of each staff member to read individual pen pictures and behaviour plans and adhere to the planned responses and interventions detailed within.

Behaviour plans are kept on the Teacher Shared drive and a hard copy can be found in the class file and individual pupil file which are kept in a locked cupboard in the pupils base class . For an example of a current behaviour plan at Bluebell Park.

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.

### **Further Guidance**

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. It is always worth considering if the change in behaviour is due to a physical pain and any clues the pupils can tell us should be noted down to share with parents/carers.

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 Bluebell Park is included in Appendix 1.

### **Sleuth**

#### **Any incidents that require the use of RPI must be recorded on the Sleuth Database.**

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

All staff involved in an incident are required record their part in it on the Sleuth database. This allows us to ensure that incidents are captured from different view points to take all information into account. This makes certain our documentation is robust and not one dimensional.

In addition to recording RPI staff are encouraged to use Sleuth 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 have been issued with a username and password for Sleuth and have been supported to log on to the database by a member of the Behaviour Team. Sleuth is still in its infancy and we continue to offer termly drop in sessions to offer further training 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 Sleuth 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 Sleuth database can be seen in Appendix 4.

### **Use of Sleuth data**

The Sleuth database is monitored both daily and weekly by a member of the SMT 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. Using this data problem areas/individuals in the school are highlighted and interventions are planned and carried out.

### **Informing Parents/Carers**

At Bluebell Park 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 via the phone or home/school link book.

### **Informing Other Agencies:**

Occasionally it may be required for school to update other agencies involved with pupils. Sleuth 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 Sleuth.



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 phonecall 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 advice from the 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

### **School Counsellor**

School has a trained counsellor who can be accessed for many different reasons. Staff can refer pupils if they feel it necessary and pupils also have the choice to refer themselves. Where relevant parents are informed of this and following an initial meeting an agreed programme is put in place for a one off session or ongoing sessions.

### **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 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 phonecalls or home link books. Various on-going courses are delivered for parents including a four week course delivered by Positive Behaviour Support Service and Triple P Parenting.

### **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 three 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.

### **Good Practice**

The Behaviour Team aim to understand the needs of current cohorts and preempt future needs to find innovative ideas that are being tried and tested. Members of the Behaviour Team carry out good practice visits to ensure that school are offering up to date effective behavioural management that is beneficial to the pupils. These ideas are shared and disseminated through various meetings and updates.

In the Lower School Department an identification of a change in trend has led to classes taking part in a BESST study working in collaboration with Bangor University and the Positive Behaviour Support Service. The pupils behaviours are very closely

monitored and the function is scrutinised. From this interventions are designed, tested and monitored and the impact will be evaluated both in the short and long term.

### **Implementation and Review of Policy**

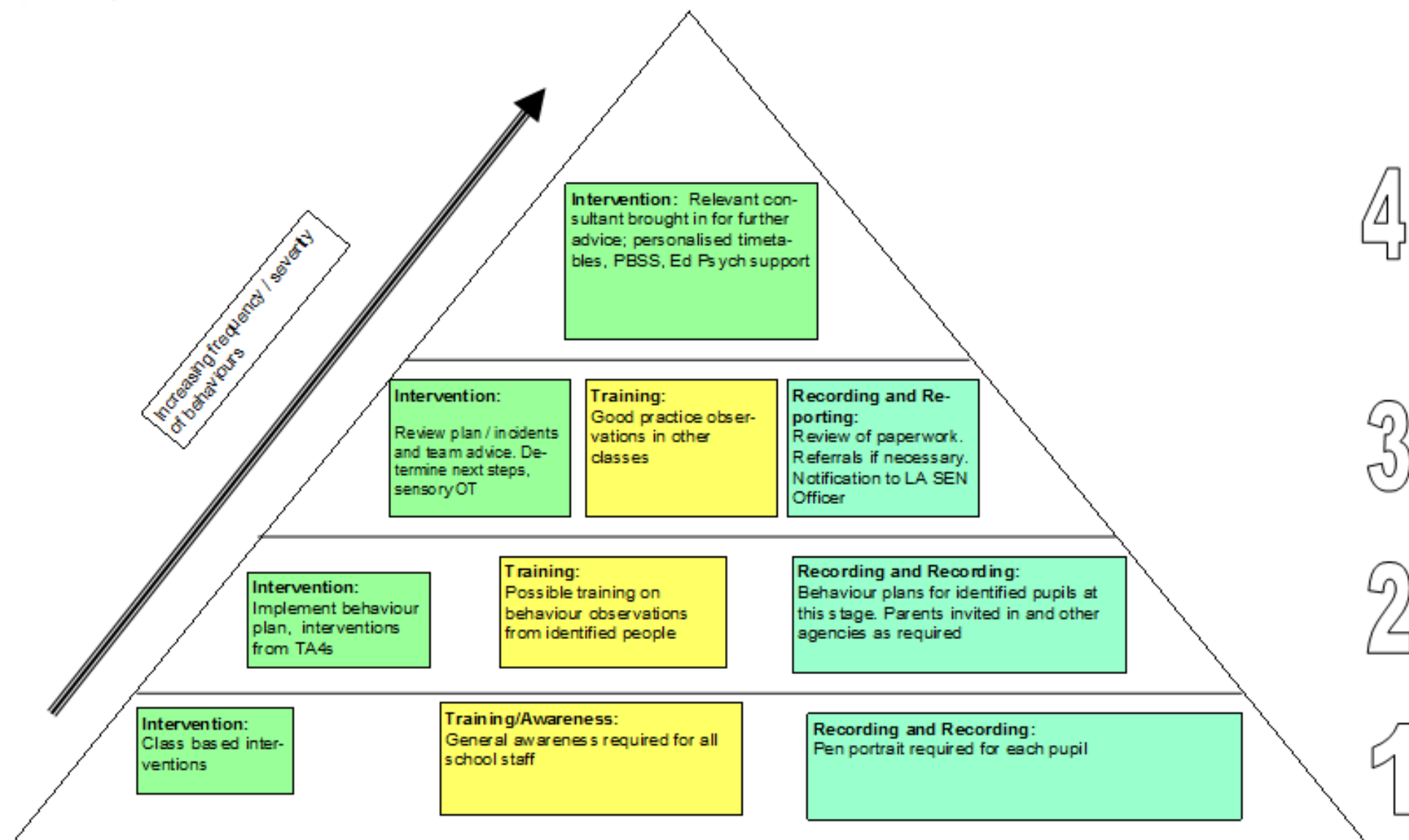
As outlined in *Behaviour and Discipline in Schools (2016)* this policy will be published in writing to staff, governors and parents on the school website at least once a year.

## ***Section 5 - Appendices***

# Appendix 1




**Framework for removing barriers to learning at Bluebell Park—April 2016**



# Appendix 2





**Name:**

**Surname:**

**DOB:**

**ULN:**

**Emergency contacts:**

Relationship: Name:

Home phone: Mob:


Address: Name:

Relationship: Home phone: Mob:

Address: Mob:

**Other agencies involved:**

Doctor: Contact:

**Family info** 

Father: Siblings: Grand parents :-

Mother:

**Social workers:**

**Conditions and medical info.**

Diabetes	Stroke	Heart	Seizures	Autism	Epilepsy	Allergies	Aspirin	Other

**Additional information:**

**Personal Care needs & requirements**

Toilet training

Feeding

Mobility

Communication Method

**Behaviour Plan ( Circle)**

No

Parent Consent Signed for Assemblies Ed Visits yes

Photographs Sun Cream

**Please be aware**

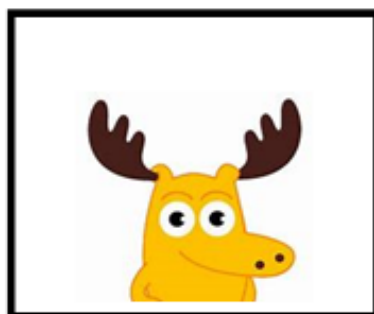
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# Appendix 3



Bluebell Park

## My Positive Behaviour Support Plan



<b>NAME:</b>	<b>DOB:</b>	<b>CLASS:</b>	<b>DATE:</b>	<b>REVIEW DATE:</b>	<b>VERSION:</b>
<b>ADDITIONAL INFORMATION</b> (E.g. Medical Data: known medication/Asthma/Nose Bleeds/Epilepsy etc)					
<b>MOTIVATORS (Likes and preferred activities)</b>	<b>BEHAVIOURAL TRIGGERS (Dislikes)</b>		<b>ENVIRONMENT WHERE BEHAVIOUR IS <u>LEAST</u> LIKELY TO OCCUR (Preferred environment &amp; reasonable adjustments)</b>		
e.g. <ul style="list-style-type: none"> <li>• iPad</li> <li>• Computer</li> <li>• Chocolate</li> </ul>	e.g. <ul style="list-style-type: none"> <li>• Transitions</li> <li>• End of preferred task/activity</li> <li>• Waiting</li> </ul>		<ul style="list-style-type: none"> <li>• Free access to preferred activity</li> <li>• Meal times</li> <li>• No non-preferred demands</li> </ul>		

Description of behaviour	Function of Behaviour	Stage 1 Prevention Strategies (Environmental changes)	Stage 2 Prevention stages (defusing tactics)
		You will see me... e.g. smiling, interacting with people and activity, walking around, seeking preferred items	You will see me... e.g. Withdrawing from people and activities, pushing activities away.
<b>e.g.</b> <b>Aggression</b> Crying, screaming, drop to floor, head butt hard surfaces, head butt others, hitting, kicking, running at staff/pupils and grabbing them.	e.g. Escape demands  Access to tangibles	e.g. Place ____ in a preferred environment. Remove unnecessary demands Have PECs available	e.g. Continue to follow Stage 1 strategies. Remove non-preferred stimulus from environment. Ensure communication aids are available BUT do not ask me to use it.

<p><b>e.g.</b></p> <p><b>Refusal behaviour</b></p> <p>Dropping to floor, not following instructions</p>	<p>e.g.</p> <p>Escape</p> <p>Access to attention/activity</p>	<p>e.g.</p> <p>Have PECs available</p> <p>Do not enforce demands.</p> <p>Reward spontaneous engagement with highly preferred items</p> <ul style="list-style-type: none"> <li>• Bubbles</li> <li>• dry spaghetti</li> <li>• Shaving foam</li> </ul>	<p>Do not give any attention whilst not complying</p> <p>If ____ comes independently to join the group reinforce this.</p>
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<p><b>Stage 6</b></p>	<p><b>Follow Up:</b></p> <p><b>Listening, learning and planning to avoid similar events in the future.</b></p>	<p>e.g.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review plan with class team at half termly meetings or following an incident.</li> <li><input type="checkbox"/> Data collected on Sleuth for frequency and severity of incidents and interventions monitored.</li> <li><input type="checkbox"/> Attend drop in session with PBSS to look over plan and discuss ideas/interventions.</li> <li><input type="checkbox"/> Replacement skills to be taught include:             <ul style="list-style-type: none"> <li>○ Waiting (show wait symbol &amp; reward straight away)</li> </ul> </li> </ul>
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<b>Previous behaviours to be aware of:</b>							
<b>DE-ESCALATION STRATEGIES:</b>							
Verbal advice and support		Choices		Time – out		Acknowledgement (good behaviour)	
Giving Space		Humour		Supportive touch		Apologising	
Reassurance		Consequences (Motivators)		Transfer adult		Agreeing	
Help Scripts		Planned ignoring		Success reminded		Removing audience	
Negotiation (Motivators)		Take up time		Visual Supports		Others	



<b>Is Physical Intervention likely to be needed?</b>	<b>YES</b>	<b>NO</b>
<p><b>Please state what the planned response will be...</b>          (Please note – only <u>friendly escort</u> or <u>single elbow</u> should be outlined here. If these holds are not sufficient please seek advice from our In-house Team Teach Tutors or Behaviour Team who will work alongside you to risk assess and create a suitable Physical Intervention plan.</p> <ul style="list-style-type: none"> <li>e.g. 2 members of staff will support ___ using single elbow to the nearest safe environment and then release and monitor until calm.</li> </ul>		



**DEBRIEF SESSION WITH PUPIL:**

Strategies to use – visuals. Calming and reassuring voice. See stage 6.

**RECORDING AND NOTIFICATION REQUIRED:**

School will contact home via home school diary, by phone or to parents at the end of a school day to explain any major incidents and how they were dealt with. Staff will complete all required recording systems.

- Log Book Number (Yellow Bound Book)
- SLEUTH
- Accident Book (if necessary)
- Accident/Incident forms (if necessary)
- Skin Map

**EVALUATION OF PLAN :** (This section is to be completed during the staff debrief with SMT)


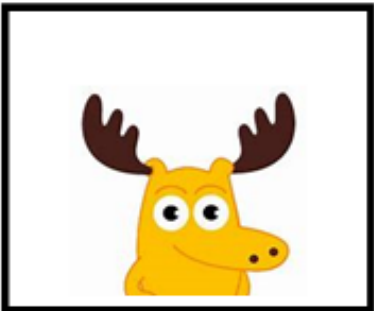
Any changes necessary? More time to try strategies? Any new behaviour that need to be included?

SIGNED BY:	SIGNATURES:	DATE:
Head teacher/deputy head teacher/senior leader:		
Parent/Carer:		
Class Teacher:		
Class Team members:		
Pupil:		

# Appendix 3a





My Positive Behaviour Support Plan					
 <p>Bluebell Park</p>					
NAME:	DOB:	CLASS:	DATE:	REVIEW DATE:	VERSION:
<b>ADDITIONAL INFORMATION</b> (E.g. Medical Data: known medication/Asthma/Nose Bleeds/Epilepsy etc)					
<b>MOTIVATORS (Likes and preferred activities)</b>		<b>BEHAVIOURAL TRIGGERS (Dislikes)</b>		<b>ENVIRONMENT WHERE BEHAVIOUR IS <u>LEAST</u> LIKELY TO OCCUR (Preferred environment &amp; reasonable adjustments)</b>	
e.g. <ul style="list-style-type: none"> <li>• iPad</li> <li>• Computer</li> <li>• Chocolate</li> </ul>		e.g. <ul style="list-style-type: none"> <li>• Transitions</li> <li>• End of preferred task/activity</li> <li>• Waiting</li> </ul>		<ul style="list-style-type: none"> <li>• Free access to preferred activity</li> <li>• Meal times</li> <li>• No non-preferred demands</li> </ul>	



Description of behaviour	Function of Behaviour	Stage 1 Prevention Strategies (Environmental changes)	Stage 2 Prevention stages (defusing tactics)	Stage 3 Reactive Strategies/ Crisis Behaviours:	Stage 4 Recovery:	Stage 5 Recovery:
		<i>The pupil appears calm but can revert back to extreme violence without the build associated with the cycle of behaviour.</i>	<i>The pupil appears calm but can revert back to extreme violence without the build associated with the cycle of behaviour.</i>	<i>The pupil appears calm but can revert back to extreme violence without the build associated with the cycle of behaviour.</i>	<i>The pupil appears calm but can revert back to extreme violence without the build associated with the cycle of behaviour.</i>	<i>The pupil appears calm but can revert back to extreme violence without the build associated with the cycle of behaviour.</i>
		<b>You will see me...</b>  e.g.  smiling, interacting with people and activity, walking around, seeking preferred items	<b>You will see me...</b>  e.g.  Withdrawing from people and activities, pushing activities away.	<b>You will see me...</b>  e.g.  displaying aggression, self-harming (see description)	<b>You will see me...</b>  Lying down, no aggression/self-harming. Vocalising to self calmly.	<b>You will see me...</b>  Re-engaging with activities around me. Taking preferred items when offered, walking around.
<b>e.g.</b>  <b>Aggression</b>  Crying, screaming, drop to floor, head butt hard surfaces, head butt others, hitting, kicking, running at staff/pupils and grabbing them.	<b>e.g.</b>  Escape demands  Access to tangibles	<b>e.g.</b>  Place ____ in a preferred environment.  Remove unnecessary demands  Have PECs available	<b>e.g.</b>  Continue to follow Stage 1 strategies.  Remove non-preferred stimulus from environment.  Ensure communication aids are available BUT do not ask me to use it.	<b>e.g.</b>  Remain calm  DO NOT respond verbally.  Reduce eye contact	<b>e.g.</b>  Remain calm  Keep engagement to a minimal  Restore environment to preferred e.g. open doors, provide preferred activities.	<b>e.g.</b>  When engaging with preferred activity <u>return</u> to Stage 1 strategy.

e.g.  <b>Refusal behaviour</b>  Dropping to floor, not following instructions	e.g.  Escape  Access to attention/activity	e.g.  Have PECs available  Do not enforce demands.  Reward spontaneous engagement with highly preferred items <ul style="list-style-type: none"> <li>• Bubbles</li> <li>• dry spaghetti</li> <li>• Shaving foam</li> </ul>	Do not give any attention whilst not complying  If ___ comes independently to join the group reinforce this.	Provide no response	Reinforce once re-engaging	Return to Stage 1 strategies
---	--	--	--	---------------------	----------------------------	------------------------------



<b>Stage 6</b>	<b>Follow Up:</b>  <b>Listening, learning and planning to avoid similar events in the future.</b>	e.g.  <input type="checkbox"/> Review plan with class team at half termly meetings or following an incident. <input type="checkbox"/> Data collected on Sleuth for frequency and severity of incidents and interventions monitored. <input type="checkbox"/> Attend drop in session with PBSS to look over plan and discuss ideas/interventions. <input type="checkbox"/> Replacement skills to be taught include: <ul style="list-style-type: none"> <li>o Waiting (show wait symbol &amp; reward straight away)</li> </ul>
----------------	---	---

<b>Previous behaviours to be aware of:</b>							
<b>DE-ESCALATION STRATEGIES:</b>							
Verbal advice and support		Choices		Time – out		Acknowledgement (good behaviour)	
Giving Space		Humour		Supportive touch		Apologising	
Reassurance		Consequences (Motivators)		Transfer adult		Agreeing	
Help Scripts		Planned ignoring		Success reminded		Removing audience	
Negotiation (Motivators)		Take up time		Visual Supports		Others	



<b>Is Physical Intervention likely to be needed?</b>	<b>YES</b>	<b>NO</b>
<p><b>Please state what the planned response will be...</b>          (Please note – only <u>friendly escort</u> or <u>single elbow</u> should be outlined here. If these holds are not sufficient please seek advice from our In-house Team Teach Tutors or Behaviour Team who will work alongside you to risk assess and create a suitable Physical Intervention plan.</p> <ul style="list-style-type: none"> <li>e.g. 2 members of staff will support ___ using single elbow to the nearest safe environment and then release and monitor until calm.</li> </ul>		



<b>DEBRIEF SESSION WITH PUPIL:</b> Strategies to use – visuals. Calming and reassuring voice. See stage 6.		
<b>RECORDING AND NOTIFICATION REQUIRED:</b> School will contact home via home school diary, by phone or to parents at the end of a school day to explain any major incidents and how they were dealt with. Staff will complete all required recording systems. <ul style="list-style-type: none"> <li>• Log Book Number (Yellow Bound Book)</li> <li>• SLEUTH</li> <li>• Accident Book (if necessary)</li> <li>• Accident/Incident forms (if necessary)</li> <li>• Skin Map</li> </ul>		
<b>EVALUATION OF PLAN :</b> (This section is to be completed during the staff debrief with SMT) Any changes necessary? More time to try strategies? Any new behaviour that need to be included?		
<b>SIGNED BY:</b>	<b>SIGNATURES:</b>	<b>DATE:</b>
Head teacher/deputy head teacher/senior leader:		
Parent/Carer:		
Class Teacher:		
Class Team members:		
Pupil:		

# Appendix 4

Example of Sleuth input page

Menu

Save and Close

Cancel Changes

Student(s)

Student(s)  
Class group  
Monitor

Incident Details

Home

1. Incident Details

2. Student(s) and Behaviour(s)

3. Action(s) Taken

Reporter is required

Period is required

Location is required

New Incident

Incident Date: 03/07/2016

Reporter:

Period:

Timing:

Incident Time:

Location:

Subject:

Event Level:

Staff Present:

Covering:

Absence:

ALL

Skip to Next

July 2016

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Student Behaviour and Action Taken

Show Actions

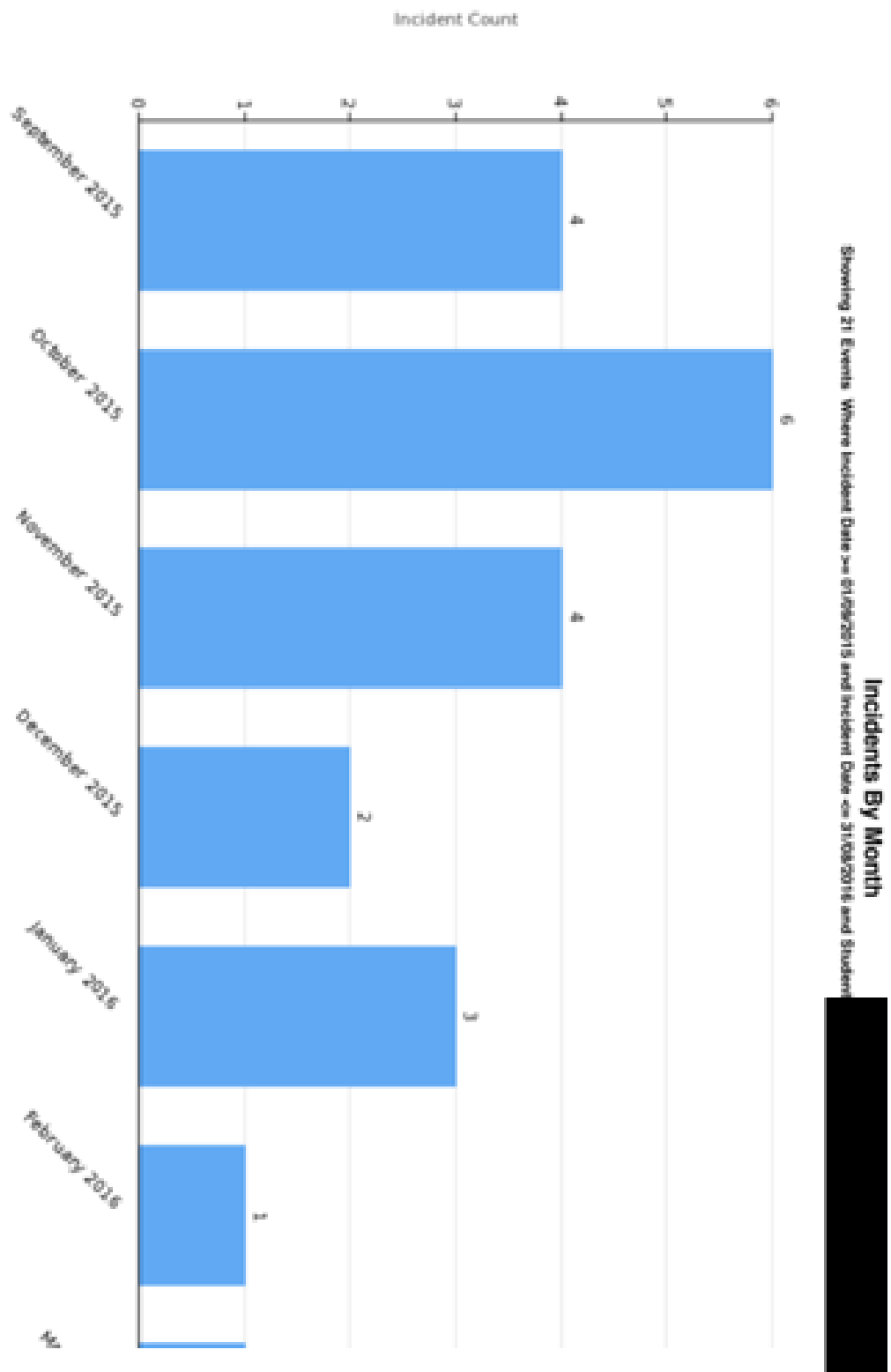
Hide Actions

To add students to this incident click one of the Add Students buttons on the left hand toolbar

# Appendix 5



## Example of Sleuth data



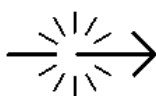
# Appendix 6

## 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?

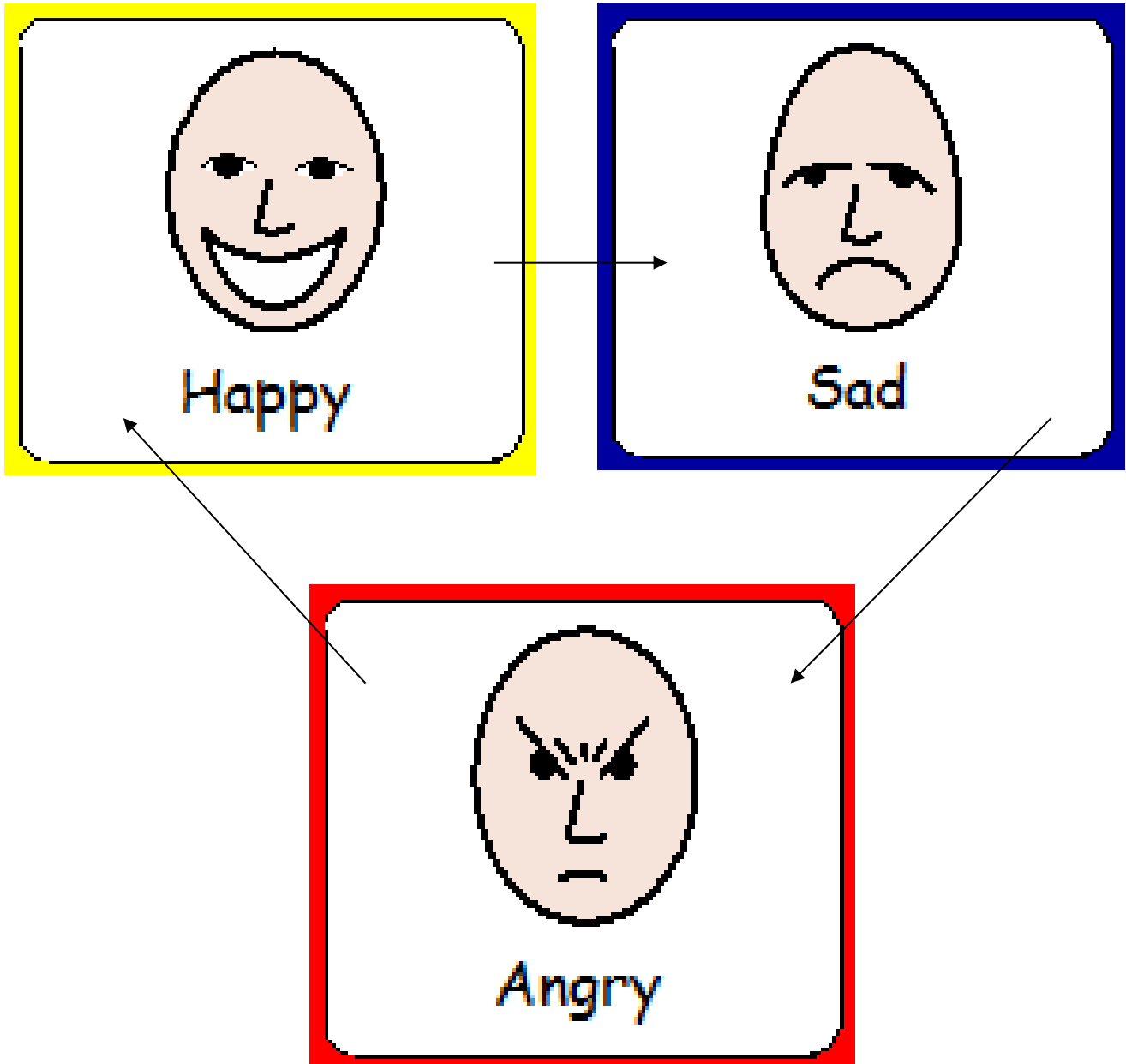
Date:

Pupil sign:

Staff sign:

## Thinking about my behaviour

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
























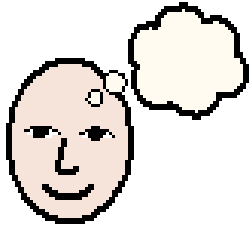
Name: \_\_\_\_\_

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.*

 <p>I was</p>	<table border="1"> <tr> <td data-bbox="655 524 887 725">  <p>sad</p> </td> <td data-bbox="906 524 1137 725">  <p>angry</p> </td> <td data-bbox="1157 524 1388 725">  <p>scared</p> </td> </tr> <tr> <td data-bbox="655 748 887 949">  <p>hurt</p> </td> <td data-bbox="906 748 1137 949">  <p>sick</p> </td> <td data-bbox="1157 748 1388 949">  <p>tired</p> </td> </tr> </table>	 <p>sad</p>	 <p>angry</p>	 <p>scared</p>	 <p>hurt</p>	 <p>sick</p>	 <p>tired</p>
 <p>sad</p>	 <p>angry</p>	 <p>scared</p>					
 <p>hurt</p>	 <p>sick</p>	 <p>tired</p>					
 <p>Why</p>							
 <p>How can I calm down?</p>							
<p>Date:</p>	<p>Pupil sign:</p>	<p>Staff sign:</p>					



## Thinking about my behaviour

*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](http://www.crisisprevention.com)
- [www.challengingbehaviour.org.uk](http://www.challengingbehaviour.org.uk)
- [www.dfes.uk/sen](http://www.dfes.uk/sen)
- [www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- [www.local.gov.uk/place-i-call-home](http://www.local.gov.uk/place-i-call-home)
- [www.official-documents.gov.uk](http://www.official-documents.gov.uk)
- [www.teamteach.co.uk](http://www.teamteach.co.uk)
- [www.autism.org.uk](http://www.autism.org.uk)



# Appendix 8

## **Key contacts**

### **Senior Management Team**

- Jamie Campbell (Head)
- Michelle Slater (Deputy)
- Colin Porter (Assistant Head Post 16)
- Sefton Booth (Assisitant Head Complex Needs)
- Teri-Ann Steele (Assistant Head Upper School)
- Joanne Watson (Assistant Head Lower School)

### **Behaviour team**

- Jamie Campbell
- Michelle Slater
- Teri-Ann Steele
- Sefton Booth
- Jenny Wharton
- Kathryn Bracken
- Katherine Melling
- Amy O'Sullivan
- Tracy Duckworth

### **Inhouse Team Teach Trainers**

- Sefton Booth
- Patrick Murphy
- Matt Cawe

### **School Counsellor**

- Eileen Thurston

### **TA4 for Behaviour**

- Michelle Oxton