



Supporting Behaviours Policy

Policy Owner	Jessica Lacey
Role	Deputy Headteacher
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Chair of Governors Signature	R D' Angelsis
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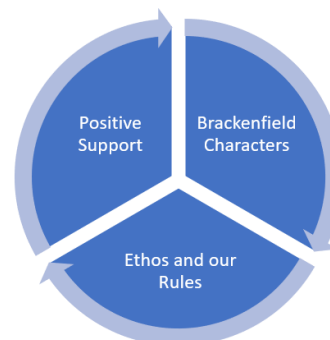
Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
June 2022	23.05.22	J Lacey	Name of Policy		
June 2023	Feb 2023	J Lacey	Removal of reference to rewards and wage slips Update PfA language Change FTE to suspensions Removal of MEPs Equal vs Fair clarity around consequences		

SUPPORTING BEHAVIOURS POLICY

JESSICA LACEY (DHT)

Lifeskills Behaviour Framework

Our Lifeskills Behaviour Framework is designed to support both staff and pupils across the school. It encompasses our Ethos and Rules; Brackenfield Characters and Positive Support Frame.



Ethos and Rules

Belong	Believe	Be Brave
Caring for each other; helping each other; wearing our uniforms	Trying our hardest; treating everyone fairly; listening to each other	Never giving up; trying even when we find something hard; telling the truth

Brackenfield Characters and Rewards

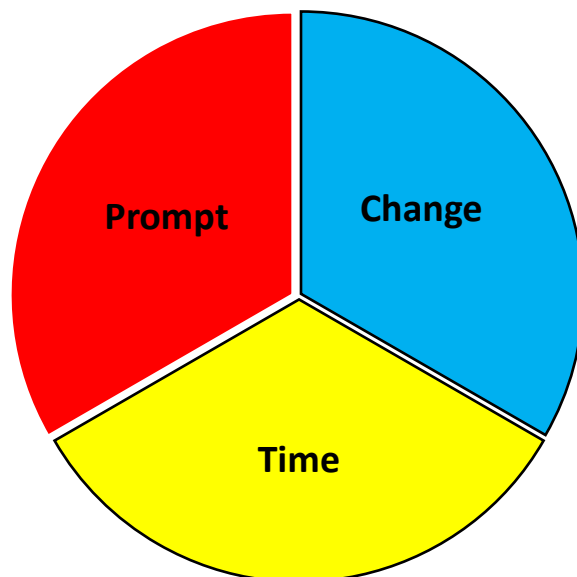


Brackenfield Characters are the attributes that parents, and we feel are important for our pupils to acquire. Staff actively provide opportunities for character development and seek out and recognise pupils displaying these characters.

Pupils' endeavours are referenced to Brackenfield Characters to highlight clear examples of character building. It is important character building is positively reinforced within the school community therefore we recognise and celebrate success in several ways including phone calls and postcards home and Head Teacher Awards. This is also communicated with parents through BOOP. Pupils are supported to actively using Brackenfield character language to support language acquisition and understanding. In all our interactions and communications with our pupils we promote and refer back to our ethos, rules and characters.

Positive Support Frame

At times our pupils will find it difficult to respect the school rules and ethos due to their complex needs. Our Positive Support Frame supports pupils and staff to deal with challenging behaviours.



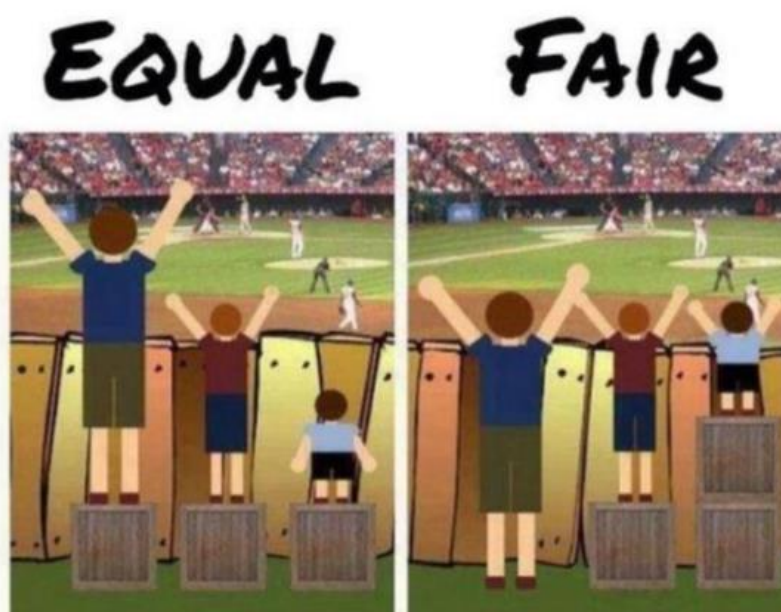
Below is further guidance on how the Positive Support Frame is used. It is not designed to be a prescriptive or exhaustive list and at all times staff should use their professional judgement and seek advice if unsure. When considering actions for behaviours the best interest of the child concerned will be of paramount importance. Actions will be only used that are likely to modify or support behaviour and never as a punitive method.

Colour	Actions	Example Behaviours
Prompt	Verbal prompt; physical prompt; visual cue; hand over hand; reminder of expectations; take up time; offer choices linked to ethos statements – 'you can do xx or xx so that you and your friends can continue with learning'	Work avoidance, out of seat, calling out, talking, littering, rudeness
Change	Activity; task; sensory input; peer; space; support; staff member. Give reasons for change; expectations made clear; use of change of space timetable.	Work avoidance, distracting peers, arguing.
Time	Restorative justice; time used to address the specific issue; social story; emotional literacy work; parents informed; revisit school rules and expectations; work completed.	Out of lessons; non completion of work; continued disruption; verbal abuse towards staff or peers

	<p>May involve time with: SLT; MLT; a different class or pathway; 1:1 staffing.</p> <p>May involve time after school or work being sent home.</p>	
Exclusion	<p>Suspensions – 0.5 to 45 days a year (must have a suitable re-integration process)</p> <p>Use of alternative provision or part-time timetable</p> <p>Restorative justice; report; revisit school rules and expectations</p> <p>Permanent Exclusion.</p> <p>Suspensions and Permanent Exclusions are carried out in line with DfE Guidance.</p>	<p>Conscious significant damage; conscious significant peer or staff assault; conscious and continued significant disruption of peers learning continued bullying, racist, homophobic or sexist abuse;</p>

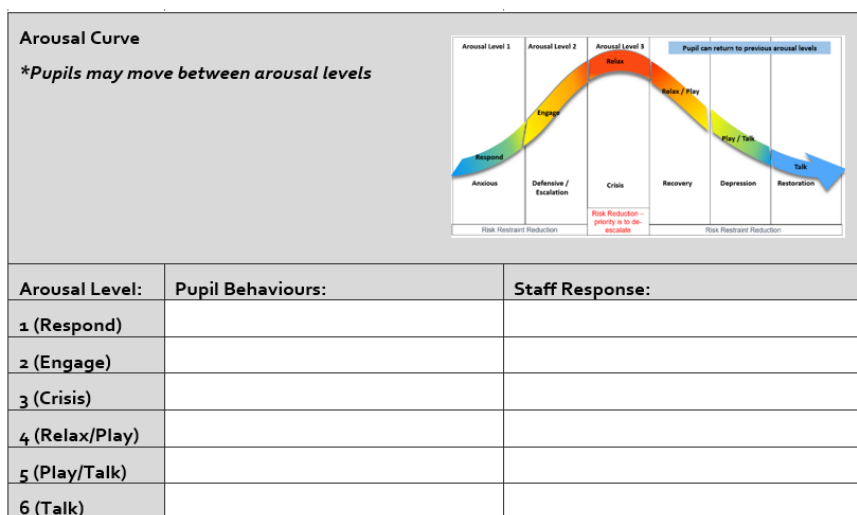
All of our pupils are developmental different from their neurotypical peers. When viewing behaviours and considering how to manage behaviour effectively it is important to consider the likely developmental age of the pupil – this could be markedly different from their chronological age. This [link](#) provides guidance on positive behaviour support linked to developmental age.

In addition, we have a wide range of cognitive understanding within the school pupil population. It is therefore not always possible to apply the same consequence to the same behaviour due to the understanding of the pupil. Staff use the principle of fairness rather than equality when applying consequences. It is also possible that there will be no specific consequences for the pupil following an incident. However, there will always be staff actions that are designed to lessen the chance of reoccurrence.



Using Behaviour Data to Inform Practice

Pupils who require them have Behaviour Support Plan which details how to support the pupil proactively, suitable de-escalation strategies and any relevant positive handling strategies. A visual of what the pupil may look like against the arousal curve is also given to support staff recognising when a child is escalating and what staff behaviours are likely to support.



Behaviour Support is quality assured in several ways. At the end of each day the class team meets to debrief any incidents. Pathway and Senior Leaders are available for support and guidance. Parents are contacted preferably by phone but if not text message or email can be used to discuss the day and provide support. The home-school diary only communicates positive messages and should not be used to comment on challenging behaviour.

There is a weekly SLT behaviour briefing where any severe or critical incidents and pupils with high numbers of incidents are reviewed. At each 10 week data drop a child's incident data is RAG rated and provided to the class team. The aim is for each pupil to have a 25% reduction in behavioural incidents each 10 week period. This information is discussed as part of the data dialogues and further strategies put into support as needed.

Detailed qualitative and quantitative data analysis is carried out on any behaviour that is causing concern. This information is used to further inform strategies and when needed to inform external professionals who may also be supporting the child. Data from lesson observations; learning walks and the walkabout rota are also used to quality assure and to inform practice.

Behaviour Education for Lifelong Learning

Our curriculum and behaviour framework are designed around functional lifeskills. The following table maps out how the behaviour framework compliments the curriculum with additional information on strategies which are used by staff to support functional life skill development.

Ethos Statement	Our Rules	Functional Lifeskills	Map to Curriculum	Characters
Belong	<i>We use kind hands, We use kind words, we wear our uniform, we care for each other,</i>	<ul style="list-style-type: none"> Socialise appropriately Understand and follow Classroom Expectations Recognise and ask for time away when needed Recognise own emotions and feeling Develop language to express emotions Channel emotions in appropriate ways Know how to get attention in a positive way Develop turn taking and communication skills 	<ul style="list-style-type: none"> Independent Living Friends, Relationships and Community Good health 	<ul style="list-style-type: none"> Kindness Cooperation Courage Resilience

	<i>we help each other</i>	<ul style="list-style-type: none"> • Share • Appropriate touch • Respect others • Develop awareness of rules of law • Challenge stereotypes • Accepting differences in others (cultures, race, religion, needs, beliefs) • Develop respect and tolerance • To recognise that everyone is different • Celebrate diversity and difference 		Determination Curiosity
Believe	<i>We learn, allow others to learn and allow staff to help us, we try our hardest, We listen to each other</i>	<ul style="list-style-type: none"> • Appropriate touch • Self-regulation strategies • Share • Express emotions • Develop empathy • Respect others • Focus on work • Develop a work ethic 	<ul style="list-style-type: none"> • Good Health • Independent Living • Employment • Friends, Relationships and Community 	Kindness Resilience Cooperation Honesty
Be Brave	<i>We never give up, we tell the truth, we try new things, we explore</i>	<ul style="list-style-type: none"> • Develop awareness of the rules of law • Develop awareness of personal safety • Develop problem solving skills • Develop self-regulation strategies • Develop awareness of consequence of actions 	<ul style="list-style-type: none"> • Good Health • Independent Living • Employment • Friends, Relationships and Community 	Kindness Resilience Honesty Courage Determination

Strategies to Support Behaviour for Lifelong Learning

We recognise that our pupils require support to develop their lifeskills. The below list is not exhaustive or prescriptive but an example of the typical strategies employed by staff to support behaviour for learning.

- Now and next
- Sensory input- sensory diet, sensory snacks
- Verbal reminders
- Visual reminders
- Communication in Print
- Makaton (signing, symbols, objects of reference)
- Modelling positive behaviours
- Differentiated resources/work
- Support to complete work
- Scaffolding
- Chunking work
- Redirection
- Giving choices
- Reinforce expectations
- Remind of rules
- Listening
- Pastoral time/in touch time

- Positive reinforcement and praise of characters
- Support with naming emotions and with narrative around emotions
- Clear structure to day/tasks
- Clear expectations
- Clear success criteria
- Planned ignoring (needs to be used very carefully and with good knowledge of pupil)
- Support with restorative approach- allow you/help you to fix things

In addition to this Brackenfield School use a range of resources to support behaviour for learning including Peli-Can and Restorative Life Skills Pack.

Restoring and Rebuilding

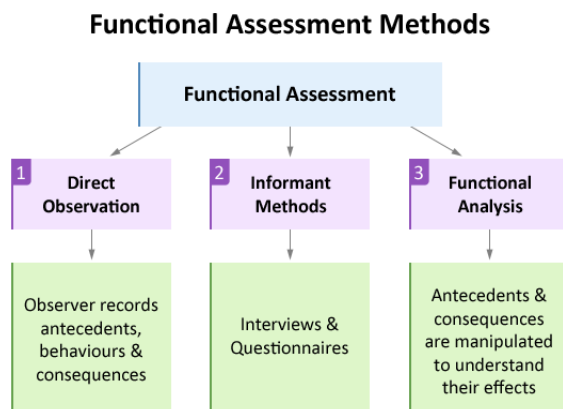
At times our pupils will make choices which means they have not kept to the ethos of the school. Where appropriate we operate a restorative justice approach which allows all parties to contribute to a solution and helps our pupils with their problem solving. Social stories; circle time; reflective report cards and assemblies are all also used to support pupils to reflect and identify strategies for coping in the future.

Functional Behavioural Analysis (FBA)

Challenging behaviours impede teaching and learning, require a large amount of resources and can be harmful to the young person and other people. These behaviours can include: self-injury, physical aggression, verbal aggression, non-compliance, disruption of the environment and inappropriate vocalizations. Challenging behaviours are highly resistant to change, particularly in children with autism.

A Functional Behaviour Assessment is a broad term used to describe methods that allow practitioners to identify the reason a specific behaviour is occurring. Within FBA there are many different methods but the common goal is to: identify the function of a challenging behaviour so an intervention can be put in place to reduce the challenging behaviour.

There are 3 specific functional assessment methods.



Direct Observation

For direct observational methods, an observer would watch the client engage in activities within their natural environment. When the challenging behaviour occurs, the observer would record what happened just before it (**antecedent**), what the **behaviour** was and what happened just after it (**consequence**). The consequence is not what was enforced by staff but rather what the consequence of the child doing the behaviour was.

For example:

Antecedent	Behaviour	Consequence
JJ walked in from the taxi with a sparkly bottle.	CJ hit JJ and took bottle.	CJ got the bottle and started playing with it.

Staff should then make notes on what they perceive to be the potential cause of the behaviour. This method is used to develop a hypothesis about the function of the behaviour.

2. Informant Methods

The informant method involves interviews and questionnaires that can be completed by the pupil, their parents, staff members, teachers etc. These interviews would be used to identify what is happening before the behaviour occurs and then what happens after the behaviour. Just like direct observation, this method is also used to develop a hypothesis for the function of the behaviour. Journey to Learn is used to help suggest hypothesis for the function of behaviours. Multi-Element Plans are a good example of informant methods.

3. Functional Analysis

Functional analysis involves practitioners deliberately changing what happens before and/or after the behaviour in an effort to test what might be causing the behaviour. Unlike the other two methods that are used to create a hypothesis, this method is used to actually test the hypothesis and is the only method that can truly predict when the behaviour will occur. Due to ethics surrounding functional analysis this method will only be undertaken by trained professionals.

See [here](#) for an example FBA form.

Reducing the Need for Restrictive Physical Interventions

At times our pupils display challenging behaviour which requires the use of Restrictive Physical Interventions (RPIs) to keep themselves and others safe. Our continuing message to our pupils is that we care too much about them to allow them to hurt themselves or others. Our primary aim is to reduce the need for restrictive physical interventions whilst equipping our staff to physically intervene effectively and safely when it is necessary to do so. To ensure staff are equipped with necessary skills, knowledge and attitudes to keep pupils safe and manage risk appropriately we train all staff in Team Teach and have an in house Team Teach Tutors who are members of the Senior Leadership Team.

To reduce the need to physically intervene all pupils have Pupil Centred Plans which describe preferences, motivators, communication level and areas for development. Key information and dislikes for each pupil is stored on [class on a page](#). Class on a Page is used to improve communication with all adults in the school. This is a brief summary of the class needs and also includes information about pupil responses to fire alarms and medical needs. All information about a specific child or class is stored in the class files on the system. Some pupils also have Behaviour Support Plans. These incorporate an arousal curve, a risk assessment in the form of triggers and control measures and positive handling plans. After the first RPI or major incident a Positive Behaviour Support Plan is generated around successful and unsuccessful strategies to de-escalate and to intervene. This is a live document which is reviewed after any further RPIs or major incidents.

In addition to this policy we also follow government guidance on:

- [Reducing the Need for Restraint and Restrictive Intervention](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [School Exclusion](#)

PBS Linked to Development Age and Journey to Learn

A number of our pupils also experience attachment difficulties due to their early life experiences and in some cases their continuing home lives; this will have a significant impact on their ability to self-regulate. The action in Positive Behaviour Support has been linked to relevant area of need from the Journey to Learn profile.

Developmental Age	Positive Behaviour Support	J2L
New-borns	Respond to cries with love, gentle handling and calming words to build feelings of trust and security.	Feeling Safe Feeling Emotionally Supported
1 to 4 months	Help infants learn to soothe and quiet themselves: hold, cuddle, or rock them gently; wrap them well in a blanket; massage their skin; offer a dummy. This stage is the initial building block of children being able to self-regulate. If these adult actions were inconsistent or absent at this stage children will find it incredibly difficult to self-regulate in later life and need to be taught how to do this. Our emotional literacy resources which say "I need" is one way of assisting our pupils with self-regulation.	Feeling Understood Self-Regulation
4 – 8 months	Maintain consistent eating and sleeping schedules to reduce crying and fussiness. Create a safe environment so mobile infants don't get into items or situations that could cause harm – change . Remain calm when responding to a fussy infant.	Feeling Safe Feeling Emotionally Supported Feeling Understood
8 – 12 months	Introduce the word "no" (spoken gently) to support infants when they are engaging in something that could cause harm. If necessary, physically move the infant to a safe space until corrective measures can be taken, never punish them. Give attention when behaving appropriately "you rolled the ball really far" "you came when xxx asked"	Self-Regulation Social Responsiveness
<p>Adults are responsible for protecting toddlers from harm and teaching them about social and cultural expectations. Toddlers understand the world only from their own self-centred perspective, and they must learn gradually through trial and error, how they are supposed to behave. This process requires ongoing adult guidance, patience and nurturing support.</p> <p>Children with autism will find it very difficult to view the world from anything other than their own perspective due to their lack of social imagination. This also affects their ability to recognise, understand or predict the feelings of other people and possible reactions. They are also unlikely to be able to predict the consequences of their own behaviour. This is why it is important to link cause and effect using the outcome</p>		

ladder to support dialogue. For example if you continue to take Sarah's pen we will need to **change** your seat so both of you can continue with your learning.

<p>1 year</p>	<p>Acknowledge and encourage children's efforts even if they aren't perfect: "I am proud of you for trying to put on your own shoe." "You were resilient "</p> <p>Minimise the need for rules by childproofing the environment – change.</p> <p>Maintain predictable routines and schedules so that children can anticipate what to expect.</p> <p>Provide short explanations and guide a child's actions: "gentle touches" (hand over hand to pet the dog – prompt); "no hitting" (move the child to a different space, distract or re-direct the child's attention – change).</p> <p>Ignore simple misbehaviours unless they are likely to cause someone harm.</p>	<p>Emotional Literacy</p> <p>Social Responsiveness</p> <p>Joy in Living</p> <p>Self-Esteem</p>
<p>2 years</p>	<p>Give children your attention and let them know when they are behaving appropriately.</p> <p>Recognise that children will forget and repeat undesirable behaviours.</p> <p>Accept the child's intense desire for autonomy. Whenever appropriate offer a choice (prompt) instead of insisting doing things your way. For example "would you like a story or a puzzle after you have got dressed?"</p> <p>Choose your battles – remember that toddlers may misbehave simply to get your attention. Ignore a negative behaviour, unless it is going to cause harm. Give attention when behaving appropriately.</p> <p>Set a positive example – toddlers will imitate!</p>	<p>Feeling Understood</p> <p>Joy in Living</p>
<p>Adults play an essential role in helping pre-school age children develop self-control. They must set behavioural expectations that are developmentally realistic for children, state them in positive terms and enforce them consistently. It is also important that adults provide unconditional love and serve as positive role models for children.</p>		
<p>3 years</p>	<p>Set limits and use short, simple statements to explain why they are necessary.</p> <p>Acknowledge children when they are behaving appropriately – "that was nice of you to share your crayons."</p>	<p>Joy in Living</p> <p>Social Responsiveness</p> <p>Emotional Literacy</p>

	Redirect the child's activity: if the child is throwing sand ask them to help you sweep the sand back into the sandbox – change .	
4 years	<p>Offer choices: "do you want to wear your trainers or your wellies?" – prompt.</p> <p>Explain natural / logical consequences to help children understand the outcomes of their actions. "If you spill the paint on the floor there won't be any left for our picture" – prompt. "If you bump into other children on your bike you will need to leave the playground" – change.</p> <p>Provide simple directions and warnings so that children know what to expect next: "lunch will be in a few minutes so we need to pick up our toys" – prompt.</p>	<p>Social Responsiveness</p> <p>Emotional Literacy</p> <p>Self Esteem</p> <p>Joy in Living</p>
5 years	<p>Involve children in problem solving – "which toy do you think your brother would like?" "Where should we look for your jacket?"</p> <p>Remove children from an activity if inappropriate behaviour continues – change. Give them an opportunity to reflect on their actions – time.</p> <p>Include children in setting rules to increase compliance: "what should we do if someone pushes another person?" Link these to our school rules and ethos "what should we do in our class if someone isn't being safe?"</p>	<p>Social Responsiveness</p> <p>Emotional Literacy</p> <p>Self Esteem</p> <p>Joy in Living</p>
<p>Although six, seven and eight year olds begin to question and test limits, they also need and want rules that are easy to understand, provide structure and are enforced consistently. They must be allowed to develop increasing independence, but only with continued adult supervision.</p>		
6 – 8 years	<p>Adults serve as role models for children by displaying positive behavioural responses and self-control. Set a good example by taking a breath; maintaining eye contact (be sensitive to the needs of your children – this may not be appropriate with all) and respond in a calm, non-threatening manner. If necessary, remove yourself from a stressful situation momentarily until you regain composure.</p> <p>State expectations clearly and in terms that children can understand; enforce them consistently – prompt.</p> <p>Establish rules in positive terms so they teach children how to behave appropriately rather than emphasising behaviours that are deemed inappropriate. "We go down the slide on our bottom, feet first". "We use kind hands." "We listen to each other" – prompt.</p>	<p>Self-Regulation</p> <p>Accurate and Coherent Narrative</p> <p>Self Esteem</p> <p>Feeling Understood</p> <p>Feeling Emotionally Supported</p> <p>Feeling Safe</p> <p>Emotional Literacy</p> <p>Joy in Living</p>

	<p><i>Kind hands is an abstract concept for pupils with SEND – for these pupils you need to give instructions that are concrete – a good idea is for the instruction to be so clear you could easily draw the instruction.</i></p> <p>Acknowledge the child’s feelings and frustrations. Listen to their explanations even though you may not agree with what is said – time.</p> <p>Help children learn effective problem solving, communication and conflict resolution skills – prompt, change, time.</p> <p>Use logical consequences or withhold privileges when rules have been broken “I can’t let you play on the iPad as you broke the computer when you threw it”.</p> <p>Acknowledge children’s appropriate behaviour “thank you for helping me put away all the paint – that was really kind.”</p> <p>Time out should be limited and only really used to help a child regain composure. Briefly explain the action and send the children to a quiet space to reflect and regain emotional control – change.</p> <p>Continue to ignore behaviours that, while inappropriate, are not likely to cause harm to the child or others. When children end the undesirable behaviour be sure to give them some form of attention or acknowledgement. “Thank you Matthew for sitting at your desk.”</p>	
<p>The years between 9 and 12 mark the end of childhood and the approach of adolescence and puberty. It is during these years that adults need to change their disciplinary style so that children begin to assume gradual responsibility for their own behaviour and parents become less controlling. It is important to remember that we will have children that go through puberty whilst their developmental cognitive and emotional age is much younger.</p>		
<p>9 – 12 years</p>	<p>Focus on children’s positive behaviours and let them know often that you appreciate their efforts to behave in a responsible manner – “you had great cooperation with Simon in maths”</p> <p>Involve children in setting appropriate limits and expectations and enforce them consistently. Children are more likely to abide by rules if they have helped set them.</p> <p>Take time to hear children’s side of the story before passing judgement. Let children know that you understand how they feel; however, doing so doesn’t necessarily suggest that you accept this behaviour – time.</p>	<p>Social Responsiveness</p> <p>Joy in Living</p> <p>Emotional Literacy</p> <p>Accurate and Coherent Narrative.</p>

	<p>Provide unconditional support. Everyone makes mistakes, and children are still in the process of learning to make sound decisions.</p> <p>Main an open dialogue with children and encourage them to talk about their concerns and feelings – time.</p> <p>Help children develop and use problem-solving and conflict-resolution skills to make responsible choices – time.</p> <p>Use only natural and logical consequences to reinforce compliance with behavioural expectations. Not being allowed outside to play as they won't put their shoes on – natural consequence. Not being allowed to go on the computer at the end of the day as the day before they were late for their taxi as they didn't come off it – logical consequence. Doing community service in school for breaking a window – logical consequence.</p>	
<p>Teens need and want continued adult support, protection, respect, and guidance in making sound decisions. At the same time, adults can promote adolescents quest for autonomy by gradually relinquishing control and involving them in decision making. Pupils with high functioning autism can learn some things quickly and easily, but sometimes they learn by rote. This means there may be limited understanding of what they have learnt and how to use it in different situations.</p>		
<p>13 – 14 years</p>	<p>Let teens know that you are available to talk and that you will listen. It isn't necessary to agree but respect their opinion, repair and rebuild relationships and help understand why the rule is needed – time.</p> <p>Choose your battles – decide which conflicts are the most important to address. Adolescents face a host of new experiences and must learn how to make responsible choices. Accept that they won't always make the right decision but encourage them to learn from their mistakes – time.</p> <p>Involve them in establishing rules, responsibilities and consequences for unacceptable behaviour. Enforce rules consistently to build respect and accountability – time.</p>	<p>Self Esteem</p> <p>Joy in Living</p> <p>Social Responsiveness</p> <p>Accurate and Coherent Narrative</p> <p>Feeling Understood</p>
<p>15 – 16 years</p>	<p>Negotiate to reduce frequent disagreements and help them understand the rational for a rule; involve them in defining the behaviour in question, identifying reasonable solutions, arriving at a mutual decision, implementing, enforcing and monitoring how well the solution is working.</p> <p>Use logical consequences to reinforce expectations.</p> <p>Acknowledge and reinforce responsible behaviour.</p>	<p>Self Esteem</p> <p>Joy in Living</p> <p>Social Responsiveness</p> <p>Accurate and Coherent Narrative</p>

	Address harmful or risky behaviours in a direct, firm and consistent manner – School Ethos and Rules.	
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 How do you feel?



Scared



Jealous



Confused



Tired



Worried



Poorly






Angry

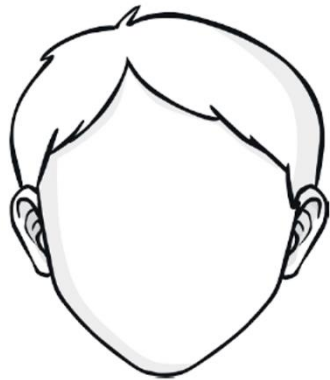


Excited



Nervous

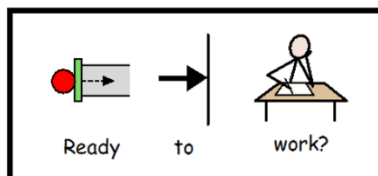
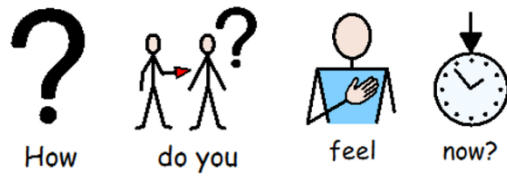
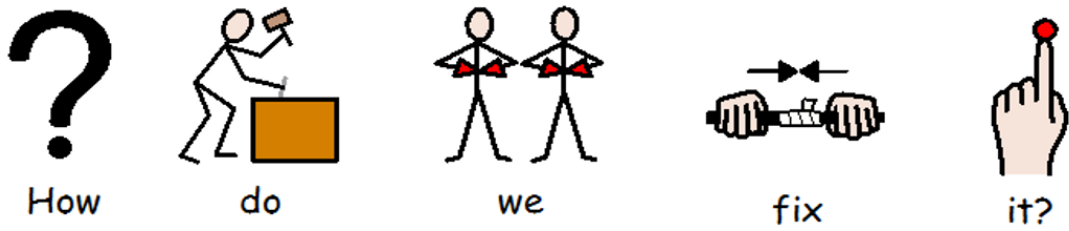
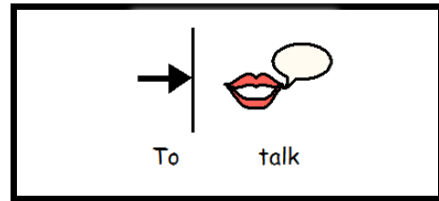
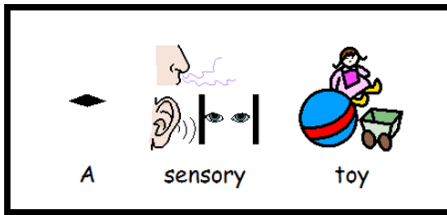
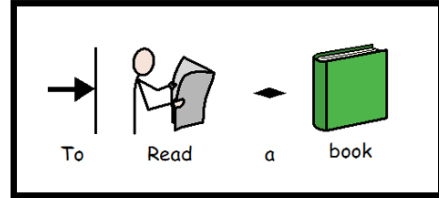
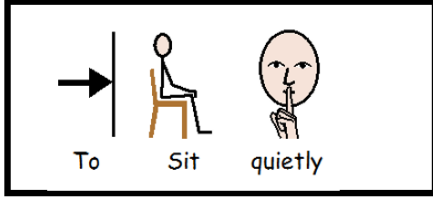
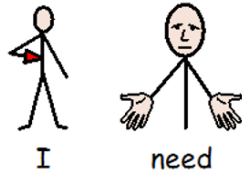



 How do you feel?






 How do you feel?





FUNCTIONAL BEHAVIOUR ASSESSMENT

DIRECT OBSERVATION

Date, period and subject:
Staff Present:
Pupils Present:
Observer:

Antecedent	Behaviour	Consequence
Possible Cause:		
Possible Cause:		
Possible Cause:		
Possible Cause:		