



Supporting Behaviours Policy Incl. Behaviour Principles

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| Policy Owner | Maxine Ursell/ Janine Rivers |
| Role | Assistant Headteachers/ Team Teach Tutors |
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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 | 27/03/2023 – 945 | Mica Coleman Jones |
| June 2024 | June 2023 | J Lacey | | 19/06/2023 - 960 | <i>Mica Coleman Jones</i> |
| | November 2023 | M Ursell | Clarification of emphasis on positive | 27/11/2023 – 991 | <i>Mica Coleman Jones</i> |

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|--|--|--|--|--|--|
| | | | behaviour support in Team Teach Approach. Removal of term 'kind hands' from rules: reworded to remove any abstract language. | | |
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BEHAVIOUR PRINCIPLES

CHAIR OF GOVERNORS

MICA COLMAN JONES

Written Statement of Behaviour Principles from the Governing Body

Brackenfield SEND School caters for a wide range of pupils with varying levels of need; communication and cognition. We recognise the importance of personalised outcomes for each of our young people and supporting all pupils to have an independent life as much as possible. Brackenfield's fundamental aim is to support pupils to develop functional lifeskills so that pupils leave ready to transition to the next stage in their lives.

As a school we recognise that all of our pupils are vulnerable and are more likely to experience Social Emotional and Mental Health difficulties (SEMH) as a result of their specific learning needs. For some young people other factors; such as experiencing trauma; also increase the risk of experiencing SEMH. Therefore, we appreciate that at times our pupils may find it difficult to respect our school values. We recognise that above all Brackenfield is a learning environment and we continually support and teach our pupils to respect these values.

To the Staff Body

In order to support the SEMH needs of all our pupils you operate an attachment aware approach with a shared understanding that behaviour is a method of communication. You recognise that people's behaviour is shaped by their attitudes and experiences and in order to change behaviour you have to first understand the root cause of the behaviour. You also appreciate that due to some pupils' complex and varied learning needs and life experiences that some pupils may always display behaviour that is challenging.

You understand that the expectations and stresses of school life and home life can cause anxiety for our pupils which results in displays of challenging behaviour. You support our pupils to make appropriate choices whilst recognising that this can be difficult for our pupils due to their needs and experiences. If pupils display challenging behaviour you take action to ensure that all peoples' rights are respected. The overarching message that you continually give to all our pupils is that we care too much about them to allow their rights to be disrespected.

To Our Pupils

At Brackenfield you will all receive an education. You will be cared for and kept safe. You will always be treated fairly but this does not mean we will treat you all in the same way. Being fair means that we will do our best to give you all what you need to be successful. What you may need and what someone else needs may be very different. We recognise that you are all individuals, and we make sure that we offer you an education and environment that is right for you. You all have a voice, and we will always listen to you. We understand that sometimes you may find it difficult to use your voice to tell us what you need; we will always try to understand what you are telling us.

Our Promise as a Governing Body

We will support the Headteacher and Staff Team to ensure that every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others. We will not tolerate any form of discrimination towards pupils, staff, visitors or within in our own governing body. We will ensure staff and volunteers always model an excellent example to pupils. We will support the staff body to positively support behaviour inline with the behaviour policy. We will uphold our duty as a governing body to ensure that suspensions and permanent exclusions will only be used as a last resort, and only when they are likely to have an impact on changing behaviour or ensuring the safety of pupils and staff. We will support the staff team to help pupils take responsibility for their actions where this is cognitively appropriate. Finally, we emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Mica Coleman Jones

Chair of Governors

A handwritten signature in black ink that reads "Mica Coleman Jones". The signature is written in a cursive style with a large initial 'M'.

SUPPORTING BEHAVIOURS POLICY

DEPUTY HEADTEACHER

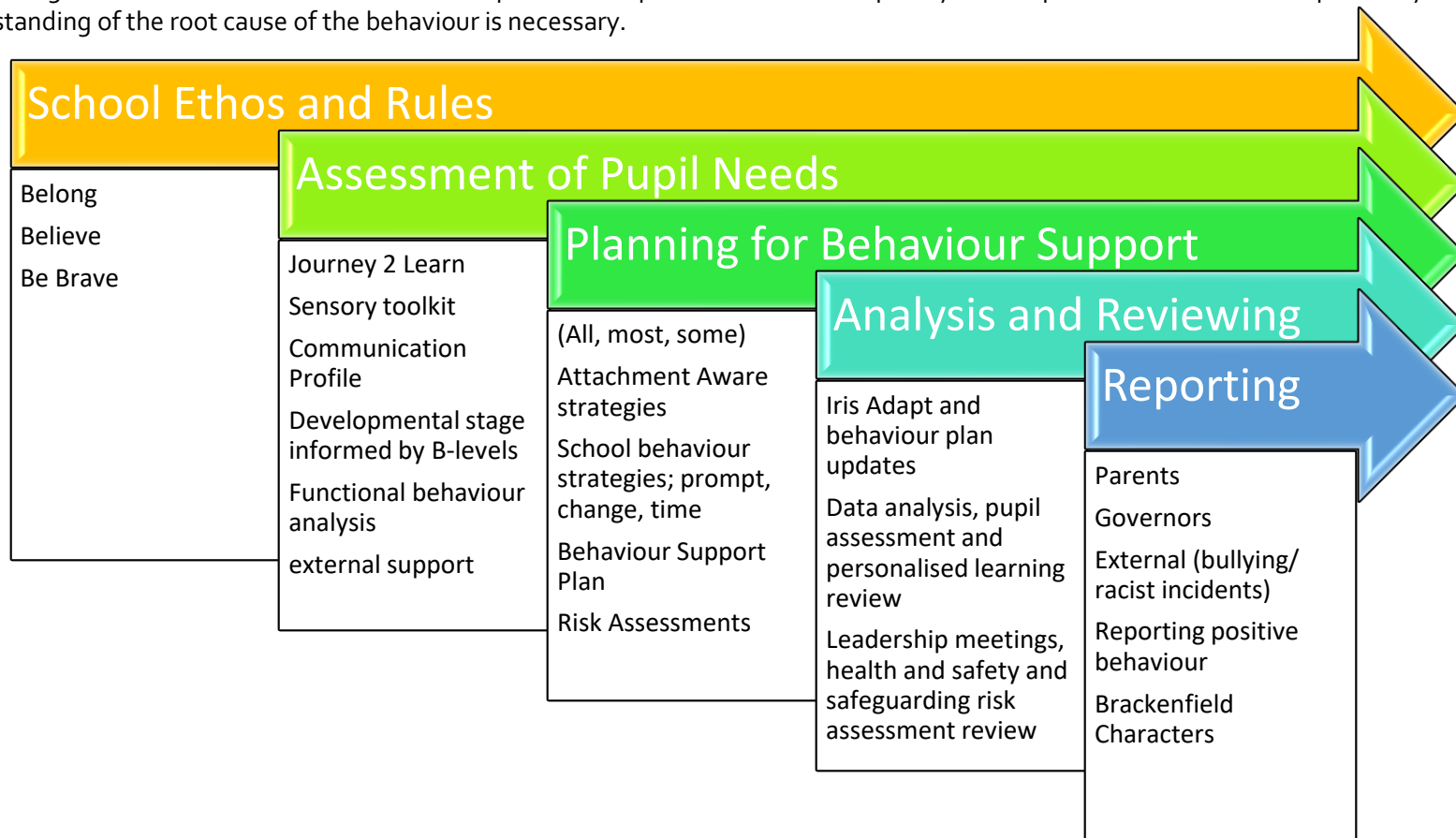
SOPHIE EVITTS

Introduction

Brackenfield Special School caters for a wide range of pupils with varying levels of need, communication and cognition. We recognise all behaviour is form of communication and there is no such thing as a 'naughty child'. We recognise the importance of personalised approaches and understanding the attachment needs of all pupils to proactively support them. Each pupil has a personalised behaviour support approach, based on their attachment and wellbeing, sensory, communication and behavioural needs.

Brackenfield SEND School recognise that pupils with learning difficulties are vulnerable and are therefore more likely to experience Social Emotional and Mental Health difficulties (SEMH). For some pupil's other factors such as experiencing trauma also increase the risk of experiencing SEMH. Being attachment aware and understanding that behaviour is communication is important. People's behaviour is shaped by their experience and in order to positively support behaviour an understanding of the root cause of the behaviour is necessary.




This Policy Covers



Ethos, Rules and Creating a Safe and Nurturing Environment

All staff promote and uphold an attachment aware approach, recognising the importance of relational and restorative practice. All staff promote a safe community where all pupils keep themselves, friends and others safe. There are a wide range of strategies used due to the differing cognitive and developmental stage of pupils.

All our pupils and staff promote our ethos:

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

The following attachment aware strategies are embedded throughout the school; through environmental adaptations, culture and responding to communication needs.

- Minimal and simple language
- Minimal visual stimulation as not to over stimulate or cause confusion
- Holistic Sensory Environment
- Total communication approach
- No backs to the doors in classrooms
- Minimal transitions in the day/ classroom based timetable
- Keyworker model
- Personalised Learning Intentions linked to emotional development/ regulation
- Routine/ repetition for all pupils
- Staff CPD to understand needs of Complex and Severe Learning Difficulties pupils
- Home school communication to understand holistic picture for pupils
- Holistic assessment of pupils; communication, attachment, sensory, cognition
- Familiar adults for all pupils
- No unstructured time to support regulation and positive interactions
- Detailed/ high vigilance safeguarding culture, understanding vulnerabilities of SLD and exploitation/ abuse etc.
- All staff trained in Team Teach and emotion coaching script (5 to Thrive)

Brackenfield's approach is underpinned by the core Team teach message: that 95% of Behaviour support should focus on Positive behavioural support and only the remaining 5% is diversion and de-escalation, of which only 1% would be management of crisis situations.

ASSESSMENT OF PUPIL NEEDS

Identifying and Understanding Pupils' Needs

Teachers and support staff have a clear understanding of pupils' needs in their class, providing an environment for pupils to establish effective and trusting relationships with staff, co-/ self-regulate, express themselves and thrive.

The following tools support staff to identify pupil need, including the right approaches to pro-actively support regulation and in turn behaviour:

- Journey 2 Learn and wellbeing profiles
- Behaviour Support Linked to Development Stage and Journey to Learn
- Sensory Toolkits and Diets
- Communication profile and passport
- Behaviour plan and risk assessments

In addition the All About Me assessments, we use the following strategies to identify functions of behaviour:

- Functional Behaviour Analysis
- External health and behaviour referrals
- External wellbeing and behaviour referrals

Journey 2 Learn and wellbeing profiles

The Journey 2 Learn is a toolkit based on Maslow's Hierarchy of Needs and the Mending Hurts model of trauma recovery by the Kate Cairns Associates.

Journey 2 Learn provides school staff with a framework to assess pupils readiness for learning and state of wellbeing, mapping out a pupil's progress through the hierarchy. Based on the premise that behaviour is communication, J2L is used to interpret the message to understand the root cause of behaviour. J2L provides a 'one stop' assessment for the class team that enables targeted interventions that meet individual pupils needs and aiding their success.

J2L is completed by the team around the child, the collaborative assessments provide a holistic overview of the child. The key part of completing the assessment is the narrative it creates between the staff team supporting the child. This narrative builds a comprehensive picture of the child's journey to this point and where the gaps in relationship building and the ability to regulate within the 9 stages.

The 9 stages are:

1. Feeling safe
2. Feeling understood
3. Feeling emotionally understood
4. Self-regulation
5. Emotional literacy
6. Accurate and coherent narrative
7. Social responsive ness
8. Joy in living
9. Self esteem

The toolkit provides the results in graph form, which support staff to identify the weakest area of support needed for a pupil. The toolkit helps staff identify strategies for each of the 9 areas, which can be implemented in the classroom.

This information is then summarised in the pupil's wellbeing profile, which is reviewed regularly and updated with key changes/ life events happen in a pupil's life.

JOURNEY TO LEARN (J2L)

This document was last reviewed on: Click or tap to enter a date.

| | | | |
|--|--|--|--|
| NAME: | | DATE: | |
| Primary wellbeing area(s) of need (J2L focus): | | | |
| | | | |
| Proactive Support Strategies | | | |
| Environmental changes: <i>Space in classroom, access to motivators, transitioning to new spaces, time outside</i> | | | |
| Relationships/Familiar Adults: | | <input type="checkbox"/> Can cope with change <input type="checkbox"/> Routine and structure consistently <input type="checkbox"/> Requires walking through change <input type="checkbox"/> Process time for change <input type="checkbox"/> Visual reminders for change | |
| Routine/Change: | | | |
| When change happens, we should: | | | |
| Internal Wellbeing Sessions | | | |
| Reason for referral: | | | |
| Session (Staff initials): | | | |
| Session start date: | | | |
| External Services involved: | | | |

See the [Journey 2 Learn How to Guide](#) for additional information

Behaviour Support Linked to Development Stage and Journey to Learn

A number of our pupils also experience attachment difficulties due to their early and continuing life experiences, and also could be related to their SEND; this will have a significant impact on their ability to self-regulate. The action in Behaviour Support has been linked to developmental stage and relevant area of need from the Journey to Learn profile. Within the Journey to Learn you will find proactive strategies to support the identified attachment needs. This has also been linked to 'in the moment' approaches to behaviour support; Change, Prompt, Time.

[Click here](#) to access the detailed table detailing:

| Developmental Stage | Behaviour Support | J2L reference |
|---------------------|-------------------|---------------|
| | | |

Sensory Toolkits and Diets

One of the biggest causes of behaviour may be down to the sensory needs of the pupil. At Brackenfield we have worked with Derbyshire County Council and the NHS to develop the sensory needs toolkit which allows us to observe a pupil's behaviours which may indicate sensory avoidance or sensory seeking preferences. Each pupil has a personalised sensory toolkit and diet which outlines strategies and information to support the sensory needs of the pupil.

SENSORY DIET

This document was last reviewed on: [Click or tap to enter a date](#)

| PUPIL NAME: | DATE: |
|-----------------------|-------|
| My sensory needs are: | |
| I really like: | |
| I dislike: | |
| Classroom equipment: | |
| Light snacks: | |
| Main meals: | |

| | | |
|---|---|--|
| Light Snacks – activities I need access to all the time | Main Meals – activities I need planned in at specific times | Classroom Equipment – items I need to support my sensory needs |
|---|---|--|

Communication profile and passport

We have developed a communication profile tool which encompasses different assessment systems to compile a communication passport for each pupil which can be used to provide a practical and person-centred approach to passing on key information about people with communication difficulties who cannot easily verbalise for themselves.

Assessments include:

- PECS
- Pre-Communicative Behaviour
- Imitative Skills
- Informal Communicative Behaviour
- Formal Communication Skills
- Universally Speaking
- Intensive Interaction Level

This describes the pupil's most effective and preferred means of communication, so that others can be better communication partners. This helps staff and conversation partners get to know the pupil. Others can then interact and respond consistently to help the pupil understand the world around them and get the best out of what communication abilities they do have.

Planning for Behaviour, Behaviour plans and Risk Assessments

Some pupils require an individual Behaviour Support Plan which details how to support them proactively, suitable de-escalation strategies and any relevant positive handling strategies. A visual of the pupils' behaviours against an arousal curve is used to support staff recognising when a child is escalating.

Using information and analysis from Iris (our behaviour recording system) we can look at the de-escalation strategies that have worked successfully with pupils. This forms the basis of the behaviour support plan (BSP) and from this we are able to articulate what strategies do and do not work with individual pupils. The second part to our BSP outlines positive handling strategies (Team Teach) are effective for individual pupils. The final part of the BSP outlines an Arousal Curve. This looks at pupil behaviours, known triggers and effective staff responses or control measures to support de-escalation of behaviours at each stage. This is a live document which is reviewed after any further Restrictive Physical Interventions or major incidents.

As part of the BSP, there are pupil specific risk assessments in place based on previous or known behaviours in certain situations.

BEHAVIOUR SUPPORT PLAN

This document was last reviewed on: Click or tap to enter a date.

NAME: _____ DATE: _____

De-escalation Strategies (please check all that will work):

- | | |
|--|--|
| <input type="checkbox"/> Acknowledgement of feelings | <input type="checkbox"/> Planned ignoring |
| <input type="checkbox"/> Active listening | <input type="checkbox"/> Positive/Contingent touch |
| <input type="checkbox"/> Appropriate humour | <input type="checkbox"/> Time out directed |
| <input type="checkbox"/> Calm body language | <input type="checkbox"/> Time out offered |
| <input type="checkbox"/> Calm talking | <input type="checkbox"/> Reassurance |
| <input type="checkbox"/> Change of face | <input type="checkbox"/> Reminders of success |
| <input type="checkbox"/> Change of space | <input type="checkbox"/> Restorative Justice |
| <input type="checkbox"/> Choices/options offered | <input type="checkbox"/> Setting clear boundaries |
| <input type="checkbox"/> Diversion and distraction | <input type="checkbox"/> Use of sensory room |
| <input type="checkbox"/> Giving time/space | <input type="checkbox"/> Verbal advice and support |
| <input type="checkbox"/> Negotiation | <input type="checkbox"/> Visual aids |

Any further information about de-escalation strategies:

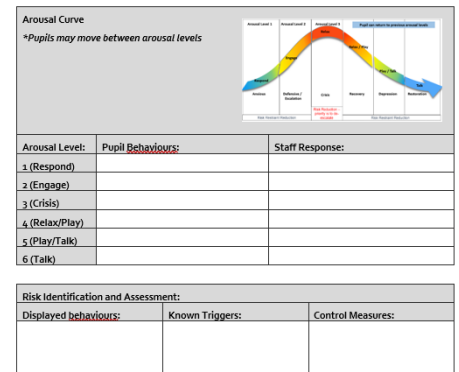
Positive Handling strategies (Team Teach)

Please provide a clear and concise statement about the positive handling strategies that can be used on the named pupil.

This should provide clear direction for any member of staff around the use of physical interventions.

A reminder of positive handling strategies

Escorting:
 Friendly hold (1 and 2 person)
 Single elbow (1 and 2 person)
 Figure of four (1 and 2 person)
 Double elbow (1 and 2 person)
 Small child escort (1 and 2 person)
 Half shield (1 person only)



Alongside behaviour risk assessments are the Harmful Sexual Behaviour (HSB) risk assessments. Harmful sexual behaviours (HSB) are developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

Reducing the Need for Restrictive Physical Interventions

At times our pupils display challenging behaviour which requires the use of reasonable force to keep themselves and others safe. Reasonable force at our school means using physical contact by a member of staff on a pupil to control or restrain their actions/movements in order to prevent or stop (1) a pupil from committing any offence, (2) a pupil causing personal injury to any person including the pupil themselves, (3) damage to property, or (4) disruption to education and good order at the school. Reasonable force can also include physical restraint. 'Reasonable' means using no more force than is necessary and this force should be appropriate and proportionate.

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 in house Team Teach Tutors who are members of the Senior Leadership Team

To reduce the need to physically intervene all pupils have an Education Plan on BOOP which includes links to their behaviour support plan, any risk assessments in place, their sensory diet, their journey to learn and their communication toolkit. Within all of these documents there is a clear description

of preferences, motivators, communication level and areas for development including key information, likes and dislikes.

PLANNING FOR BEHAVIOUR SUPPORT

Behaviour Education for Lifelong Learning

Our curriculum is designed to develop functional life skills and prepare for adulthood. The following table maps out how the ethos complements the curriculum with additional information on strategies which are used by staff to support functional life skill development.

| Ethos Statement | Our Rules | Functional Lifeskills | Strategies to Support Behaviour | Map to Curriculum | Characters |
|-----------------|--|---|---|---|--|
| Belong | <i>Caring for each other; helping each other; wearing our uniforms</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 • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Independent Living • Friends, Relationships and Community • Good health | <ul style="list-style-type: none"> Kindness Cooperation Courage Resilience Determination Curiosity |
| Believe | <i>Trying our hardest; treating everyone fairly;</i> | <ul style="list-style-type: none"> • Appropriate touch • Self-regulation strategies • Share • Express emotions • Develop empathy • Respect others | <ul style="list-style-type: none"> • Positive reinforcement and praise of characters | <ul style="list-style-type: none"> • Good Health • Independent Living • Employment • Friends, Relationships | <ul style="list-style-type: none"> Kindness Resilience Cooperation |

| | | | | | |
|----------|--|--|--|---|---|
| | <i>listening to each other</i> | <ul style="list-style-type: none"> • Focus on work • Develop a work ethic | <ul style="list-style-type: none"> • Support with naming emotions and with narrative around emotions | and Community | Honesty |
| Be Brave | <i>Never giving up; trying even when we find something hard; telling the truth</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"> • 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 | <ul style="list-style-type: none"> • Good Health • Independent Living • Employment • Friends, Relationships and Community | Kindness Resilience Honesty Courage Determination |

Restoring and Rebuilding

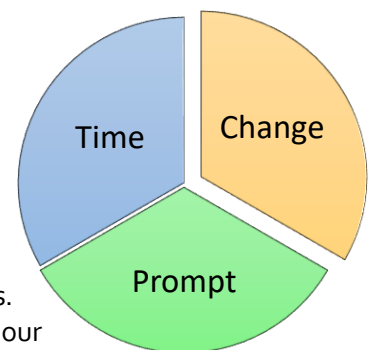
At times our pupils will make choices which means they have not kept to the ethos of the school. Where appropriate we operate a restorative justice approach which allows all parties to contribute to a solution and helps our pupils with their problem solving. Social stories; circle time; reflective report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

See Behaviour support resources for [restorative justice pack](#).

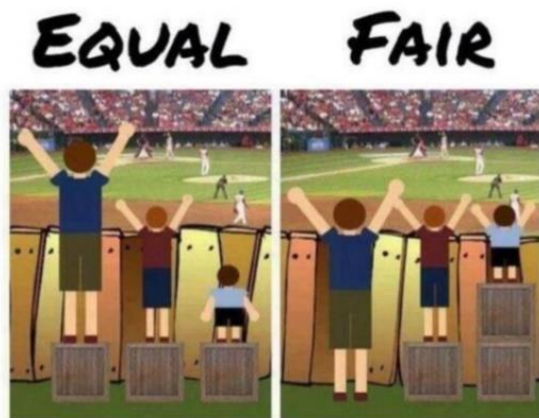
Positive Support Framework; Change, Prompt, Time

When sensory toolkits, Journey to Learns and communication profiles are implemented, pupils should be regulated, however when there is a change of behaviour or periods of dis-regulation, staff utilise the model of Change, Prompt, Time.

All of our pupils are developmentally 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.



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 fair rather than equal 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.

Below is further guidance on how the Positive Support Framework 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. Support strategies will look different for informal and semi-formal pupils.

In the moment, we will use a range of the below strategies and following behavioural incidents, staff will reflect and evaluate the holistic assessments around the child (sensory toolkit, journey to learn, communication profile, developmental progress, personal circumstances/ safeguarding information) to identify possible triggers or antecedents for the change in behaviour to implement proactive strategies to support regulation.

Informal

Informal pupils are 'learning to be'. This gives the learner the chance to discover who they are through their own actions and their consequences. It allows pupils to make mistakes in a trial and error process, continuing to recognise behaviour is communication and should be treated as such.

Teachers are not trying to modify behaviour of pupils, instead inviting pupils to be free to reject experiences and people not liked and encouraged to learn how to express such preferences positively.

Pupils are positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning. As an approach, it is paramount each pupil is at the centre, knowing if a problem arises, it is the curriculum offer which needs to change, not the pupil.

Demand is low in an informal approach. The learners are free to do whatever they please (within reason of personal care and safety implications), so long as not to cause harm to themselves, others or significant damage to property. Staff facilitate learning opportunities inviting learners and recognising their choice to abstain or commit.

The following table gives examples of behaviours and possible actions, however this will be on a case by case basis and actions are not hierarchical, but utilised to support pupils returning to a state of regulation, be it self-regulation or co-regulation.

| Colour | Actions | Example Behaviours |
|-----------|---|---|
| Prompt | Offering preferred activity / motivator; simple verbal prompt; hand over hand; physical prompt; take up time; removing all language and over stimulation i.e. noise, visual, touch etc. | <ul style="list-style-type: none"> • Periods of visible distress without an identified trigger • Difficulties with transitions • Refusal to move/ respond to usual routine • Refusal to give up particular/unsuitable objects • Behaviour that may harm themselves or others or cause damage to property |
| Change | Activity; task; sensory input; peer; space; support; staff member. Support with simple verbal prompt/ visuals signs | |
| Time | Sensory input; change of space; offering preferred activity / motivator; | |
| Exclusion | Use of alternative provision or part-time timetable Permanent Exclusion. Fixed Term Exclusions and Permanent Exclusions are carried out in line with DfE Guidance . | Behaviour patterns that cause significant harm to themselves or others, that involve significant peer or staff assault or cause significant damage. |

Semi-formal

Semi-formal pupils are doing to learn. The semi-formal approach enables pupils to develop independence and functional life skills using real life experiences. This includes relationship management, mental health and regulation management and finding solutions to support in these in the moment. Through our semi-formal approach, pupils learn skills and strategies to self-regulate, access the community and interact, play and socialise with other people without high levels of anxiety.

Pupils are taught to problem solve by adults “sabotaging” the activity once the initial skill is embedded. This might look like running out of bread to make toast for breakfast – pupils would be supported to solve this problem. In shopping this might look like not having enough money to get everything on the list. In friendships, this might be a peer not wanting to do the same activity as you or disagreeing with your preference/ opinion.

These real-life problems will be resolved with a restorative approach and reasonable, proportionate and necessary consequences. It is important pupils learn they can solve their own problems, seek help and reassurance as well as rectify their choices through a restorative approach. Being able to manage and resolve conflict is an important life skill for all our pupils, minimising the feelings of shame and guilt which come with attachment and development impairment.

The following table is not exhaustive, but gives examples of behaviours actions staff may take, however responses to behaviours will also be in line with behaviour plans:

| 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, behaviour that may harm themselves or others or cause damage |
| 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, behaviour that may harm themselves or others or cause damage |
| Time | Restorative justice; time used to address the specific issue; social story; emotional literacy work; parents informed; revisit school rules and expectations; work completed. May involve time with: SLT; MLT; a different class or pathway; 1:1 staffing. May involve time after school or work being sent home. | Out of lessons; non completion of work; continued disruption; verbal abuse towards staff or peers, behaviour that may harm themselves or others or cause damage. |
| Exclusion | Fixed term exclusions (must have a suitable re-integration process) Use of alternative provision or part-time timetable Restorative justice; report; revisit school rules and expectations Permanent Exclusion. | Conscious significant damage; conscious significant peer or staff assault; conscious and continued significant disruption of peers learning continued bullying, racist, homophobic or sexist abuse; |

Fixed Term Exclusions and Permanent Exclusions are carried out in line with [DfE Guidance](#).

Brackenfield Characters and Rewards



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

Due to the abstract nature of the Characters, there are simple definitions to support cognitive load:

| Brackenfield Characters | | | | | | | | | | | | | |
|-------------------------|----------------------|------------|----------------|-------------|-----------------------|---------------|----------------------------|---------|-------------------|-----------|--|---------|------------------------------------|
| Kindness | | Resilience | | Cooperation | | Determination | | Honesty | | Curiosity | | Courage | |
| | To look after others | | To not give up | | Work well with others | | Set a goal and stick to it | | To tell the truth | | Take interest in your world around you | | To be brave when something is hard |

There are stickers for instant recognition of Character development, naming it in the moment to help pupils recognise their skills. The Headteacher has an open-door policy for Headteacher Awards, so pupils can visit to receive an award, sent home to parents, to recognise their successes and achievements.

Both character recognition and Headteacher awards are recorded on BOOP.

Character development is analysed as part of quality assurance, to ensure pupils are exposed to these opportunities.

ANALYSIS, REVIEWING AND REPORTING

Recording and Reporting

All incidents of challenging behaviour are recorded on Iris Adapt on the day of the incident. Staff members fill in information about what happened before, during and after the incident. Staff also describe on the intensity scale of the incident:

| | |
|-----------|--|
| Mild | No aggressive or violent behaviours. Has little to no impact on others. Does not put others at risk. |
| Moderate | Threats of aggression or violence. An action that has not caused an injury. Has an indirect impact on others such as noise being a trigger for others' behaviours or distracting others during incident. |
| Difficult | Aggression towards self or others which may cause a minor injury which could need some minor first aid. Throwing items or tipping furniture which may put others or self at risk of significant harm. Absconding to an unsafe place within school or climbing on something inappropriate / beyond a safe height. Displaying behaviours that neglect self-dignity such as removing clothes, flashing etc. |
| Severe | Aggression or violence which results in a significant injury that requires medical attention. Behaviours that put self or others at risk of significant harm. Actions that result in significant damage that means a space becomes unusable. Absconding when out in the community. |
| Critical | A behaviour that results in an emergency services intervention. An action that results in an injury requiring the accident and emergency department of a hospital. Absconding when out in the community the results in emergency services interventions. |

Any physical interventions need to be recorded on Iris Adapt as part of the overall incident. Staff members make the decision on whether the physical intervention was a guide (minimal resistance from the pupil); control (moderate resistance from the pupil) and restraint (rigorous resistance from pupil). All restrictive physical interventions are communicated to parents on the day of the incident. All physical interventions are reviewed by an SLT member who is a Team Teach Tutor on the day of the incident or as soon as possible after. Feedback is given to the staff member(s) as to whether the physical intervention was viewed to be necessary, reasonable and proportionate and further actions will be determined from a result of this review.

When there has been a Restrictive Physical Intervention, parents are called and informed every time. Parents are also consulted regarding behaviour plan updates. Through parent reports we inform parents about RPIs and behavioural incident frequency, and compare this to the previous 10 weeks in

relation to:

| | |
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| Increasing | |
| Remaining the Same | |

| | |
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| Decreasing (or zero) | |
| Not Applicable | |

We inform parents of the following:

Behaviour Incidents Progress

Our pupils have complex learning and communication needs and therefore will sometimes display challenging behaviours. Please be assured that the school is always actively supporting pupils with their behaviour and if this is increasing there is likely to be many reasons around this.

Restrictive Physical Interventions Progress

Very occasionally a pupil will display such challenging behaviours that staff need to physically intervene to keep the pupil safe, others safe or prevent extreme damage to property. If your child has been involved in an RPI you will receive a letter that day explaining what has happened and why. This also gives the option for further discussion.

Using Behaviour Data to Inform Practice

Behaviour Support is quality assured in several ways, for example class team debriefs and support and guidance from Pathway and Senior Leads. Relationships with home are considered vital and regular contact is used to ensure information is shared and to provide support. This is done through phone calls or emails as the home-school diary only communicates positive messages and should not be used to comment on challenging behaviour.

Weekly Senior Leadership Team behaviour briefings are used to highlight and review any severe or critical incidents as well as pupils with high numbers of incidents. At each 10 week data drop a child's incident data is RAG rated and information on this provided to the class team. The aim is for each / highlighted pupils to have a 25% reduction in behavioural incidents each 10 week period. This information is discussed as part of teacher performance meetings 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.

Further Information and Guidance

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](#)
- [Team Teach Website](#)
- [Personal Development Policy](#)

APPENDIX: DEVELOPMENTAL STAGE AND JOURNEY TO LEARN

| Developmental Stage | 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 | <p>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.</p> <p>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.</p> | Feeling Understood Self-Regulation |
| 4 – 8 months | <p>Maintain consistent eating and sleeping schedules to reduce crying and fussiness.</p> <p>Create a safe environment so mobile infants don't get into items or situations that could cause harm – change.</p> <p>Remain calm when responding to a fussy infant.</p> | Feeling Safe Feeling Emotionally Supported Feeling Understood |
| 8 – 12 months | <p>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.</p> <p>Give attention when behaving appropriately "you rolled the ball really far" "you came when xxx asked"</p> | 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> | | |

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 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.

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| <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> |

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.

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| <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>Redirect the child’s activity: if the child is throwing sand ask them to help you sweep the sand back into the sandbox – change.</p> | <p>Joy in Living</p> <p>Social Responsiveness</p> <p>Emotional Literacy</p> |
| <p>4 years</p> | <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> |
| <p>5 years</p> | <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> |

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.

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| <p>6 – 8 years</p> | <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><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</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> |
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| | behaviour be sure to give them some form of attention or acknowledgement. "Thank you Matthew for sitting at your desk." | |
| <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> | | |
| 9 – 12 years | <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>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>Social Responsiveness</p> <p>Joy in Living</p> <p>Emotional Literacy</p> <p>Accurate and Coherent Narrative.</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.

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| <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 rationale 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>Address harmful or risky behaviours in a direct, firm and consistent manner – School Ethos and Rules.</p> | <p>Self Esteem</p> <p>Joy in Living</p> <p>Social Responsiveness</p> <p>Accurate and Coherent Narrative</p> |