Positive Behaviour Policy

Reviewed and Amended: 8 February 2024

Copies of this policy are also available in other languages on request.

Positive Behaviour Policy (Relational Behaviour Policy)*

Contents

Rationale

At Seven Hills, we value our young people as unique individuals who should always be treated with respect and care. ~~Our~~ students can thrive to develop as happy and caring ~~young people~~ individuals within their communities.

Our *Relational Behaviour Policy* acknowledges the complex needs of our learners and how this affects their ability to regulate in order to engage with their learning and with others. We aim take a preventative, holistic and personalised approach to behaviour that encompasses sensory processing, trauma informed approaches, communication, positive behaviour strategies and appropriate environments. This policy builds upon our culture and ethos, using Trauma Informed approaches where relationships are at the heart of every interaction.

Objectives

- Create a climate built on mutual respect and shared expectations, which promotes learning to the highest level possible for each person.
- Ensure pupils and staff can work in a safe, happy and supportive environment.
- Embed a culture where every member of staff makes a positive contribution to improving pupils' behaviour.

- Help pupils develop skills to identify and regulate their feelings and behaviours appropriately.
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To ensure that our school environment and interactions are trauma informed
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed approach

A trauma informed school is "one that can support young people who suffer with trauma or mental health problems and whose behaviour acts as a barrier to engagement." (TIS UK 2024). Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school.

We recognise that the impact of trauma can be presented in different ways, including through behaviours that challenge. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACEs) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has positive and supportive relationships at its heart. We believe trauma informed approaches create a feeling of emotional safety that benefits all the young people in our care.

Positive and Supportive Relationships
In the Seven Hills community, everyone is treated with dignity, respect and kindness to build safe, stable and nurturing relationships. The trauma-informed approach to building and maintaining positive relationships is based on the following four areas: Protect, Relate, Regulate and Reflect.

PROTECT at Seven Hills looks like:

- Increased 'safety cues' in all aspects of the school day, e.g. positive greetings upon arrival and in the classroom.
- Staff trained in 'PACE' modes of interaction: being warm, empathic, playful and curious to enable our young people to move out of flight/flight/freeze positions and into relationships and trust.
- Vulnerable students accessing an emotionally available adult and students know when and where to find that adult.
- Review, reflect and restorative opportunities available in several ways for staff and students to assist them in managing situations that have caused or may cause distress.
- The nurturing of students and staff so they feel valued, supported and emotionally regulated.

RELATE at Seven Hills looks like:

- A whole-school commitment to enabling students to see themselves, their relationships, and the world positively.

- Staff assigned specific duties during break and lunchtimes to ensure that all students have opportunities to develop relationships across school.
- A commitment to offering a wide variety of interventions to support students individually or within groups.
- Ensuring all students have an emotionally available adult in class
- Ensuring regular contact with every family

REGULATE at Seven Hills looks like:

- Relational support specifically designed to bring down stress hormone levels in vulnerable students, enabling them to feel calm, soothed and safe.
- All students have a support plan which captures specific regulation strategies to maintain and extend their Window of Tolerance which may form SMART ILP targets.
- Provision of emotionally safe spaces for students to access with an emotionally available adult.
- The emotional wellbeing and regulating of staff are a priority to prevent stress and/or feeling undervalued, blamed, or shamed.

REFLECT at Seven Hills looks like:
- Skills and resources to support Post Incident Learning when the young person is in the right place to engage.
- *Debriefing following incidents supports staff reflection in a non-judgemental way.*

Roles and Responsibilities: a whole school approach

The Staff and Pupils at Seven Hills School work within the agreed Codes of Conduct summarised below:

Students will:
- Try their best
- Help others
- Tell the truth
- Make good choices
- Look after each other and our school

All staff will:
- Receive regular training on the use of Trauma Informed language and strategies to support learners. This will underpin the interactions that staff have with learners across the school.
- Use the trauma informed PACE (Play, Acceptance, Curiosity and Empathy) approach to ensure all pupils with treated with respect and fairness, exercising patience and understanding irrespective of the level of challenge they present. Shouting to reprimand or control behaviour is not permitted.
- Model the actions and interactions we would expect from our pupils.
- Promote high expectations and foster a positive attitude to learning for all those they teach and work with.

- Work positively to modify behaviours that interfere with the learning environment or the learning of others.
- Provide emotional support for students who witness incidents of negative behaviour by other students.
- Provide immediate support to other staff at times when students are in crisis to ensure the safety and welfare of all and provide continuity of learning.
- Record all incidents of behaviours of concern on CPOMS in line with school policy (see appendix 2).
- Provide a supportive setting in which learners feel secure and where positive choices and effort are celebrated (see Appendix 2)
- Ensure the school environment supports regulation
- Report incidents of bullying, assault, discrimination, Child on Child abuse or derogatory language immediately to a member of SLT.

In addition –

Teachers
- Plan and deliver high quality lessons that challenge and engage students
- Lead class teams in relation to providing a Trauma Informed learning environment and building relationships with students and their families.
- Create appropriate, personalised learning activities and environments that take individual learning and sensory needs into account. These may include planning for sensory breaks, regulation tools, strategies to support regulation, creating calming zones within the classroom.
- Be proactive in supporting regulation by contributing to student support plans and associated SMART ILP targets, team reflection following incidents of concern, and supporting communication strategies.

Support staff
- Work to create a supportive and safe climate in school through use of effective behavioural strategies underpinned by Trauma Informed approaches.
- Work as part of a team to support the positive behaviour of all students
- Provide support to colleagues at all times in respect of managing challenging behaviour and supporting students during times of crisis behaviour.
- Ensure the safety and well-being of students at risk of harm as a result of the behaviour of others.
- Support student regulation through the classroom environment (including communication resources) and delivery of regulation strategies.
- Build supportive relationships with students and their families.

Leaders
- Monitor the implementation and delivery of the *Positive Behaviour Policy** and provide regular updates to Governors.
- *Ensure all staff have access to necessary information, support and training to enable them to manage behaviour and build relationships effectively in line with school policy.*
- Ensure that expectations around student behaviour and relationships across the school are high and that the management of behaviour is undertaken to the highest professional standard.

- Monitor and analyse CPOMS incidents to ensure students and staff are supported and safe.

Pathway Leads:

- Ensure approaches outlined in this policy are inclusive and meaningful for students in their pathway.
- Monitor ILP targets to develop regulation skills to ensure they are SMART.

Behaviour Support Team
- Support staff to produce and review student support plans and ensure these are communicated to all stakeholders (staff and parents/carers, transport and respite).
- Make observations of students/environments in order to ascertain any triggers for ~~negative~~ behaviours of concern where analysis of incidents has identified recurring patterns. Provide advice and guidance to staff as necessary from findings
- *Meet weekly with Pathway Leads to review and analyse CPOMS behaviour incidents and particularly where positive handling has been required, collaborate to generate recommendations that are shared with the wider staff team.*
- *Lead, monitor and/or facilitate intervention strategies designed to teach self-regulation strategies and upskill class teams in their use* <mark>*(See Intervention referral form Appendix 4)*</mark>

Working with families
We believe that our parents/carers know their child best and we are committed to working in partnership with families to identify the best ways of providing support for everyone within our school by:

- Keeping in touch with families through *regular** phone calls and through our ParentApp to celebrate achievements and keep in touch.
- Contacting families immediately if we have any concerns about behaviour to work out what this may be communicating and how the young person can best be supported. We believe our young people respond best to consistent approaches, so strategies will be shared between school and home and vice-versa. Strategies can also be shared with transport and respite to provide consistency of approach as appropriate.
- Family voice is an integral part in Student Safety and/or Support Plans.

Positive Handling
We carry out our duty of care towards pupils and use reasonable measures to prevent harm. In the great majority of cases this is achieved through high quality relationships and our Positive Behaviour Policy. However, in exceptional cases this might entail the use of physical restraint to prevent a pupil from:

- o causing personal injury to themselves or others
- o committing an offence
- o causing serious damage to property

Seven Hills uses the Team-Teach system of Positive Handling. Should there be a need for physical intervention with a pupil, **only those members of staff who have up to date training in Team-Teach should do so.** Physical intervention and the use of Team Teach recommended holds must only be used for the above reasons and never as a way of managing non-compliance.

Where a student is presenting violent behaviour the safety and well-being of students and staff is paramount. The student concerned should be given time, space and patience to enable them to control their emotions. They may need to be separated from others, but should not be held in isolation against their will; a member of staff must be with them at all times. Students must not be kept in any room behind a locked or held-closed door unless a member of staff is in the same room. If it is not possible to maintain this arrangement without risk of injury, the use of physical intervention may be the only option available.

If a physical intervention has been used, a member of staff involved should take responsibility to complete the Team Teach Report form and upload it onto CPOMS If a restraint is taking place a member of the behaviour team should be informed immediately. The member of behaviour support will inform SLT of the physical intervention. The Head Teacher must sign all Team Teach forms (Or Deputy in their absence).

When working with any pupil who poses a risk to health and safety, it is essential that staff make themselves fully aware of strategies which have been agreed for the safest management of behaviour.

In the event of any incident where a member of staff or pupil is injured,
- First aid help must be sought immediately
- A senior member of staff should be alerted to the incident
- A full report should be entered onto CPOMS as soon as possible and appropriate after the event. This should be sent to the relevant Phase Leader and any other staff on a 'need to know basis'
- An accident report form should be completed

If a pupil or member of staff is taken to hospital, the next of kin should be contacted as soon as possible with the details of the incident. The senior member of staff should take responsibility for this. It is therefore essential that all emergency contact details are given to Tracy Mycroft for the staff database and kept up to date throughout the year.

If at any time you have concerns about the health and safety or well-being of a member of staff or a pupil, please raise your concerns with either the Headteacher or any other member of Leadership team as soon as possible.

Consequences: Opportunities for learning
The recognition of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. See Appendix 1: Celebrating and recognising achievements.

At Seven Hills we believe it is important for students to clearly link a specific behaviour with its consequences. Therefore, the consequences we use must make sense to the young person in line with their individual needs and the function of their behaviour. Both natural

and logical consequences encourage individuals to take responsibility for their actions and view mistakes as opportunities for reflection and learning.

- **Natural consequences** – Cause and effect: Immediate result of an inappropriate action or poor choices allowing an individual to learn from the natural outcomes of a situation.
- **Logical consequences** – help students look more closely at their behaviours and consider the results of their choices. Eg helping to tidy up items they've thrown or being removed from a situation if they are being unsafe. Unlike punishment, where the intention is to make an individual feel shamed, the intention of logical consequences is to help students develop internal controls and to learn from their mistakes in a supportive atmosphere.

Whenever applicable, students will be supported to reflect upon their behaviour through Post Incident Learning (P.I.L) to help our young people develop awareness of their own feelings, empathy for others and regulation strategies.

The practice of removing rewards that have already been earned bears a strong resemblance to punishment or humiliation and is therefore incompatible with Trauma Informed approach.

Behaviours of concern
At Seven Hills we consider an individual's age and stage of development and define behaviours of concern as any behaviour which:

- Reduces the quality of an individual's life e.g. access to their communities.
- Reduces access to learning.
- Puts a child or young person at risk (physically or emotionally).
- Puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may be communicating that:
- The young person has needs or wants which they are not able to communicate through other means.
- The young person's physical needs are not being met – they may feel ill, in pain, hungry, hot, cold or tired.
- The young person is experiencing demands which are causing overwhelm.
- The young person is experiencing feelings such as frustration, anxiety, depression or anger.
- The young person is overwhelmed by their environment or others around them.
- The young person needs more help to understand what is expected of them.

Support for students
All students have a support plan and in cases where risk mitigation is required, a Student Safety plan. Safety plans are required when there is a risk of harm towards staff or pupils or a risk of harm to themselves e.g. absconding. Support Plans outline an individual's window of tolerance and different stages of behaviour the young person may move between. They are personalised plans identifying known triggers, outlining proactive and reactive strategies to support regulation. These strategies can form ILP targets to develop regulation skills.

All staff are expected to follow the strategies outlined in the support and/or safety plans consistently and each is shared with parents/carers and the young person. Feedback from both is captured on the plan.

If routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Behaviour Support Plan for an individual student. The class teams and behaviour coordinator are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies where necessary (e.g. Educational Psychologist, respite setting, social worker, Therapists and Medical Professionals) to identify or support specific needs. Key strategies, and known triggers, are shared with key stakeholders such as families, transport and respite.

Any Team Teach positive handling techniques that are likely to be used will be included in the plan. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

Staff are vigilant to the potential impact of crisis behaviour on the mental health and wellbeing of pupils who are present, and supportive measures will be put in place immediately to prevent harm. These may include taking students to an emotionally safe space, follow-up discussions to capture student voice and social stories.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. A range of strategies could be used when managing students presenting behaviour of concern, including:
- Distraction – e.g. focus on a different subject, encouraging student to help with a task
- Offering options – e.g. limited choice of time-out, alternative task, etc.
- Change of staff
- Guidance offered in individual student's behaviour support plans
- Humour
- Removal of Audience
- Verbal support

See Appendix 5 (classroom support flow-chart).

Sensory Processing
The way we make sense of sensory information strongly influences our ability to learn new information, self-regulate, and interact with others. Young people with SEND may have Sensory Processing Difficulties (SPD). In these instances, staff are supported to undertake basic environmental sensory audits and multi-agency advice may be sought to support from LD CAMHS, OT.

Support for staff:

- Leaders strive to ensure all staff can work in a safe and supportive environment. They will consult with staff regularly and incorporate feedback into action planning.
- All staff (and anyone in their household over the age of 16) have access to the 24-hour confidential Education Support helpline: 08000 856 148

- Following a critical incident, the welfare room is available for any staff who need space. A member of SLT or HR will be alerted to provide support and a wellness check. The class team will be debriefed and supported by a member of the Behaviour Support team and/or SLT.
- Debriefing following incidents supports staff reflection in a non-judgemental way.
- Leaders ensure all staff have access to necessary information, support and training to enable them to manage behaviour and build relationships effectively in line with school policy.

Success Criteria/Required Outcomes
- Attendance at school is above average and improving
- Negative behavioural incidents continue to decrease
- Learning walks document supportive learning environments
- Intervention monitoring documents improved behaviours for individual pupils
- Students report feeling safe and supported at school
- Parents/carers report feeling their child is safe at school and supported by staff.
- Feedback from Staff questionnaires is positive on impact markers of safety and behaviour.

Links to Other Policies & Documents
Positive Handling Policy
Health and Safety Policy
Educational Visits Policy
Risk Assessments
Exclusions Policy
Safeguarding Policy

The effectiveness of this policy will be reviewed through the systematic process of whole school self-review and evaluation. This process will include use of the following evaluation tools:
Analysis of behavioural data and incident logs (CPOMS)
~~Lesson Observations~~
Interviews and surveys of pupils, staff and parents/carers.
Learning Walks

This policy will be reviewed annually.

Appendix 1: PACE approach (Taken from Using PACE in School (oxfordshire.gov.uk)
PACE is an approach developed by psychologist Dr Dan Hughes and stands for Playfulness, Acceptance, Curiosity and Empathy. These principles promote the experience of safety during interactions with young people based on the premise that children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.
Playfulness
The purpose of playfulness is to enjoy being together in an unconditional way. Using a playful tone shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult conversations can be easier to have if

the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and it is important that the child knows you can see them beyond their behaviour. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "you hate me") it is hard not to challenge them as being wrong, but it is important to accept those feelings and acknowledge them using curiosity and empathy. Accepting feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with their viewpoint. When a child is very challenging it can be hard to do this. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity

It is important to be curious about the child's thoughts, feelings, wishes and intentions. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask: "Is it ok if I share my idea of what is going on for you?" or "What do you think was going on?", "What do you think that was about?" or "I wonder what…?" Try to be curious in a quiet, accepting tone that conveys a desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance.

EXAMPLES of PACE response: For example, if a child says "You're angry and you don't want me in your classroom", you can respond by saying "It is really hard to feel that I am cross with you, that is such a scary feeling." or extend to "I can see that it feels like I am really cross with you, that is a really difficult feeling to have. I wonder if that is really scary and that you feel you would be better off outside the classroom. Although it doesn't feel like it, I do really want you in my classroom."

Example: PACE response if a student absconds, It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that: "I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready." If they move further away from you, this is not a sign that they are disrespecting you, but they are just continuing to show you that they feel afraid. You could respond "I can see it is hard to be close to me, I will be here when you are ready."

Appendix 2 – ~~Rewards~~ Celebrating and recognising achievements.

Positive feedback should be given to students often and is most effective when linked to specific achievements (e.g. thank you for looking after Laura at break time). Generalised praise, and overuse of praise, can be demotivating for students if it is not properly 'earned'

and can become meaningless. To reinforce this feedback, various ~~rewards~~ approaches may be used, depending on the needs of the class/students:

- Individual achievements (eg achieving a target, behaviour that demonstrates kindness to others).can be celebrated in a variety of ways that are most meaningful to the young person. Celebrations can be certificates, stickers or Dojo points as visual/tangible recognition of students' achievements.
- Use of Now/Next systems
- Certificates linked to the school's values are also available and can be awarded to students who have demonstrated:
    - o Honesty
    - o Independence
    - o Respect for others
    - o Friendliness
    - o Resilience
    - o Consideration of others' wellbeing
- Praise Postcards home awarded for sustained effort and progress over a period of time (2 per week for each class as a guideline),

Appendix 3 - Recording Behaviour Incidents – Staff Guidance

When recording behaviour incidents on CPOMS please be aware that this information could be used by a range of audiences including parents, social services and other outside agencies. Recorded incidents should form a succinct log of events and actions and are not intended to capture students' motivation or behaviour triggers. Other diagnostic methods may be needed in some cases. Staff should record information at the earliest opportunity following an incident, while details are still fresh in the mind. (If incidents are stressful however, it is advisable to allow yourself time to calm down as this will help maintain objectivity).

Staff should adhere to the following guidelines:
- Record the type of incident, e.g. Verbal abuse, fighting etc.
- Record the time & date of the incident in the description of the incident. NB The date you have logged the incident will be recorded automatically.
- Include the location of incident, e.g. Phase 2 yard, classroom
- Describe incidents objectively. Present the facts relating to the incident in a succinct manner and avoid the use of emotive words or phrases. (See examples)
- Alert the behaviour support team and phase leader as well as any other relevant staff (e.g. class teacher) using the options at the bottom of the page.
- Link any other students involved in the incident using the 'Linked Students' button.
- If a restraint has taken place a separate Team Teach form should be completed (staff shared file). The Team Teach form should then be printed and signed, by hand, before being passed on the Headteacher. The Team Teach form should be uploaded onto CPOMS for the student concerned.

When recording incidents please:
- Ensure correct spelling and grammar; avoid the use of acronyms and colloquial words/phrases
- Use the correct terminology for body parts.
- Include the name(s) of students and staff rather than using initials.

- Do not record swearing as it was said. Instead, use first/last letters and blank out the rest of the word (e.g. 'Stupid b*****d')
- If you are the author of the incident, please write in 3rd person. For example, 'Jo Bloggs (Dep Head/DSL) received a telephone call….' not 'I received a telephone call….'
- When writing on CPOMS do not use initials (should a CPOMS report need to be produced for other parties we can redact any necessary information). Use of initials is very confusing especially when we have students (and sometimes staff) with the same initials.
- Use full name in the first instance, then first name only thereafter.
- State staff (& others') roles in brackets at first use.
- If there is an assault to a member of staff, they must be the author of the incident (unless more than one person is hurt).
- You must link any students named in report.

Example of an incident recorded **incorrectly**:
John was showing off to the class and deliberately trying to make the other students laugh. I told him that if he didn't stop messing about I would have him removed. He completely ignored me, then stomped out of the room calling me a 'Stupid bitch' as he went.

Example of an incident described **correctly**:
*John Harris was disturbing the work of other students in the class. Andy Boyle (class teacher) explained that this was unacceptable and that John could either stop disrupting the lesson or he would be removed by the Phase Leader. John then walked out of the room calling Andy a 'Stupid b***h' as he went.*

Appendix 4: Intervention Planning and review sheet

Student:			Class:		
Intervention led by:			Date:		
Length of Intervention:					
Context: 1:1 Pair Group Within class Other (Specify):					
Review date:					

Referred by:
Rationale for intervention:

Intervention Targets
State source: eg ILP, Support Plan, Safety Plan, Child on Child plan, EHCP, Educater, Thrive, SALT, CATHS, teacher target.

		Beginning	Working Towards	Generalised
Target 1				
Target 2				

Overview – including AAC and resources needed.

Session Log

Session 1:	
Session 2:	

	End of intervention progress evaluation			

End of intervention target assessment:		**1**	**2**		
					☐

Student Voice	

Next Steps (Including how class are going to integrate this learning in to lessons):

Referral information:
Date of referral:
Date Copy shared with:
Parents/ Carers:
SLT:
Social worker (as appropriate):
Class team:
Class staff:

Appendix 4: Student Support Plan

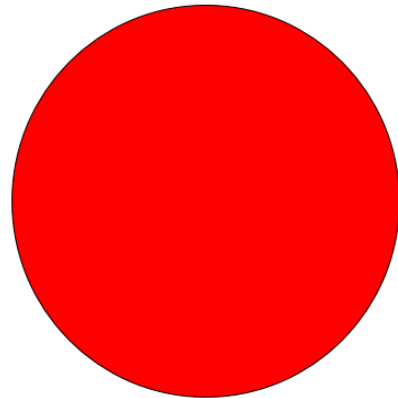| Student Support Plan: Name	Known Triggers:
Class: Date:	

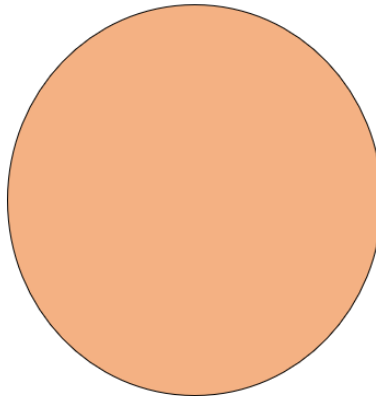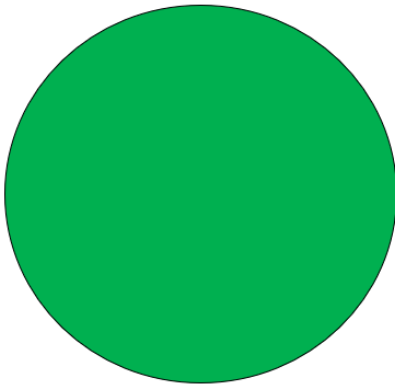### Green

Amber

Red

<table>
<tr>
<td>I stay in green (Window of Tolerance) with:</td>
<td>To get me to green at this stage I need:</td>
<td>To get me to green at this stage I need:</td>
</tr>
</table>

Student Name: **SMART Targets**

- **Targets in RED are ILP targets.**

Target(s) to support emotional regulation	*Source	When	Who	Timescale	Review date	Next step

*Indicate source of target (Th= Thrive; E = EHCP; LDC = LD CAMHS; SP = SALT; T= Teacher C = communcation)				
Additional information				
Student Voice:				
Family input:				
Has this plan been shared with: **Date and staff initial.**	Family	Student	Class team (inc supply, MDS)	Phase Lead	Other agencies as applicable: Social Care CAMHS Ryegate Educational Psychologist SALT OT Physio Wider team: MDS Special Transport If CLA, Virtual School & Social worker
Completed by: Date:				

Appendix 5: Behaviours of concern – preventative approaches at Seven Hills.

| INTENT	How/who	Impact
Regulation strategies are taught explicitly.	Curriculum: RSHE, wellbeing, English texts. Tutorials, assemblies Student Support Plans for all students detailing their Window of Tolerance and regulation strategies. ILP targets for regulation. Post-incident Learning resources are meaningful for each curriculum pathway.	Decrease in behaviour incidents due to students being more able to regulate (CPOMS, SSP, Staff feedback). Curriculum has explicit reference to teaching of regulation strategies. Students report having strategies to use (Survey) Identified students have regulation target(s) on their ILP. Increase in number of self-regulation ILP targets for wider student population.
Interventions for students in need of additional support	Behaviour and Pastoral teams. Class staff.	Decrease in behaviour incidents due to students being more able to regulate (CPOMS, SSP, Staff and family feedback, student voice).
Collaborative approach to understanding and supporting behaviours of concern.	We adopt a collaborative team approach to support students exhibiting behaviours of concern to work out what their behaviour may be communicating. This will include input from: Behaviour Support Team, class team, family, student voice, SLT. Pathway Leads, external agencies, Communication Leader of Learning, SALT, OT.	Increased understanding enables appropriate strategies to be put in place to support the young person's ability to regulate and decrease behaviours of concern.
All staff adopt relational/TIS approaches eg PACE etc	Staff CPD	All staff adopt same relational approaches (language, strategies) Consistent class routines (e.g. welcome songs).
Break and Lunch times offer engaging activities	Staff training and resources Staff available on yard to direct activities and resources. Peer mentors leading activities	Observation of yards at break and lunch times shows students engaging in a variety of fun, appropriate activities.
Capacity available to observe students in classes.	Behaviour Support Team.	Observations lead to decrease in behaviours of concern within specific classes.
Analysis of CPOMS data by BST and SLT.	Weekly CPOMS review and collaboration. Half-termly – more strategic look at the data on specific students, classes or types of incidents?	Awareness of behaviour trends shared with HT, Governors and informs action planning e.g. staff training, interventions.

Appendix 5 - Classroom support flow chart

| **Class team are proactive about behaviour for learning**	Provide short, varied, interesting activities
	Have a toolkit of regulation activities/strategies readily available
	Personalise activities to the needs of students (differentiate)
	Provide 'sensory snacks' and breaks from learning as necessary
	Use meaningful, visual communication aids that are appropriate to the needs of students
	Use change of environment/staff/activity to maximise engagement
	Provide consistency and structure to day/lesson
	Prepare students for changes (e.g. visual timetable etc)
	Be consistent with boundaries and reinforce expectations regularly

Classroom Management
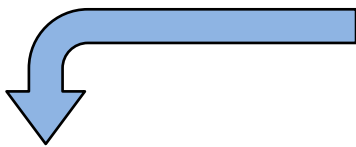
Strategies

Have distraction strategies been tried?
Have sensory breaks been supported/regulation toolbox
Have options been offered?
Has BSP guidance been followed?
Can behaviours be ignored?
Has change of staff/environment/activity been tried?

Contact BST if....

Is behaviour stopping others from learning?
Is behaviour damaging property?
Is behaviour putting student or others at risk?
Are other students upset by the behaviours?
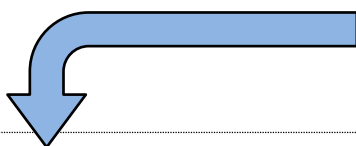
Behaviour Support
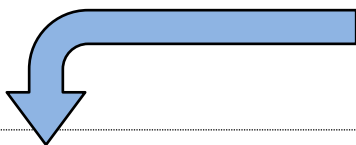
Strategies

Have de-escalation strategies been tried?
Has BSP guidance been followed?
Can behaviours be managed/contained?
Has change of staff/environment/activity been tried?
Is long-term support required – (behaviour support plan/functional analysis of behaviour)?

Contact SLT if...

Have staff/students been injured?
Has behaviour caused significant damage to property?
Have behaviours presented risk of harm to others over a sustained period?
Has restraint(s) been used for more than 30 mins in total?
Is behaviour likely to continue or escalate further?

Leadership Team

Seek external support if...

Have behaviours presented risk of harm to others over a sustained period?
Have behaviours significantly affected learning/emotional well-being of other students?
Have staff been injured?
Has behaviour affected well-being of staff?
Are staff likely to sustain further injury?
Have more than two restraints been necessary?

External Support

Immediate:
- **Remove from site/exclusion**
- **Liaise with family**
- **Support for staff/students**

Medium term:
- **Liaise with outside agencies – e.g. Ed Psychologist**
- **Inform local authority**
- **Review behaviour support plan**
- **Implement personalised timetable/support**