

Code of Practice for Behaviour Support

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1 Aims:

This Code of Practice serves three distinct purposes:

- a) To protect the interests of all children in our care.
- b) To protect all staff who have to implement the policy.
- c) To support and improve pupils' behaviour.

There is a need to:

- a) Protect the dignity and self-esteem of pupils and staff.
- b) Ensure child protection.
- c) Ensure that there are comprehensive records that record any incident of physical intervention.
- d) Implement appropriate strategies that will form part of a behavioural support programme.

It should be read in conjunction with the Positive Handling Policy ("Positive Handling Policy").

2 Steps to Enable and Support Pupils' Behaviour

When faced with challenging behaviour we try to keep to the fore the idea that we offer each pupil:

'...respect, warmth, unconditional, positive regard'

Teachers will find strategies that work for individuals and will use appropriate methods of management. However all members of staff will have the opportunity to be trained in TEAM-TEACH, proactive responses to challenging behaviour. Using these approaches will enable a whole staff, consistent approach towards the positive management of behaviour in the academy.

We will follow an agreed procedure for intervention and behaviour support (Appendix 1, The STAR model). When behaviour is giving cause for concern we will implement an 'Individual Behaviour Support Plan' (Appendix 2). In order to change and improve behaviour we will decide first which behaviour we will work on, acknowledging that we can't work on everything simultaneously. It is acknowledged by all staff that in some serious circumstances we may have to intervene without a plan. In this case we will follow the guidelines set out in Section 550A of the 1996 Education Act and report the incident, as per the Positive Handling Policy (see section 10 of the Positive Handling Policy on monitoring and record keeping).

3 Formulating a Behaviour Support Plan.

- **Step 1** Identify a pupil's behaviour as a concern with leadership team.
- **Step 2** Comprehensive Assessment of the Individual and Risk Assessment of the Behaviour.
- **Step 3** Identify the Strengths and Preferences of the Individual
- **Step 4** Meeting to draft a Behaviour Support Programme and set review date.
- **Step 5** Contact parents and obtain their consent.
- **Step 6** Implement plan, keeping records.
- **Step 7** Review Meeting to check progress and plan next steps.
- **Step 8** Second Review meeting – involve outside agencies/ consultation.
- **Step 9** Review meeting involving outside agencies
- **Step 10** Full re-assessment of Pupil's Needs.

3.1 STEP ONE: Identify a pupil's behaviour as a concern with a named person in the leadership team.

When behaviour is causing concern the staff inform the named person of the challenging behaviour. In other circumstances, the Head Teacher may raise concerns with the staff members following a review of the Incident forms and books. In line with the Positive Handling Policy this must occur following an incident of a restrictive physical intervention. See Restrictive Physical Intervention Form at Appendix 4. A 'Behaviour Support Programme' is then developed moving to step two.

3.2 STEP TWO: Comprehensive Assessment of the Individual and Risk Assessment of the Behaviour

The first stage involves a named person from the leadership team or Behaviour Support Co-ordinator helping the staff to monitor and observe the challenging behaviour. Several styles of recording may be used depending upon the behaviour and its frequency for example ABC form, STAR chart, frequency chart or a Behaviour Observation Chart (Appendix 1). The Leadership group and class team will then decide how to proceed. Where a pupil has posed a serious risk to safety or a physical intervention has occurred then a 'risk assessment' will need to be carried out immediately before a Behaviour Support Plan is implemented. See Appendix 2.

The child is monitored for an agreed period of time. The named person will also help to assess and monitor behaviour to provide an objective, outsider's view during the assessment and monitoring period by observing the pupil. This will give the staff a clear picture of the situation and allow them to analyse and identify the behaviour. Specific factors are taken into account such as the:

- **Setting:** (Where and when the behaviour occurs/ situations/ staff involved, different factors involved)
- **Triggers:** (a stimulus that sets off the behaviour)
- **Actions:** (What behaviour the child actually displays)
- **Results:** (What the consequences of the behaviour are)

3.3 STEP THREE: Identify the Strengths and Preferences of the Individual.

The child's individual needs are assessed using the strengths, preferences and needs and completed in the appropriate section of the Individual Behaviour Support Plan (see Appendix 2). The pupil's strengths and understanding of the world is noted so that key motivators can be used to help implement the 'Behaviour Support Plan'. Important factors will be taken into account:

- Family
- Age- level of maturity
- Developmental level
- Autistic Spectrum Disorder (sensory issues)
- Social and emotional difficulties
- Medical Needs

3.4 STEP FOUR: Meeting to draft a Behaviour Support Programme and set Review date.

A meeting will be held with all members of staff involved including the teacher(s), STA's and speech therapist(s) this may also include lunchtime staff, regular volunteers, passenger assistants, Occupational Therapist or Physiotherapist. The Team-Teach tutor or a member of the leadership group will attend and chair the meeting. This meeting is held to complete a Risk assessment form and then help devise a Behaviour Support Plan (Appendix 2). During the meeting, a process is followed step by step. The planned intervention will be appropriate for the behaviour, flexible and not implemented rigidly. A statement will be devised that will set out the aims of the Intervention Plan ensuring that any progress can be monitored and enable us to see clearly when any goals have been achieved:

'Doing a little is always better than doing nothing at all.'²

4 Defining the behaviour

By defining the behaviour, all staff have a common starting point and shared focus for work. We will prioritise which behaviours to work on depending on the pupil. We may focus on the most difficult and challenging behaviour or that which causes safety issues. The behaviour pattern needs to be described in clear objective terms avoiding general statements or emotionally charged interpretations: instead of using 'naughty or aggression' say s/he kicks the adult three times when told to go to the toilet.

Lots of different behaviours displayed may in fact be all serving the same function for the pupil or several different behaviours may form part of a sequence and progression of escalating behaviour. These different behaviours need to be analysed as a group together; See Appendix 1 - STAR, Analysis of Problematic Behaviour)

5 Assessing the function of the behaviour.

A functional analysis will need to be carried out. There are four main functions of challenging behaviour:

- a) To communicate/ gain attention which may include protest against an unwanted event
- b) To escape or avoid
- c) To obtain an object/event
- d) To stimulate/ meet sensory needs.

See Appendix 5 for examples of functional analysis: which will help the assessment of different factors and possible reasons for the behaviour. As a significant number of the children at Pictor Academy are functioning on the Autistic Spectrum, sensory issues may complicate these functions and some behaviour may have several different functions. We are also aware that there is a balance between challenging the Autism and accepting the child for who they are.

6 Modifying settings/triggers in which problematic behaviours occur.

If possible, the settings in which the problematic behaviours occur need to be modified. In general the principle of: 'change the environment before you try to change the person ' is our first line of intervention. The physical organisation of the environment should be such that learning takes place in a naturally progressive way and the child's physical needs are considered to make sure that they are as comfortable as possible. Many of the children will be unable to tell us how they feel. Think about whether they are hot or cold or thirsty, if they are wet, are they wearing appropriate clothing? See Appendix 7 for a list of different setting conditions that need to be considered. Also see 'Hierarchy of Needs'(Maslow 1943) and Schopler's Iceberg analogy in Appendix 9.

7 Proactive strategies

In recognition of appropriate behaviour the school has adopted a school wide reward system including:

- Praise and encouragement eg Mentions in whole school assemblies
- Letters home
- Entries in work books
- Stickers and merit badges
- Choice of activity/reward
- Edible rewards
- Additions to the good work board
- Certificates of Achievement.
- Privileges and special responsibilities
- Individual class reward systems

Key principles in our school are implemented in all the classrooms. These include:

- Creating a welcoming environment
- Ensuring that pupils are fully occupied with meaningful learning opportunities.
- Emphasising the positive.
- Clearly setting out the expectations of how we want the children to behave in a consistent manner.
- Keeping calm

We will find appropriate strategies to deal with the function of the behaviour as opposed to simply reacting to the specific behaviour. The child will need teaching programmes that are specifically targeted at meeting their needs and so improving their behaviour. We will question our actions closely and use the Gateways – Proactive Management to structure discussions about the reactive strategies we may use, Appendix 8. Listed below are the many different types of approved strategies that we can employ depending upon the specific pupil involved and the functions of the behaviour that they display.

Reward systems: Notice appropriate behaviour and reward them. Implement a plan to reward the type of behaviour you would like to encourage or that rewards a pupil for lower rates of behaviour. Differential reinforcement of other behaviour/lower rates of behaviour section: DRO, DRL strategies.

Replace the behaviour with functionally equivalent skills: such as physical alternatives:

‘Simply trying to discourage actions considered to be inappropriate is unlikely to provide a lasting solution if the individual is left with no appropriate alternative skill by which to achieve the same goals.’

For instance a pupil who throws things at others could be taught to go to a special place in the room to play ‘throwing games’. A pupil who is constantly engaging in ‘attention seeking behaviour’ could be taught acceptable ways of gaining attention and engage in more ‘interactive games’ to meet that need positively.

Communication Issues: Meet the pupil’s communication needs and take into account their actual language level, teach an augmentative communication system eg PECs, Sign-a-long,

Low Demand: Create an atmosphere with a low demand level so that the pupil can succeed and so build their self-esteem.

Medical intervention: involving outside agencies, help with sleep patterns etc.

Family help: involving outside agencies such as social services, learning disabilities team etc.

Go strategy: giving the pupil the permission to leave situations appropriately, Appendix 15.

Withdrawal spaces – Encourage a pupil’s self-management by teaching them how to use a place they can retreat to when distressed such as a tent or bean bag or the Dens. See Appendix 10 for the Protocol for use of the Dens.

Encouraging Self-Management: teach specific relaxation skills, ways of recognising when they feel at the point of a crisis. Teach them to think through the consequences of their actions. Help pupils to set their own goals/targets to achieve. Engage in Emotional Literacy Programmes.

Learning needs – target the skills that are needed to improve the underlying deficits that compound the behaviour.

Coping skills – teach them how to deal with stressful situations that can’t be avoided and may lead to problem behaviours e.g use iPad/iPod/Headphones to block distressing noises.

Sanctions: Implement a clear and considered set of sanctions that are appropriate for the behaviour in question and pupil involved e.g a loss of privilege or removal from the activity always bearing in mind that positive rewards are a more effective behavioural tool.

Removing or altering the results of the behaviour: for example replacing the plates that are thrown with unbreakable ones or using time out or teaching the child how to gain attention in an appropriate way rather than displaying negative attention seeking behaviour. See Appendix 11 for ideas about proactive/reactive strategies.

8 Reactive strategies

Within the Behaviour Support Plan we will also need to include 'reactive strategies' that clearly state how staff will deal with the behaviour if it escalates into a crisis situation. In this section any 'physical interventions' will be recorded in line with the Positive Handling Policy.

The staff will grade any reactive interventions carefully and will always start with the lowest key intervention possible. Our key aim is to avoid confrontational situations and diffuse the situation back to a safer level when the pupil's behaviour can be managed calmly and safely. Some of the things we try to avoid include:

- Planting suggestion of a misbehaviour
- Threatening consequences of a behaviour
- Presenting commands in the form of a question
- Having more than one person giving directions

We follow the Team-Teach principles and look for ways to prevent a crisis. Using the detailed behavioural observation work carried out before the meeting the staff will list the pupil's 'early warning signs'. As most pupils follow a pattern of behaviour that escalates this should encourage staff to intervene at the earliest possible stage before crisis point is reached. See graph showing the stages of a crisis (Appendix 12). Different strategies that may be used are listed below. We will look for early warning signs and intervene quickly in a calm and supportive manner. All Team-Teach practitioners will have received training on these strategies and a hand out with further explanations. Using the CALM approach:

- **Communication-** stance - posture - gesture - facial expression - intonation – scripts
- **Awareness and Assessment-** reading behaviour - anticipating what might happen next
- knowledge of handling plans
- **Listening** - give time and space - allow pauses for take up time - give them a way out
- **Making Safe** - objects - space - hotspots - safety responses

9 De-escalation strategies:

- Read the body language
- Read the behaviour- Assess the situation
- Intervene early
- Communicate – “Talk and I’ll listen”- if appropriate
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance & body language
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts
- Divert and distract by introducing another activity or topic
- Withdrawal
- Take a break
- Distraction
- Diffusing
- Removing activity
- Alternatives
- Reprimands
- Planned Ignoring
- Eye contact
- Re-direction
- Touch control- physical touch
- Body posture/facial expressions
- Non-verbal/ Verbal
- Ventilation
- Understanding
- Modelling
- Humour
- Natural consequences
- Restitution
- Loss of privileges
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety

Once a crisis has been reached then the pupil is no longer functioning on a 'reasoning level' and Physical Interventions will need to be planned for. Our guiding principle is that the best interests of the child are paramount. We will follow the Positive Handling Policy. The staff are all trained and will follow agreed TEAM-TEACH procedures (see Team Teach Terminology at Appendix 14).

- The physical techniques are based on providing the maximum amount of care, control and therapeutic support.
- Following the principles that "I care enough about you not to let you be out of control."
- Techniques that allow for verbal communication & do not rely on pain or "locks" for control.
- Staff numbers. (minimum of 2 involved)
- Minimum force and time.& last resort (where possible)
- Principle that 95% of incidents should be able to be resolved using de-escalation strategies.
- Staff safety and protection issues addressed.
- Seeking help – a professional expectation and strength " Help protocol & Help Script"
- Understanding of the value of enhanced communication skills and team work through the role of "critical friends" & involvement of key individuals and services.
- Emphasis on caring, protecting and enhancing positive relationships.

The Behaviour Support Plan will plan how the child will be handled, how many adults will need to be involved and how help will be summoned. Medical considerations and specific health needs will be taken into consideration.

Physical Interventions try to be as supportive as possible. They will be graded in approach and used only if all other preventive, reactive steps are unsuccessful. They will be used only after all other forms of interventions have been tried.

We are trained so that we are efficient and function using high rationality and low emotionality. We have been trained in understanding the 'conflict spiral' (see Appendix 13) so staff avoid becoming part of the problem.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

10 Calm down procedure

As part of the Intervention Plan the calm down procedure will need to be planned and taken into account. After an incident, time will be given to allow individuals to recover both staff and pupils. Often the pupil will be feeling very vulnerable and still in a very high arousal state and so the situation could easily escalate into a crisis situation again (see 'After an Incident Checklist' at Appendix 16).

Calming is very important –

- Identify
- Reflect
- Empathise
- Reassure
- Re-direct
- Praise.

Don'ts to bear in mind include

- Don't restart confrontation by immediately demanding emotionally difficult actions (eg apologising)
- Don't rehash the incident in front of the individual (eg start describing what happened to the Head teacher as she/he enters the room).

Support after an incident is important for pupils who have been subject of physical intervention. They should be given the opportunity to discuss the incident at the first reasonable opportunity following the incident. Such discussion will offer the pupils fresh opportunities to work together and to renew relationships that may be strained by the incident. Pupil's will be helped to work through ways in which the incident could have resulted in a more positive outcome and hopefully help the pupil to learn from the experience. Strategies we may use include:

- Comic Strip Conversations.
- Interviews
- Social Stories
- Emotional Literacy activities
- Counselling

11 Consistency

Once in place the Programme needs to be used/ applied by the whole school. All staff involved with the pupil will need to read and agree to follow the Behaviour Support Plan for an agreed period of time and set a date for the review.

11.1 STEP 5: Contact parents and obtain their consent.

Immediately after the development of the Behaviour Support Plan we will contact the parents and discuss the proposed plan. Consent will be formally required and the parents/guardians should attend a meeting and formally sign the form.

11.2 STEP 6: Implement plan, keeping records

We are aware that it may take a long time for an improvement to happen and behaviour may increase in intensity or frequency initially therefore the review date is very important. Whilst the plan is implemented the staff will be monitoring the behaviour closely using an appropriate behaviour recording form.

11.3 STEP 7 Review meeting to plan next steps.

A meeting will be needed to analyse results when we will look for positive changes. If an improvement is not evident key question will need to be asked including: did we get the function right? Is the positive programming working or do different teaching strategies need to be implemented. If no change has resulted then we may:

- Change the Behaviour Support Plan/ Positive programming etc.

- Give more time to see if the Positive Programming aims start to be learnt,

- Place more support staff at the key times needed.

The review date will be set for a shorter time span next time.

11.4 STEP 8 Second Review Meeting - involve outside agencies/consultation

If at the next review meeting there is still no improvement then we will need to involve outside agencies these may be:

- Call in LA advice including Education Psychologist

- Social Services

- Team-Teach trainers

- Outside agency –behaviour consultant

11.5 STEP 9 Review meeting involving outside agencies

A new Behaviour Support Programme will be implemented with outside agency support. Another review meeting will be held in which any progress can be noted and the next steps decided upon.

11.6 STEP 10 Re-assessment of Need.

If there has still been no significant improvement in the pupil's behaviour, then the appropriateness of the pupil's placement needs to be questioned and the LA will receive a request for re-assessment of the pupil's needs.

12 Evaluating the Results

As improvements are seen, then less and less reactive strategies will be needed and incidents of physical interventions should reduce.

13 Supporting Staff

We will try to support all staff involved in managing challenging behaviour. Supportive good practise that we advocate include:

- Giving staff space, time to recover after an incident/ coffee break
- Offering counselling, time to talk through incidents.
- Creating calm, quiet, comfortable staff room areas.
- Potential for staff to be rotated to lesson strain.
- Use of skilled staff to support the development of others.
- Circle times for staff to support and encourage sharing.
- Regular practise of basic Team-Teach physical interventions.
- Encouraging a supportive team approach – using the help script.
- Open discussions concerning behavioural issues, (eg how to offer support and how to decline it during an incident)

Also see the Positive Handling Policy.

14 Appendices

1. Star Model
2. Behaviour Support Plans
3. Risk Assessment Proforma
4. Restrictive Physical Intervention Form (RPI)
5. Examples of Functional Analysis:
 - a) STAR Analysis of Problematic Behaviour
 - b) Looking at behaviour (for parents)
 - c) Motivation Assessment Scale
6. Monitoring behaviour – incident books
7. Setting conditions
8. Gateways to Proactive Management
9. Hierarchy of Needs, Schopler's Iceberg
10. Protocol for the Use of the Dens.
11. Ideas for Proactive/ Reactive Strategies –
 - a) Attention seeking behaviour
 - b) Escape/Avoid behaviour
 - c) Tangible/ to obtain things
 - d) Sensory (in development)
12. 6 stages of a crisis
13. Conflict spiral
14. Team-Teach Terminology
15. The 'Go' Strategy (in development)

16. After an incident check list

17. Reading List - legislation