

Promoting Positive Behaviour Local Procedures

Aurora Poppyfield School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

14. Poppyfield School - Local Procedures

Aims & Ethos

At Poppyfield School we aim to provide an inclusive environment in which the needs of the individual student is met in a bespoke manner. This is achieved through a robust behaviour support package for each and every student who is supported by appropriately trained and a supportive staff team, in an environment which facilitates effective learning.

There are 3 simple which we have embedded into the school environment and we aim to ensure that the children and staff are striving to achieve these to their full potential at all times. These are:

- Be ready
- Be safe
- Be respectful.

These values are promoted by the staff team and are referred to regularly throughout the day for reference and reminders. These values will be visually displayed throughout the school.

All Services seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour. All services are expected to implement local processes and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour. All services seek to appropriately reduce restraint in line with the aims of the national Restraint Reduction Network (RRN)

Supporting Student's Behaviour

Each student will have an individualised behaviour support plan and independent risk assessment which is written by the class teacher, senior leadership and shared with the students' parents and the staff team. These documents are bespoke to the individual student and support the consistent and tailored support plan in place to allow for engagement and access to learning. These documents are regularly reviewed and updated. All of the documentation is designed to support the students holistically and is underpinned by the Aurora Values and Ethos.

Aurora Values interpreted into behaviour

Caring: Students should be rewarded when they show a caring attitude towards their education and school community – this includes our staff, students, parents and school environment. Keywords associated with this include **helpfulness, politeness and respect**.

Creative: Students should be rewarded when they demonstrate creative thinking and creative work. Key words associated with this include, **problem solving, enterprise, design, adventure, innovation** and **thoughtfulness**.

Motivated: Students should be rewarded when they show motivation - a desire to succeed and be their best selves. Key words associated with this include, **determination, enthusiasm, optimism, positivity** and **resilience**.

Focused: Students should be rewarded when they focus for a period of time that **is significantly longer than their normal concentration period**. This will vary for each student.

Supportive: Students should be rewarded when they help another person **in need of support**

Positive Contribution: Students should be rewarded when they contribute in lesson that shows an improvement in one or more of the following areas: **academic progress, communication, self-esteem and confidence.**

Outstanding Work: Students should be rewarded when they produce a piece of work that shows significant improvements in their **understanding** and/or **presentation**. This will vary for each student.

Prepared for learning: Students should be rewarded when they are **prepared and well organised for the lesson and/or day's events.**

Personal Achievement: Students should be rewarded when they achieve something that is **special, significant** and **individual** to them.

At Poppyfield we focus on the 'Triples approach' and this drives the focus of behaviour management to be pre-emptive strategies, proactive support and post incident support. BSPs highlight the proactive strategies clearly, and staffs priority will be to support de-escalation of a student through the use of this document and the highlighted strategies in the document. Following any incident, post incident support strategies will be followed and documented in order to ensure a robust and effective plan is in place for the students. Dynamic risk assessments may be applied in unplanned circumstances and these should be added to the documents as a planned response following the first event.

In events where the student is putting themselves or others at risk, causing property damage or causing disruption to learning, staff may use physical support techniques in order to reduce risk and restore order within the classroom environments. In the event that physical support is used, this is documented and communicated with parents/professionals in the child's life. After and incident the student will always be offered a first aid check where necessary and a de-brief session within 48hours of the incident.

All physical support used are in conjunction with the Team Teach values and staff will be trained appropriately. Physical support will be used as a 'last resort'. All physical intervention will be 'reasonable, proportionate and necessary' to the incident and risk presented by the student at the time of crisis.

Staff may use contingent touch throughout the day in order to support students. This can be to gain attention, support with a work task or direct a student in a particular direction. Once again, this would be used appropriately and in the appropriate context.

At times higher levels of physical support in a more directive nature may be required. Staff will ensure this is appropriate to the need of the student and once again ensure this is recorded and communicated. Pupils with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

Specific Person centered Planning and adaptations

All of the students will receive an individualised programme and support plan as standard, although we are aware that for some students there may be times when a specific and detailed planning programme may be required, this may include a shortened day, off-site education or home-based learning. When significant adaptations are made to a student's school day, parents/carers, the Local Education Authority and all external agencies will be informed, and we will work together in the best interest of the student.

Multi Agency (Team Around the Child)

We work in partnership with a variety of services which includes our Therapy Team, Children and Mental Health Service (CAMHS), family, GP, The Youth Service and other professionals to support and develop excellent behaviour in our students.

Monitoring

We need consistent behaviour management throughout the school, appropriately adapted to

the age/ability of the pupil; this is partly achieved via weekly monitoring and reflection with the senior Leadership Team. All instances of behaviour that challenge should be recorded on our secure Management Information System.

Following any incident staff should ensure that all of the information is recorded on a secure reporting system. This system should include all of the relevant information about the incident and should be monitored regularly by the senior management onsite. This information can be used to track and monitor triggers, review and highlight regular antecedents, show behavior patterns and be used to produce robust and holistic information which can be then included in the BSPS. Regular monitoring of behaviors and reflective practice allows for the site to always strive to be challenging practice and ensuring that we are always aiming to support behaviors proactively.

All incidents which have involved PI should be reported to the parents/carers within 24 hours. The student should also have been offered a first aid check. Lower level incidents which have been managed using proactive strategies prior to the point of crisis should be recorded on a ABC chart within the classroom setting.

Physical Intervention & Team Teach crisis management and conflict spirals

A key to positive behaviour is understanding the stages and reasons why students may be reacting in such a way. All staff have undergone training in team teach positive handling in the stages of crisis and reasons for conflict. The aim is that as new staff arrive they are also trained and the whole team has an awareness of the levels.

Use of reasonable force

All staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. All staff can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the school rules. Team teach is based around the following percentages and as mentioned above there are many ways to address behaviour prior to restraints.

All staff will be trained in these areas as every member of staff undergoes team teach training to intermediate or advanced level as appropriate. Students will travel through the stages of crisis at different rates. It is not unusual for a student who has experienced levels of crisis and then returned to 'normal' to be more vulnerable and faster to go through stages for some period of time. After all other strategies have been tried there may be a need for positive handling.

Restraint is defined as "Physical control is the positive application of force with the intent of over powering the client." "The proper use of physical control requires judgement, skills and knowledge of non-harmful methods of control D.O.H (Department of Health).

As a school, we have instructors in the training and assessment of Team Teach positive handling techniques. Trainers have undergone

- Two day basic Team Teach
- Five day Intermediate Team Teach tutor training
- Four day Advanced Team Teach training
- First aid training
- Regular refreshers

The physical interventions used by staff at Poppyfield include:

Physical Intervention
 Restrictive Physical Intervention
 Two person escort (standing or seated)
 One person escort (standing or seated)
 Arm release

Half shield
 Bite release
 Hair pull stabilizer
 Neck response
 Touch control, caring c guide, turn, gather & guide.

The list is not exhaustive, and some techniques may be interpreted as either. If in doubt RPI should be recorded (i.e. a restraint).

Team Teach relies on gradient control aiming to ultimately give the student self-control over their own behaviours.

- Staff members only take over control as and when absolutely necessary.
- Staff, always give control back to the student.
- Restraint will only be used as 'a last resort'.
- Parents and outside agencies are made aware of our use of Team Teach.
- All restraints need to be recorded and parents and their local authorities need to be informed (within 24 hours).

Wellbeing, Reflection and Development

Debriefing for the staff concerned in any incident relating to the use of Positive handling is essential. There is a collective responsibility for all staff concerned that they offer appropriate support to any staff member who was involved in an incident of this nature. Following recorded incidents the class team should come together and hold a debrief at the end of the educational day, they will meet, reflect and support each other and move forwards with positivity and a clearly defined strategy to support that pupil.

They will consider the triple approach and record a short report written on our secure management information system, questioning the following:

1. What happened (what, where, when, who, why/triggers)?
2. How did the situation impact on the team and how can the team move forwards positively?

The following should be also be considered:

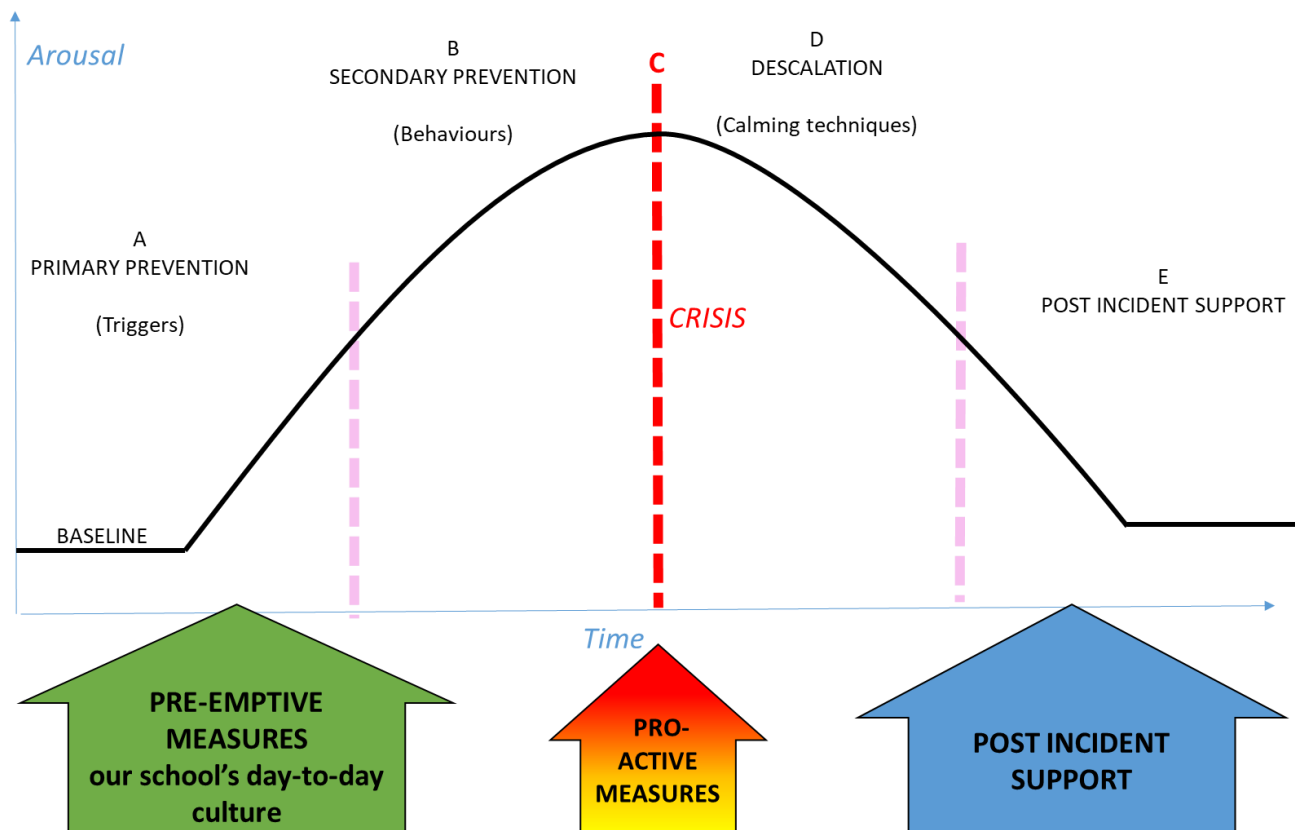
- Are there any recognised changes in **relationships** between the student and others?
 - Should a **rule/s** be introduced, simplified for the student? Does the rule focus on what we want to see "nice walking" or what we want to avoid "no running"?
 - What is the student's **routine** – is this working, does this need to change?
 - Is the student communicating their wants and needs and does the student have the **communication** aids to do this?
 - Does the **environment** help the pupil to regulate, is it structured, calm and consistent?
 - How is the child responding to emotionally and physically to the sensory input of teaching and the environment? Can resources be adapted to support **sensory processing**?
3. Consider if further support is needed, e.g. referral to pastoral leader Kerrie Turner

THE 'TRIPLE APPROACH' Explained:

The triple approach, as the name would suggest has 3 elements. They are:

- What we do before an incident, while children are calm
- What we do during an incident, when they are heightened
- What we do after an incident, when they have calmed again

The Triple approach is arranged in respect to the 'crisis cycle' diagram, as shown below:

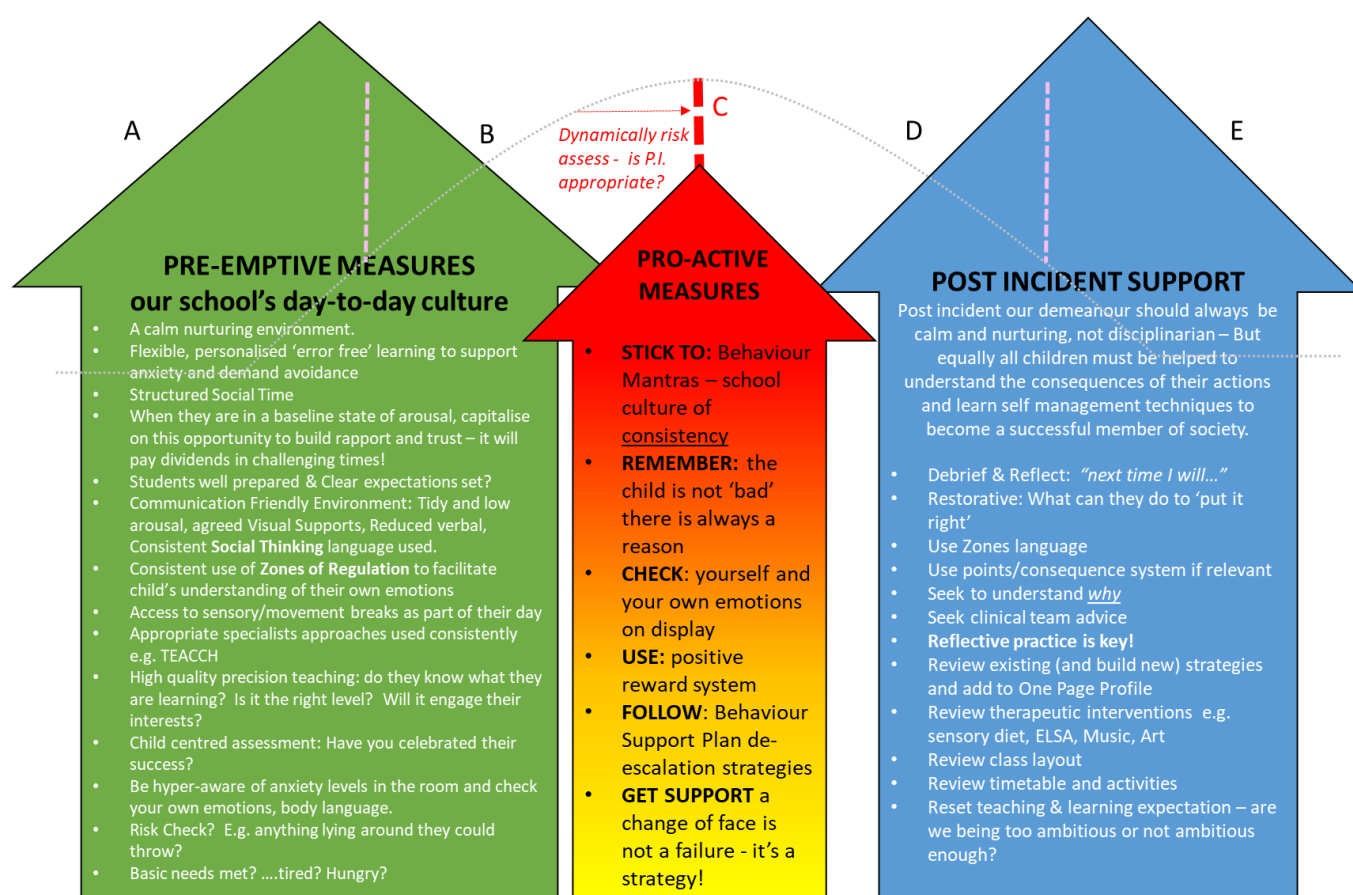


The 3 'TRIPLE APPROACH' elements are colour coded to match the Zones of Regulation:

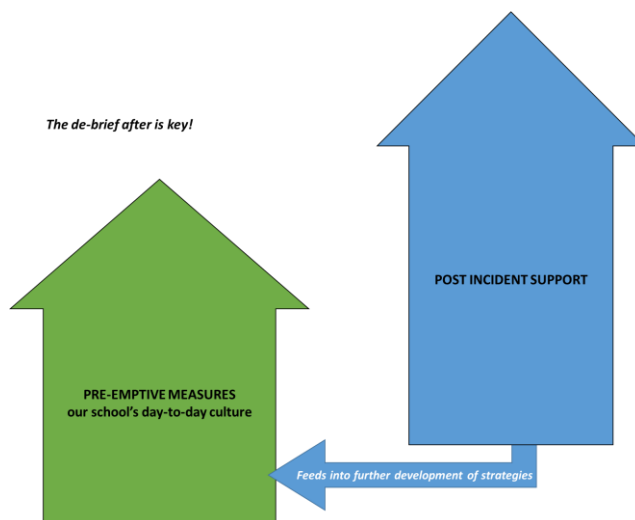
The ZONES of Regulation®

BLUE ZONE	BLUE ZONE	GREEN ZONE	GREEN ZONE	YELLOW ZONE	YELLOW ZONE	RED ZONE	RED ZONE
Sad	Sick	Happy	Calm	Frustrated	Worried	Mad/Angry	Mean
Tired	Bored	Feeling Okay	Focused	Silly/Wiggly	Excited	Terrified	Yelling/Hitting
Moving Slowly		Ready to Learn		Loss of Some Control		Out of Control	

APPENDIX 1: Triple Approach (Continued D) What is meant by each element:

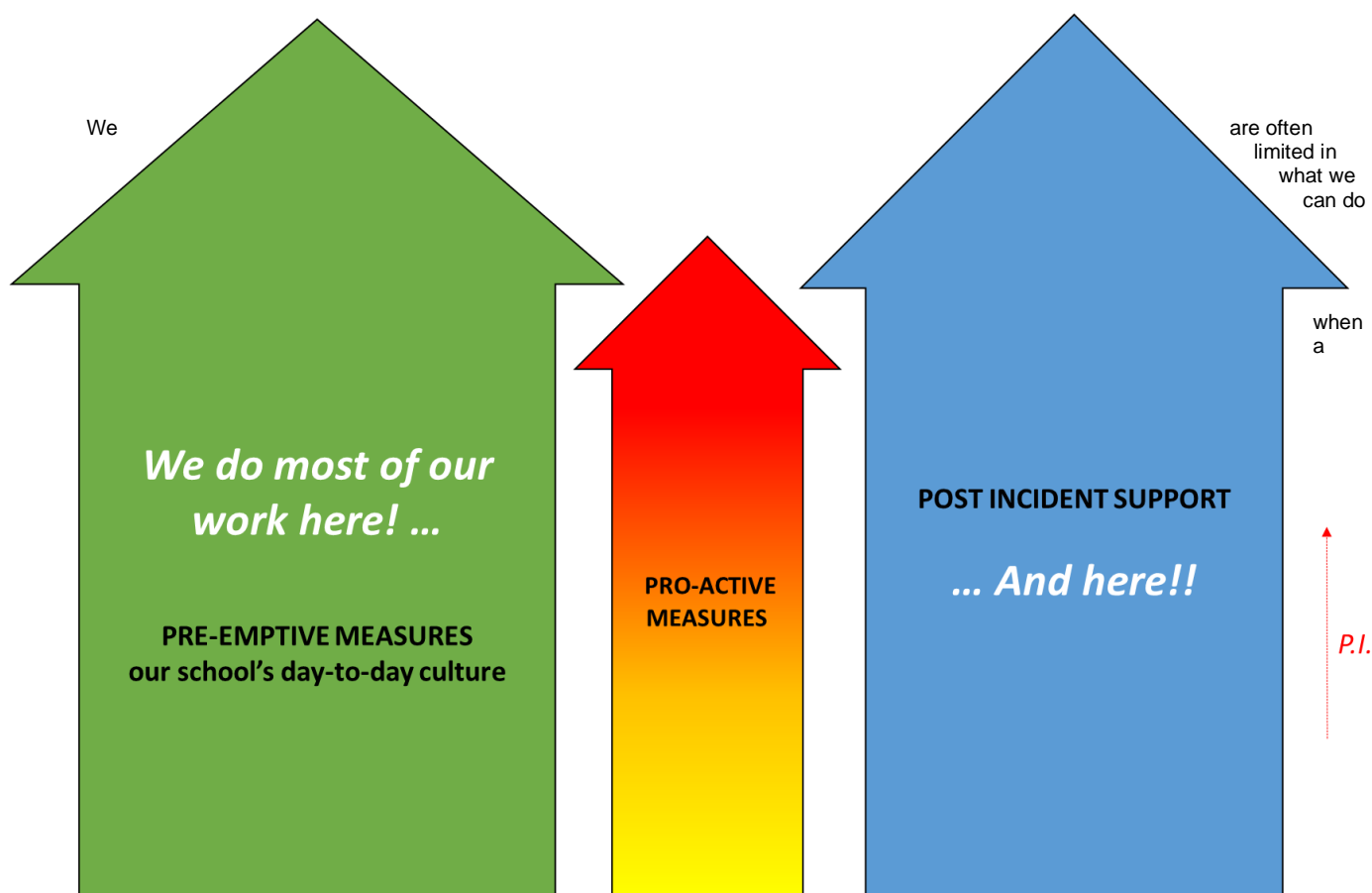


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APPENDIX 1: Triple Approach (Continued E)

The size of the arrows IS of significance!



student is in a heightened state, and that successful behaviour management is far more about what we do pre-emptively to sustain positive emotional regulation and wellbeing, AND what we afterwards to support students to reflect, learn and develop new strategies. Thus our focus is on causes of the behaviour and not the behaviour itself.

Supporting Sensory and Processing Needs

Sensory processing difficulties can impact on our pupils ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Speak slowly, clearly and calmly, and give pupils time to respond.
- Ensure pupils sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (fidget toys, adapted seating, weighted vests etc.)
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

Staff Responses to Behaviour - example

- Always refer to their Individual Positive Behaviour Support Plans – ensure you know the child's triggers and strategies to support self-regulation –

Level 1	Level 2	Level 3	Level 4	Level 5
Low-level disruption of lesson , for example, tapping a pen on the table and not stopping when asked	Low-Level property damage , for example, hitting a table or kicking a chair	Low-level assault on staff or peers , for example, pushing	Significant property damage leading to the property broken or irreparable, for example, a TV or a laptop	A young person has gone missing with the intent to do themselves harm/verbal threat to life and their whereabouts is unknown, emergency services are involved
Low-level verbal aggression to staff , for example, A young person was asked to attend lessons/activity, the young person responded by swearing at a staff member	disruption to lesson , For example shouting and swearing in class/home which could lead to affecting other young person's learning/living	Self-injurious behaviour which is treatable on site	Self-injurious behaviour which cannot be treated on site and requires hospital visit	A young person putting themselves in a life threatening position
Absconding from lesson/activity/home without reason or permission	Low-level aggression , for example throwing a small item at a wall	Bullying , this could be verbally threatening, through social media or trying to trigger an incident.	High-level Physical aggression , for example, a fight between two young persons that has resulted in injury	A young person displaying sexualized behaviour that requires police involvement

Possible Responses

Responses from staff are very individualised and can depend on the level of behaviour, triggers, strengths and needs of pupils.

Strategies will be outlined in the Pupils Individual Positive Behaviour Support Plans – General support will range from staff modelling good behaviour, reminder of rules, distraction and redirections of task and activities, visual supports including Now and Next, Choice Boards, Timetables, Social Stories and Symbols; Motivators, Movement Breaks, no points being awarded (but none taken away) short verbal debriefs, time away from peers or the environment, Team teach physical interventions where necessary to ensure safety and possible exclusions as appropriate

APPENDIX 1 -A

Rewards

All of the students will have the opportunity to gain rewards each day. These rewards can be applied in individualised ways and through a variety of visual, verbal and practical displays and the staff will use these as motivational and engaging proactive strategies. The reward system is based primarily around a points system which is individualised in its application.

The following is a breakdown of the reward system and the way in which this is delivered.

<u>Reward type:</u>	<u>Received When</u>	<u>Details.</u>
<u>Short Term Reward</u> A daily reward should be accessible to all of the students, this is a motivator throughout the day and should not be used as a sanction.	This should be accessible daily to all of the children and the level of accessibility should be differentiated. This should be through the use of an individualised visual cue for the reward system.	The school shop will be open daily between, 2.35pm and 3.00pm This will have a series of activities, snacks and motivational items which can be purchased in exchange of points tokens. There is a maximum of 25 points available to earn throughout the day, these are based around the school values.
<u>Medium Term Reward</u> The medium term target is based on the access to learning and this in turn allows for Golden time on a Friday. This is accumulation of the daily points added up over the week to allow for golden time.	The children will choose their Golden time activity at the beginning of the week. This activity will be based on a choice of 2 activities that are available on the rota. This time is available at the end of the week.	The school will have 2 planned offsite trips and, 2 planned onsite activities which the children can choose from at the beginning of the week and then work towards throughout the week to achieve. This reward is access to learning and completion of work, all rewards based on positive interactions and behaviour are covered in the daily reward.
<u>Long Term Reward.</u> A large full day motivational trip in the community.	This reward is received at the end of the term.	Each week the weekly points will be logged with the SLT and this will be visually displayed to demonstrate the weekly contribution to the overall termly trip.

Students Guide to Consequences

What happens to students who don't follow

How the rules?

- They may not get any further points
- May lose personal time at break, lunch and after school to complete work set
- They may not be allowed to return to class and have to work separately
- They may lose privileges such as 1:1 time, or going on trips
- We may email/phone parents, and they may sanction you at home
- A serious incident may result in a face-to-face meeting with you and your parents
- All behaviour is recorded on a system which is then handed to your next school/college

- Serious incidents are recorded on My Concern, which is a safeguarding system that Surrey County Council and the Police have access to.
- A record of unsafe conduct will affect your future college.
- Very serious incidents will result in an external exclusion, this may be for the rest of the day, a day, or a number of days, and will be communicated with parents (For further advice, see The Exclusion Policy)

Restorative Justice Approach.

Rather than be given a sanctions, such as detention, we believe students should be supported to address their mistakes in a meaningful way. For example:

- Clear up mess or damage
- Apologise and repair a relationship, focus on positive actions
- Undertake an activity that 'puts things right' such as doing a related helpful deed.
- Have a debrief meeting with a staff member to explore you thoughts, feeling and actions what could you do differently next time?
- Have a meeting with the victim of your behaviour to 'put things right'
- Discuss and review the pupil's behaviour plan with the pupil, their team and/or their parents – look at additional strategies to support and prevent.