GLYNE GAP SCHOOL

CURRICULUM GUIDELINE 7   (CG7)

SUPPORTING POSITIVE ATTITUDES AND GOOD BEHAVIOUR

A behaviour policy with teaching and management guidelines

Prefaced by the Governing Body's statement of general principles on discipline and behaviour

Contents

The Governing Body's statement of general principles on discipline and behaviour

Glyne Gap school aims … 'The schools culture and ethos centres around enabling pupils to manage their behaviour through staff developing positive attitudes and relationships based on respect and high expectations, to teach pupils the knowledge, skills and confidence that will enable them to lead as full, normal and independent a life as possible'…. behaviour can be a real barrier to achieving this and can handicap a pupil more than their primary disability does. Good behaviour and good order is a necessary pre-requisite to effective teaching and learning.

The school employs a series of practical strategies to promote good behaviour particularly to encourage good order and conduct in the life of the school. For some pupils, possibly because of the nature of their disability or other factors, addressing their behaviour may require a more structured intensive approach. For such cases careful individual planning precedes a 'how, when and what' agreement to dealing with the behaviour. To ensure everyone employed at Glyne Gap remains concerned with this area of our work and to ensure all are familiar with school expectations and strategies, regular training is provided for all staff, including Team Teach training (see Continuing Professional Development section).

Behaviour for learning is discussed termly as part of liaison meetings and more regularly for pupils who require an intensive approach. Governors regularly review how pupils are being supported in the school regarding their behaviour, it forms part of HOS and Head Teachers termly reports. They also review the impact on staff.

The following document summarises the school's current approach. It is reviewed annually by the Head Teacher.

A. RATIONALE - why worry about behaviour?

It is vital to underpin our aims and practice with an agreement and understanding about why this aspect of the schools' work is so important: -

- Our school aim is to enable young people to be autonomous, independent and self-determining. An inappropriate behaviour can be a real impediment to achieving this and can handicap a pupil more than their primary disability does.
- Good behaviour and good order is a necessary pre-requisite to effective teaching and learning
- School is more than a forum for pupils to acquire skills and knowledge. Our aim is to develop whole pupils who are spiritually, morally and socially well rounded - this means teaching *values:*
  - ......right and wrong
  - ......honesty, truth and fairness
  - ......respect for others
  - ......importance of positive relationships
  - ......self-discipline and sense of responsibility

- Our pupils learning difficulties are not always solely the result of the pupils' own disabilities. Our practice can contribute to negative behaviours - for example where our inability to access a pupil's communication results in their becoming frustrated.

B. OUR CULTURE AROUND BEHAVIOUR

Our culture around behaviour is what we believe and think about behaviour and what we do about it. What we *believe* directly influences what we *do*.

Our culture is stronger and more effective because we have a shared set of beliefs.
At our whole school training (Terms 5 and 6 2023) staff agreed the following principles when thinking about behaviour.

- Our work around behaviour is driven by respect for our pupils.

- We bother about behaviour because we understand the prize that is at stake – pupil learning and pupil happiness.

- Behaviour is something a child does – not who they are. See beyond the behaviour.

- Positive behaviour is a pre-requisite to learning and for some children it *is* their learning

- Children can learn to recognise, change and manage their own behaviour.

- All children need role models and support to develop positive behaviour. Some children will need significant and ongoing support to manage their own behaviour. That is our job and we give it 100% every day.

- Children and their behaviour change, so we must adapt our own behaviour to support them when these changes happen.

- Supporting pupil behaviour is for all of us. We can *all* become empowered and enskilled.

- Our work in this area will be more effective if we work as a team and in partnership with parents.

- We believe every day is a new day

Every member of staff, without exception, has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of pupils, having respect for all, providing good social models for pupils, constantly looking to celebrate achievement, and looking to enjoy and have fun in school. Encouragement to show compassion tolerance and forgiveness can be modelled by all staff.

Aims

As it is important to share the same fundamental aims as a school so it is important to share the same aims when we talk about managing behaviour

- We aim to create a school culture that reflects our positive attitudes, values and beliefs, with respect for pupils at its centre.
- We aim to foster relationships where all feel safe, valued, understood and supported.
- We aim to create an environment of calm and good order
- We aim to have positive and high expectations that pupils will behave well, courteously and with self-discipline.
- We aim to systematically address the behaviour needs of all pupils in order to enable them to show positive behaviour and enjoy their learning
- We aim to provide a systematic training programme for all staff - including those working with pupils with severely challenging behaviour.
- We aim to work in partnership with parents and families and professionals from other disciplines

C. PRACTICAL STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

We aim for all of our pupils to have positive behaviour that enhances their learning and therefore have a range of strategies that vary in the intensity of their approach.

1. Effective teaching

- Purposeful teaching – a clear sense of what you want to teach and how you want to teach it. Motivating activities which encourage high levels of participation and enjoyment for each child mean that pupils are behaving positively without thinking about it!
- Careful attention to effective communication strategies is key to managing behaviour.

2. Climate for Learning

Class teams create a positive 'climate for learning' by establishing a classroom good order plan. We do this because it leads us to make positive behaviour a habit and because that leads to better pupil learning (see Teaching and Learning policy).

General good order and conduct supports the behaviour of all pupils and the following strategies are used throughout the school. Our pupils need to practice the habit of being good until it becomes part of what they habitually do.

Good order can be facilitated by...
- Effective class teams working consistently with clear high expectations, rules, routine and rewards
- Using rewards and sanctions carefully and systematically. It is important that there is a sense of fairness and have a consistent link between rewards and good behaviour Rewards and sanctions that could be used include: -

social rewards -   verbal praise, messages to parents, message to favoured members of staff etc.

activities -   helping a class/member of staff etc, toys, games, outings, privileges, special responsibility etc.

material rewards	stars, tokens, certificates, merit awards, sweets, snacks, special meals
sanctions	(rarely effective if used in isolation from rewards) loss of privilege, telling off, chores etc
	N.B. <u>Prohibited Sanctions</u> - verbal abuse, corporal punishment, (including rough handling) is completely forbidden, as is the locking of a child in a room.

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next. E.g. the use of now and next, and personalised/individualised to prevent times becoming challenging
- The organisation of the environment should be purposeful for learning with consideration to organisation of furniture, displays, visual clutter, temperature lighting etc
- Faculty students may be able to use peer pressure and peer sanction as part of an approach to encouraging respect for others and good order. This requires skillful facilitation to ensure the process is fair and appropriate.

(A prompt sheet for classroom good order is contained as **Appendix 1**)

3. <u>Individual pupil planning</u>

Sometimes these general practices may not be enough to maintain an individual pupil's behaviour at a level that supports their learning.

These pupils may need and benefit from a structured and personalised approach to supporting their behaviour.

The cause of the behaviour may be explainable and transitory in nature (they may, for example, be transitioning to a new respite placement) or may be deep seated and more fundamentally be a feature of that particular pupil's disability.

The following strategies may diminish the restrictive/challenging effects of behaviours such as poor motivation, non-compliance and low level disruptive/restrictive behaviour. They may also be vital in supporting pupils who have a capacity to develop more challenging behaviours to learn *without* using such behaviours.

Individual pupil plans will be most effective when class teams have shared ownership and take responsibility for ensuring their implementation and for regularly monitoring and adapting it as required.

When planning for an individual pupil the following should be considered by the class team:-

- **Communication**- both receptive (how the pupil needs information to be presented) and how they express themselves
- **Individual strategies**- including sensory strategies, rewards and sanctions, environmental factors, expectations, routines and structures
- **What to do and when**

See **Appendix 2** for an exemplar

D. <u>CHALLENGING BEHAVIOUR</u>

<u>Defining challenging behaviour</u>

Challenging behaviour may be determined (in part or all) by the **context** the pupil finds himself in….so things like the presence of structures, sensory diet, communication strategies, management strategies, favoured or particularly skilled personnel etc may determine whether a pupil's behaviour becomes very challenging or not.

To help acknowledge that many pupils *could* easily be placed in the most challenging category (and the extreme importance of vigilance and maintenance strategies) we have introduced the concept of an A and B list.

'A' list description	'B' list description
Pupils with extreme behaviour that is of an intensity, frequency and duration that severely limits life opportunities and / or relationships.	Pupils with the <u>potential</u> to have very challenging behaviour… Their behaviour could, given a change of context or other, become behaviour described as 'A' list type
- behaviour that is a clear danger to self or others - behaviour that <u>very</u> significantly interferes with learning - behaviour that seriously limits or prevents access to the community - behaviour that is not one-off and that has a degree of permanency	- pupils who in the recent past displayed 'A list' behaviour. - pupils not currently displaying 'A list' type behavior but could if context or similar changed - pupils whose global needs include a very significant element of provision to be in place, to support positive behaviour

Pupils who meet the above criteria are listed on the Behaviour Support register to ensure that their behavioural needs are addressed systematically and consistently.

Staff can request a pupil to be added to the register at any time and will need to be clear that they meet the above criteria. Entry onto the register is by agreement of the class teacher and SLT.

Once a pupil is entered onto the register there are a range of activities that the pupil, class team and others will undertake to ensure the best possible support.

These will include:

'A' list	'B' list
a yearly planning/review meeting chaired by a senior member of staff to identify/review individualised support for this pupil (Agenda for meeting	- Termly class meeting to discuss the contexts and strategies used to support pupil (Head of School will attend as appropriate) - A one page Behaviour IPA

contained as Appendix 4) • An in-depth behaviour IPA to (with an up to date risk assessment)-reviewed by the class teacher termly and monitored by HOS • an individual or personalised timetable • additional support for identified times • opportunity to share success with parents • consideration of a referral to therapies/FISS/Dr Mike • Recording of behaviour incidents to support evaluation and planning	reviewed termly and monitored by HOS • Recording of behaviour incidents to support evaluation and planning • *Consideration* of all A-list interventions

At the end of term 6, the pupil's on both the A and B list are reviewed and their progress judgements from the current year's liaison meetings and the judgement from the spring term liaison meeting for PSHE/behaviour is recorded. If a pupil has at least good or outstanding in all 3 progress judgements and an outstanding judgement for PSHE/behaviour, then a senior member of staff will discuss the pupil being removed from the B list or being transferred from the A list to the B list with the class team, this recommendation will be taken to the SLT for discussion where the final decision will be made as to whether they remain or are removed from the list.

See **Appendices 5a and 5b** for Behaviour Support Records Proformas

Managing challenging behaviour
YOU (and the team you work with) are vital in supporting pupils – particularly those with the most challenging behaviour. Below are a range of strategies that will support pupils with challenging behaviour…and support you also. (See Appendix 6 for further information)

1. Be Proactive
   • Think about your mindset. Remind yourself about our culture around behaviour. This is your job and it is really important.
   • Gain some perspective. Acknowledge that this is as tough as your job gets…but it can and will get better.

- Use your strategies and structures to support both yourself and the pupil. Use your class meetings. Use the general and individual pupil planning to support the pupil.

2. Coping Strategies

There are no foolproof solutions to challenging behaviour. Coping or 'dealing with the now' is a step to responding positively. The following are features often associated with coping, along with some suggestions on how to achieve them.

- Being positive. Practice, persevere and train yourself to be positive and optimistic. Consider how you think about the pupil and what you say about them.
- Coping with yourself means taking care of yourself. It's okay to be angry, frightened and frustrated but not okay to be driven by negative emotions. It is okay to ask for help.
- Discussing issues effectively -the basis for determining practical strategies. It is also invaluable for dealing with emotions, unloading, getting reassurance and building trust with a team. It helps form ideas and maintains consistency.
- Teamwork - every member is responsible for an effective team. The sense of team and morale starts with each member. Effective teams will probably have effective communication, shared values and systems and procedures.

3. Plan to make it better

- Start recording behaviour – only record what is useful and will inform future planning.
  - what can the class team realistically handle on a day to day basis?

Take this information to an individual pupil planning meeting (behaviour support).
All staff who work with the pupil will need to attend to ensure consistency and a cohesive approach.

The meeting is likely to follow this agenda
- Describe *exactly* what the behaviours causing concern are
- Describe who they happen with, when, any antecedents and how frequent they are
- Interpret why the behaviour happens (ALL theories are okay)….and what possible needs are being fulfilled
- What strategies have worked in the past?
- Describe the pupil's strengths….and what their qualities are.
- Describe what the pupil likes doing…and if there are any special motivators.
- Discuss any possible new strategies that we want to try
- Discuss any additional support we as a class team will need to support the pupil

Use your planning meeting to inform your IPA
See **Appendix 3**

E. PHYSICAL CONTACT, SUPPORT AND RESTRICTIVE PHYSICAL INTERVENTION

Within the context of teaching pupils in a school such as ours, our pupils require physical contact in the process of learning and meeting their needs. The style of our relationships with pupils requires a degree of physical contact.

- Many of our pupils require physical prompts to enable them to experience and learn new skills and concepts.
- In our behaviour management plans (IPAs), we may need to have physical contact to calm a pupil. Staff have had substantial training in the effective management of potentially confrontational behaviour. Pupils in distress, or in need of reassurance, may seek or need comfort through physical contact. Acceptable ways of comforting pupils will vary from individual to individual, and will depend on age, gender and maturity.
- Physical contact is necessary to maintain personal hygiene or administer medication used to treat epilepsy for example.
- Physical contact may be necessary to encourage pupils to make requests and develop other communication skills.

In respect of restrictive physical intervention, the same precautions, rules, guidelines and common sense prevails as for other kinds of physical contact. Holding/guiding/leading may be a protective or supportive extension of touching. Where holding is part of a pre-planned behaviour management, it should be carried out with the consent of the pupil's parents and must be clearly recorded as part of the pupil's IEP. The IPA (Individual Pupil Arrangement), which makes specific reference to any potential use of a restrictive physical intervention must be discussed with, and authorised by the Headteacher.

The principles regarding a restrictive physical intervention are: -
- It must not be used when less extreme measures would effectively resolve the problem
- It must be a last resort when other forms of intervention are impracticable or obviously not working
- Under no circumstances should it be used in anger or with the intention to punish
- It must involve the minimum effective force for the shortest period possible
- Particular care must be taken to avoid inflicting unnecessary or deliberate pain or injury

The Education Act 1997, is designed to empower school staff to make controlled and purposeful interventions when
- The purpose or restraint was to defuse or prevent a potentially more violent or dangerous incident
- Its purpose was to avert immediate danger or injury to anyone (including the pupil concerned,) or serious damage to property
- Means other than force have been attempted and proved ineffective
- It was justifiably considered to be the only effective means of intervention to render the situation safe

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation

F. SELF-HARMING

Self-injurious behaviour is extremely difficult to understand and it presents many challenges to those of us who are supporting someone who presents such behaviour. It is essential to show sensitive support and empathy for pupils who self-harm. Opportunities to discuss behaviour of this nature could happen at Liaison meetings and/or at an individual pupil planning meeting where a referral on to CAHMS/FISS could be discussed.

G. BULLYING

Incidents of bullying in the school are incredibly rare. However, as a school we take bullying including online bullying (or cyber bullying) and its impact seriously and staff, pupils and parents/carers should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated either by our pupils, or directed towards our pupils. The school will seek ways to counter the effects of bullying that may occur within school or in the local community and our pro-active attitude towards behaviour management, safeguarding (including online safety) and SMSC learning underpin this approach.
In addition a close working relationship with parents/carers and our colleagues in social care and the police means we can have a direct and joined up approach to dealing with such events if they were to occur.

H. CHILD ON CHILD ABUSE

'Child-on-child abuse is abuse that happens between children of a similar age or stage of development' and it **could** be relevant for some of our pupils. Child on child abuse may include physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting; Initiation type violence and rituals.
Children can abuse their peers **online** through: abusive and harassing messages; non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups and sharing of abusive images and pornography, to those who don't want to receive such content.

In our school it might not be someone's 'intent' to hurt someone, but the other pupil might still be experiencing harm through their behaviour. Behaviour incident forms are completed if a pupil is injured by another pupil (and if an adult or the pupil themselves are also injured).

We need to remember that child-on-child abuse may be taking place, even if it is not reported. If you have a concern that someone is at risk from child on child abuse you must report this immediately to the DSL/DSL of the day and record on cpoms. (See **CG2** Safeguarding and Child Protection Appendix 3 for more information)

As a school we **nurture a positive culture** and in relation to relationships and how we interact with each other. This is demonstrated in our attitudes and behaviours. We are also proactive and teach healthy friendships and relationships as part of our PSHE and RSE curriculum.

I. EXCLUSIONS

Permanent exclusions will be extremely rare and a course of absolute last resort. A permanent exclusion would never be arrived at without planning meetings and consultations with parents, psychologists and LEA representatives. It is however, a course of action available probably at a point when pupil or staff safety is severely compromised.

Fixed term exclusions may be used, again after planning meetings and discussions and probably only after an exceptional incident where a pupil or member of staff has been violently assaulted and a period of time is needed to give the school an opportunity to

ensure measures are put in place to support the pupil safely and successfully when they return to school.

J. STAFF WELLBEING

Managing pupils, particularly those who exhibit severely challenging behaviour, is a physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress which must be recognised and managed appropriately. Many staff recognise this but usually put their efforts into planning for pupils. Class teams must be the first point of support with effective team discussion playing a major part in reducing anxiety and stress. Remember every member is responsible for an effective team and an effective team recognizes the strengths and needs of each team member.

There is a strong staff ethos about providing mutual support to each other. It is good practice to make a member of the schools SLT aware when staff are involved in situations causing stress

K. MONITORING

It is the schools practice to report on vulnerable pupils at the weekly safeguarding team meetings and to Governors as part of the full Governor's Meeting. Behaviour for learning is discussed termly as part of liaison meetings and more regularly for pupils who require an intensive approach. Governors regularly review how pupils are being supported in the school regarding their behaviour, it forms part of Head Teachers termly reports. They also review the impact on staff.

Pupils on both the A and B list for Behaviour Support are discussed and these discussions include issues, actions and concerns. The number of incidents that have been logged where an injury has been caused by a pupil or a physical intervention has been used as part of an IPA and are monitored on a termly basis and reported to the enhanced opportunities meeting 3 times a year. However we also celebrate improved behaviour which has enabled pupils who have made progress with their learning.

A and B list registers are managed by a senior member of staff and reported on termly as part of the Governor's Meeting. Incidents that have occurred where a pupil's behaviour has caused injury to themselves, another pupil, a member of staff or a member of the public are recorded and a log is kept as are incidents where a physical intervention as part of an IPA has been used with a pupil. The incident logs provide evidence as to whether an IPA for any pupil is working effectively or may trigger the need to hold a planning meeting to review the support and strategies in place to meet a pupil's needs.

L. CONTINUING PROFESSIONAL DEVELOPMENT

There is a planned programme of opportunities for CPD for supporting Positive Attitudes and Good Behaviour including supporting pupils with challenging behaviour.

The programme is organised into 3 levels which is dependent on the needs of individual staff:

i)   **Induction** for newly appointed staff, therapists and Governors

ii) **Foundation** for ALL teaching staff:

- A series of 6 twilights (completed once every three years) covering
    a. Our culture around behaviour
    b. Strategies to support positive behaviour
    c. Challenging behaviour

iii) **A 12 hour Intermediate,** Team Teach Qualification offered to targeted staff (often those with pupils on the A or B List) which may cover particular topics such as writing an IPA.

In addition to this there is always scope for staff to request additional CPD if they feel it would enhance their work with a particular pupil. It may be that the class team would benefit from input in a particular area (i.e. structured teaching) to further support a pupil and this can be addressed either through pupil planning meetings or through a direct request to the CPD co-ordinator.

These Curriculum Guidelines should be read in conjunction with…

CG1 Teaching and Learning
CG2 Safeguarding and Child Protection
CG5 Supporting the Development of Communication and Language
CG9 Developing the Whole Child (SMSC)
CG12 Equal Opportunities

Appendices

Appendix 1 – Classroom Good Order Plan
Appendix 2 - Supporting guidelines for writing IPA-One Page
Appendix 3 - Supporting guidelines for writing IPA- In depth
Appendix 4 - Agenda for Individual Pupil Planning meeting (behaviour support)
Appendices 5- Supporting information on managing incidents of challenging behaviour

Reviewed and Updated October 2023

CLASSROOM GOOD ORDER PLAN

AIM	ACTION
1. Have clear **EXPECTATIONS** that are understood and shared by everyone	• Have regular class meetings that focus on expectations of staff and pupils • Make a short, simple, symbol supported list of expectations. Some classes might call these rules • Remind pupils of expectations/learning outcomes at the start of sessions • Celebrate those keeping to these expectations (as it happens..end of session..weekly) • Agree simple sanctions for pupils not keeping to expectations (eg won't earn star if shout during registration)
2. Have clear and tangible ways to **SAY WELL DONE** to all those working hard and learning to keep to the rules	• Create 'well done'/achievement displays/boxes where anyone can write about/put up a photo to celebrate someone working hard (staff or pupil!) • Create a token system. Have a range of material/activity/social rewards • Have regular times to award tokens • Create special awards ceremonies/assemblies
3. Create **SIMPLE ROUTINES** (preferably with a visual element) at key times	• Share symbolized/object of ref/photo timetable at beginning of day. Introduce individual schedules if needed • Identify less structured times and put routine in place • Make sure lessons and sessions (morning and afternoon) have well signposted beginning and end eg incense burnt at start of drama session to cue into task/lay down on floor as part of wind-down • Practice routines
4. Create a warm and welcoming **ENVIRONMENT** that facilitates independence and autonomy and gives clear messages about purpose and expectation	• Organise furniture to break the class up into 'zones'- Quiet Corner/Role-play Area/Everyday Tech Zone • Organise resources to make expectations explicit and facilitate independence • Use photos/symbols/objects of ref/sound switches to tell pupils/staff what they need to do • Expect everyone to take responsibility for looking after the class-create jobs-recycling fairy/plant waterer/draw tidier/king of washing-up etc

Appendix 2   **1 page IPA**

Information given to me by....

-

My Communication Methods

-

Name

To support my behaviour for learning I need...

My Individual Strategies

My Sensory Strategies

-

Rewards and Sanctions

-

Environment

-

Expectations

-

Routines and Structures

-

If you see me...

Appendix 3

Guidance for Writing an In Depth Behaviour Support IPA

Individual Pupil Arrangement as part of an I.E.P. to proactively manage behaviour for
Pupil A

Introduction (:brief positive based on strengths, interests, favourite things, how they communicate both receptive and expressive and make needs known etc)

Long Term Aim: (what you want the pupil to ideally achieve)

Short Term Aim: (the prioirty behaviour/s that this plan is helping the pupil to address)

Proactive Management (strategies in place for promoting positive behaviour, include contexts in bullet points) Here are some examples from a variety of IPAs

Communication
- Pupil A needs to have very clear consistent information throughout the day of what is going to happen using a symbolised personal timetable

- Pupil A will be given symbolised visual information to ensure he understands what is expectations of him are

- Sometimes Pupil A's communication isn't clear to us and what he is trying to say, don't rush to assume you know, take time to assess the situation and see what he is doing before acting, as it may become clear if you watch him for a couple of minutes.

- Pupil A needs to have very regular verbal praise for demonstrating good behaviours and for making good choices.

Structure
- Pupil A has a sensory diet and has regular planned opportunities to address his sensory needs during the day.

- Social stories to reinforce appropriate behaviour to be read regularly in times of calm and when engaging in learning

- Pupil A can earn smiley faces (family pictures) for being a kind friend in line with her social story, earning time working with a chosen friend.

Consistent Management
Possible Triggers (what may cause the behaviour/s) Here are some examples

  - Not being understood
  - Having his communication ignored or disregarded
  - Being asked to do something he doesn't want to do
  - Being told he can't have something he wants
  - Wanting something someone else has
  - Having to wait
  - Being told no
  - Being tired or hungry

- Feeling unwell

Arousal Behaviours- 'Warning Signs' (there may be changes in behaviour, attitude, physical, verbal, auditory) Some examples are

A change in body language such as:
- more pronounced body movements, arm swinging, rocking,
- eyes become darker with pupils dilated
- loud moaning, vocalisations or shouting
- says 'no, no, no'
- starts strutting up and down
- he may sweep everything off the surfaces around him
- eyes flitting around seeking out objects to throw, including chairs
- seeks out objects to rip, tear or break,
- turns the nearest table over

Strategies
 (1. main technique for managing the priority behaviour when it occurs, who will do and say what?, what are the chain of events, write in a series of clear steps e.g ignore > distraction > verbal prompt > warning of a consequence > consequence being followed through
2. main techniques after behaviour has subsided, e.g rewarding a good choice made by pupil, reinforcing the appropriate behaviour
3. what happens next to re-engage the pupil in their learning)

You may want to consider adding a bullet point such as:

- If at any time you find the situation with pupil A difficult to deal with please ask for help either within the class team if they are nearby or ask another member of staff or pupil in the class to get a named person(s) to help you or to take over. These situations can at times be very emotional, tiring and stressful.

Physical Intervention (will not be required for majority of IPAS, **it is only to be used as a last resort and this must always be discussed agreed at a planning meeting by the head of school**)

Post Intervention (consider, what happens to the pupil, other pupils, staff, recording of the incident, debrief for staff team, it is really important to share information, discuss issues and keep consistency informing head of school)

Evalution (record of incidents and effectiveness evaluated in terms 2,4, and 6 or more frequently if appropriate)

Parental Support
if an IPA contains a physical intervention it must be signed by the class teacher and headteacher and a copy discussed and given to parents for signing.

Signed: Head of School:

Date:

Behaviour Support Planning Meeting

For _____ (pupil name) _____ (date)

Attendees:
(Chair, class team, communication lead teacher….possibly parents, OT, SLT)

Agenda:

- Describe *exactly* what the behaviours causing concern are

- Describe who they happen with, when, any antecedents and how frequent they are

- Interpret why the behaviour happens (ALL theories are okay)….and what possible needs are being fulfilled

- What strategies have worked in the past?

- Describe the pupil's strengths….and what their qualities are.

- Describe what the pupil likes doing…and if there are any special motivators.

- Discuss any possible new strategies that we want to try

- Discuss any additional support we as a class team will need to support the pupil

Appendix 5

Managing incidents of challenging behaviour

The main aim when managing an incident is to make the incident as brief as possible, for the consequences to be limited and to make the incident to be less likely to re-occur. Therefore:

- Try to remove triggers - or make a calculated decision not to remove them (wrong to always avoid saying no.)
- Take action to reduce arousal (don't contribute to it with your behaviour) - use distraction techniques, calming techniques (face, voice, body, thoughts), respond to reasonable request. Remember the principle 'I am not a threat to you - 'you need not fear me'.
- Look for effective outcomes rather than winners and losers.
- In a crisis probably do nothing - other than protecting yourself and others.
- Don't expect to manage all incidents successfully (it's o.k. to be fallible) but do take time to think and reflect.
- In a crisis probably do nothing - other than protecting yourself and others.
- Take extreme care in the post crisis not to introduce further triggers.
- An opportunity to encourage the pupil to talk about what has happened and why when the pupil is in a calm state is very important. The question 'what could you have done differently?' can enable pupils to self-regulate and avoid future incidents

Stages of Violence and Aggression

Being able to identify the stages of aggression can help in addressing the behaviour. The possible stages may be:

- Arousal/Triggers... minds and bodies are getting ready for supercharged activity. Triggers could be having desires blocked, distressed thoughts, being near angry people.
- Build up ....as arousal increases there are changes in behaviour. Maybe increased activity, rapid talking, sweating, non-compliance etc.
- Crisis ... the crisis is the period of actual aggression/violence which maybe directed at self, others or objects. It is usually brief however can be hours/days if arousal is constantly being retriggered.
- Recovery... is the gradual period of returning to normal (if there are no further triggers!)
- Post crisis depression ... not all pupils seem to go through this stage. Those that do often withdraw from social contact and are difficult to talk to.