



Ashgate Specialist Support Primary School
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POLICY STATEMENT

Supporting Children's Behaviour

UN Convention on the Rights of the Child

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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Ethos

Our school provides a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (e.g. gaining attention or coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative means to achieve the same goal and ultimately build self-esteem.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

The term behaviour support is used in this document, as opposed to behaviour management, as it implies the need to consider all aspects of each child's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a child's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment.

Special Educational Needs and Disabilities (SEND), Autism and Behaviour

Children with SEND often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. They also experience difficulty communicating their needs effectively which may lead to high levels of frustration.

Children with SEND can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Our Approach

Central to our ethos is to ensure a low arousal, non confrontational approach with empathy for, and understanding of all our children.

We recognise that most behaviour is a coping strategy and the model aims to develop functional Emotional Regulation skills to maintain the optimum level of emotional arousal to cope with everyday stress in order to attend, engage and learn.

Positive Behaviour Support (PBS) is used to understand behaviour whilst respecting the individual. Key elements of positive behaviour support is:

1. Understanding the function of behaviour
2. Individual support plans that identify settings and triggers, as well as proactive, preventative and reactive strategies
3. Monitoring and collecting data
4. Evidence based evaluation

Our approach to teaching and learning aims to increase independence and reduce anxiety through adapting the physical structure of the environment, creating personalised learning outcomes and priorities (through IEPs and Pupil Progress Targets), providing personalised visual support and where appropriate independent work-stations

Terminology / Definitions

Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that the physical safety of the person concerned or of other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities (Emerson). What is unacceptable and challenging behaviour to one person is not necessarily unacceptable and challenging to another and therefore it is our responses to a behaviour that determines whether it is perceived as challenging. Thus it can be defined as any behaviour that hurts, scares or upsets us.

A **sanction** is a negative consequence applied to unacceptable behaviour (e.g. missing break time or a trip). We promote a **non aversive** approach to behaviour support. While children we support will experience natural consequences, we do not support the use of punishment.

Principles

- We understand that challenging behaviour is a form of communication. We recognise that the ultimate function of all behaviour is to get needs met. Our school community may have different needs and more limited means of achieving those needs.
- We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.
- We are committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school.
- We accept that the person has a right to make choices and to express themselves using satisfactory means.
- We aim to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them.
- Ashgate promotes a non aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist our children to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcers such as praise and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success. Eg; Star of the week, attendance certificates.
- At Ashgate we understand the need for the children to be in an appropriate environment and taught with specialist techniques and communication strategies; this ensures that they are physically and emotionally ready to learn and able to function and focus.
- Negative reinforcements and punishments are not successful particularly for those children with SEND as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However, children learn from experiencing the outcomes of their behaviour, the natural consequences. Providing the individual is well aware of the likely consequences of the behaviour and has the ability to make a choice, this is not a punishment or a sanction but is a consequence of his or her behaviour.
- Ashgate's commitment to make learning sessions motivating and engaging ensures good attendance. We carefully monitor attendance and where it falls below our target of 90% for any student, our attendance lead analyses why there are attendance issues and to plan actions to address them.

Aims

We aim to:

- understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively;
- provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- treat all pupils with respect and fairness;
- provide a caring, safe and supportive learning environment;
- support pupils to participate in their local community;
- celebrate the achievements of all pupils.

Roles & Responsibilities

The School and Governing Body are responsible for this policy and its implementation, ratification and review.

The School have responsibility to ensure that all staff, parents, stakeholders and volunteers are aware of the policy and where appropriate receive relevant training.

Senior Leaders are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings,

It is the responsibility of school staff:

- To notify the Headteacher or Deputy Headteacher of any serious incident and to follow the appropriate school procedures concerning incidents and accidents.
- To understand that all adults have a duty of care that requires them to act in the child's best interest and to treat all children we support fairly, with respect and understanding.
- All persons have a duty to report any concerns about practice to the Headteacher, or if appropriate, to the Governors (Refer to Whistle-blowing policy)
- To respond to all children in a calm and positive manner,
- To provide positive role models to all pupils ensuring that their behaviour reflects the good practice of the school
- To always make clear that what they would like a pupil to do rather than over emphasise what they do not want them to do,
- To value every child, even if their behaviour needs a high level of support
- To enable and support pupils to recognise a range of feelings, both positive and negative and to develop their emotional regulation,
- To work with their team, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach
- To follow the procedures set out in the appendices to this policy

Responsibilities of volunteers and pupils on placement:

- To follow guidance given.
- To request support and advice when necessary,

Responsibilities of parents:

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being
- To work with staff to plan and implement individual support plans.

Self Injurious Behaviour

Self injurious behaviour (SIB): is any behaviour initiated by the individual which results in physical harm to that individual. Ritualistic, routine led behaviours are often connected with self-injurious behaviour.

The use of the following strategies may be successful: A positive physical intervention, providing space, intensive interaction, distraction, use of motivators, a change of face or offering choices supported with symbols etc.

Physically intervening to stop self-injurious behaviour that is part of a routine can be counterproductive as the child being supported may try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.

However, sometimes the best support strategy is to ensure that they are as safe and as comfortable as possible until the episode is over, e.g. through ensuring a clear environment which provides less of a risk using appropriate resources such as blankets, mats, cushions. This can result in shorter episodes with less likelihood that the self-injurious behaviour will escalate and result in more serious injury.

Responses to self-injurious behaviour will be agreed on an individual basis. This plan will be discussed and agreed by the professionals, (including Occupational Therapist) working with the child and their family. It will be regularly reviewed and responses and strategies updated accordingly following the monitoring of impact.

Individual Support Plans (ISPs)

Individual Support Plans (ISP) are put in place to assist in the management of supporting a child with their behaviour. We use the term support as we recognise most behaviour results from unmet needs and therefore we focus on the support to meet needs not the behaviour causing concern. The intention is for people to increasingly be responsible for managing their own behaviour.

Wherever possible pupils will be involved in the development and implementation of their individual support plans. Positive expectations have a positive effect on the behaviour of others. Every child is of equal value and deserving of the same respect.

ISPs clearly identify:

- The specific behaviour(s) that are barriers - to learning, community access, relationships
- The function of the behaviour
- Planned pro-active responses by staff
- Strategies that the child is being supported to develop as an alternative communication
- Record of incidents
- Schedule of reviews

Individual support plans can only be effective if those following them, including the child and parents, have ownership of them. Class teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs. The team should be involved in reviewing the plan and identifying next steps.

Restrictive Physical Intervention (RPI)

There may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a child.

Staff have a duty of care to keep people safe and must act in the best interests of all the pupils they are supporting. The school has a duty to ensure the safety of everyone within it.

Restrictive Physical Interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative (the TINA principle There Is No Alternative).

The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force.

The rights and dignity of pupils must always be considered.

Where it has been agreed that RPI is a necessary reactive strategy this will be included on the ISP.

Any planned RPI strategies used must be carried out according to the principles and guidance of the School's training provider (Team Teach)

The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.

Any incident involving the use of RPI must be recorded on IRIS.

In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency restrictive physical interventions in response to unforeseen events. In such cases a case review will take place within 48 hours to put measures in place to ensure that a similar situation will have a planned response.

Assessing , Reviewing, Recording, Reporting and Monitoring

All behavioural incidents must be recorded on IRIS, preferably by the end of the school day in which they occurred.

Behavioural data is monitored to ascertain trends and patterns and regularly analysed through IRIS to assist in ascertaining the effectiveness or otherwise of the behavioural interventions.

The school will regularly report on incident data for each child who has 5 or more incidents in a term and share this information through a monthly report.

Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded on IRIS, preferably by the end of the school day in which it occurred.

The Behaviour Lead (Deputy Headteacher) and parents should be informed of incident where RPI was used, on the day of the incident. (Unless telling a parent/carer will cause a child potential harm or raises safeguarding concerns.)

Injuries or accidents arising from behavioural incidents must be recorded on IRIS.

All serious behavioural incidents should be reported to senior staff immediately and recorded on IRIS.

The Behaviour Lead (Deputy Headteacher) must be notified of any significant increases in incidents and where appropriate this should be investigated.

The behaviour team lead by Positive Behaviour Support Coaches are available to offer support, guidance and strategies to class teams. The team will also have sight of the Monthly report so that they can identify children who may need additional support or interventions.

Whistle-blowing

The ethos and policy of the school is to encourage openness and honesty. All Ashgate employees have a duty to report any concerns about practice. The School provides a confidential process and employees who make disclosures will be protected against harassment or retribution. If you have concerns about a member of staff you should report it to the headteacher or designated safeguarding officer.

Training

All staff will receive, safeguarding training, Team Teach, autism and ELKLAN training. Every member of staff has an induction to the school giving them key information about policy, procedures and practice.

All contact staff will take part in regular refreshers and workshops in the appropriate use of RPI (Team Teach)

Success Criteria

- The frequency of serious incidents reduces
- All incidents are appropriately recorded and reported
- Our culture is to keep use of RPI to a minimum and it is only used where TINA
- All cases of bullying and discrimination are dealt with quickly and effectively
- All staff are clear on their duty of care and act appropriately

References

- Use of Reasonable Force (Dept for Education 2013)
- Education & Inspection Act (2006)

Links to other policies

- Child Protection Policy <T:\Staff Read Only\Policies\Child protection Policy.doc>
- Anti-bullying Policy <T:\Staff Read Only\Policies\Anti-bullying policy.doc>
- Educational visits. <T:\Staff Read Only\Policies\Educational Visits 2019.doc>
- Whistle-blowing Policy <T:\Staff Read Only\Policies\Whistleblowing Policy.doc>

Planning to Support Behaviour at Ashgate

Factors that Effect Behaviour

Before starting to plan to support children's behaviour, there needs to be an exploration as to what might be causing the child to behave in the way that they are. The following factors are known to impact on behaviour and may need identifying before making an Individual Support Plan.

- **Anxiety:** The behaviour exhibited by children with SEND particularly with autistic spectrum disorders is often governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.
- **Theory of Mind:** because of neurological differences many of our children may have difficulty understanding other people's thoughts and feelings which may lead to children not understanding how their behaviour affects others.
- **Communication:** Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each child has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- **Environment:** We will seek to sensitively and imaginatively manage the environments for the children we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.
- **Sensory differences:** Children with SEND are likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.
- **Emotional Regulation:** Many of our children often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience let alone what causes them. Children must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking) which is actually part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation.

The following guidance gives suggestions and information as to how to support children's behaviour at Ashgate. It gives guidance as to who to go to for specialist advice eg; therapists, subject area leads. It also outlines resources that can be used to structure and evaluate plans and interventions.

Guidance for the writing of Individual Support Plans

Discussion

Discuss and identify behaviour or any apparent changes causing concern with those immediately involved with the child.

Eg; Staff team, parents/carers

Is there a clear reason for the presenting behaviour/s? eg;

Unwell

Pain or discomfort

Hormonal changes / puberty

Unable to express their needs

Sensory issues

Frustration / Misunderstanding

Misunderstanding routines/expectations

Attention from adults / peers

Being challenged

Unfamiliar approach/response

Identify any changes to the child's life eg;

Routine

Medication

Staffing

Home situation

Environment

Support from other staff and professionals working with the child eg; SaLT, OT, Art Therapist

In addition to the many other professionals who work with our children, many of our staff have particular areas of expertise or significant experience in supporting children with specific needs. Eg;

Communication

Medical needs

Autism

Developing independence

Nurture

Attachment and Trauma

There may also be other class teams dealing with similar difficulties where you can offer support to each other through professional shared discussion.

Assessing and Recording

A STAR chart can be used to help to identify and record triggers and impact of responses for specific behaviours.

(STAR chart and guidance - Shared area – staff read only – behaviour – proformas and guidance)

All incidents and serious incidents should be logged on IRIS so that a picture of the child's behaviour can be built up and analysed.

(IRIS Guidance - Shared area – staff read only – behaviour – proformas and guidance)

If the presenting behaviour / event occurs 5 or more times, an **individual support plan** should be created, implemented and shared with parent/carers. Support plans should also be shared with the member of SLT leading on behaviour.

Solution Circle

This is a solution focussed strategy that has proven to be effective in collaboratively solving problems and developing planned responses that are appropriate for a specific child. All staff are sent an invitation to the session, opening up the opportunity for everyone to be involved and have a forum for contributing ideas and solutions. A member of SLT will coordinate these sessions.

Support from SLT

Continue to have an open conversation with SLT, monitoring the impact of interventions and reviewing progress. Further support may be sought through the Manchester Partnership with applications for exceptional or complex needs funding, training or resources.

Appendix 2 - INDIVIDUAL SUPPORT PLANS

All ISPs should be written in line with the following principles:

- The school will use planned, agreed and risk assessed approaches to support challenging behaviour.
- All young people in our school will have person centred support programmes that are appropriate to their needs, abilities, skills and knowledge.
- ISPs are drawn up by the staff who know the child well with advice from other staff and professionals when appropriate. Families and where appropriate, the child will be consulted on these plans.
- All ISPs identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The ISP should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.
- The staff team will do an assessment to inform strategies and interventions identified in the ISP. All strategies used will carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.
- Each student's ISP is reviewed as and when required according to individual need. The relevance and effectiveness of each ISP will be assessed at least annually and modifications made as necessary. Annual review meetings and parents' evenings provide an opportunity to review the child's ISP

Before completing an ISP:

1. Identify the behaviour(s): be specific, when identifying the behaviour be very specific, you should always be able to answer yes or no to the question "Is the behaviour occurring now?"
2. Prioritise: is an intervention necessary? Not all behaviour difficulties can, or need, to be tackled at once. Behaviours which endanger the child or others are always priorities.
3. Assess the behaviour: you need to identify when, where, with whom and how often the behaviour occurs. What appears to cause/maintain the behaviour? Think carefully about the environment(s) in which the behaviour is likely to occur. What important results does the behaviour achieve for the pupil? In what situations does the behaviour never occur?
4. Identify what the pupil needs to learn – how can the child communicate the same thing and/or regulate their emotional state in a more acceptable way?
5. What motivates the child? Effective re-enforcers are integral to the teaching of new skills.

Appendix 3 Examples of Individual Support Plans

Individual Support Plan:

This is me (*insert photo*)

My Baseline

This is how I present when I am happy and ready to engage in activities and interactions. *List indicators*

These are the things that I need to keep me at my baseline (Happy and ready to engage)
List resources, environmental factors, personal care needs, sensory input etc

Things that I like

These are the people who are important to me and who I like to help me.

Things that I dislike/find difficult

If my emotions change and I do become unhappy, distressed, anxious- you may see me doing the following things. This is my way of communicating that I need something or that I am finding something difficult. The things that I do may change if I become increasingly upset/anxious or if I begin to calm due to my needs being met or the thing I am finding difficult is resolved/removed.

There are things that you can do to help me if I become anxious or upset. (Staff response)

Stage 1: Anxiety/Trigger <i>Need for diversion, support and reassurance. Providing option of a way out with dignity.</i>	Stage 2: Escalation <i>Need for diversion, support, reassurance, clear limits/boundaries and choices. Providing option of a way out with dignity.</i>	Stage 3: Crisis <i>Need to make the environment safe for all. Possible need for Restrictive Physical Intervention appropriate to the child. <u>When absolutely necessary</u></i>
What I might do:	What I might do:	What I might do:
What an adult should do:	What an adult should do:	What an adult should do:
Stage 4: Recovery <i>Need for coordinated letting go. Support and reassurance.</i>	Stage 5: Planned reintegration. <i>How do we move forward so that child can access learning through observation, support and monitoring- recovery and repair.</i>	Stage 6: Debrief (adults and child) <i>Need for positive listening and learning. How does the child communicate?</i>
What I might do:	What I might do:	What I might do:
What an adult should do:	What an adult should do:	What an adult should do:

These are things that you can try or offer to me if I am in need of support

De-escalation Strategies	Try	Avoid	Notes
Verbal advice and support			
Give space			
Reassurance			
Help scripts			
Negotiation			
Limited choices / controlled choices			
Humour			
Visual choice board			
Logical consequences			
Tactical ignoring			
Time out			
Supportive touch / Massage			
Change of face			
Success reminders			
Simple listening			
Removing audience			
Responsibility / job			
Distraction			
Change of environment			
Fiddle box / Distraction basket			
Tactile intervention			
Reading a book			
Playing a game			
Talk time			
Relaxation cushion / blanket			
social story			
Other			

Staff Signatures:

Parent/carer Signatures

Date

Date reviewed (please list every time the plan is reviewed)

Individual Support Plan for Specific Behaviours:

Specific Behaviour	Child's developing coping strategies.	Planned Adult Response	Trigger	Function of Behaviour	Preventative Measures eg; equipment, environment, adult support etc...

Staff Signatures:

Date reviewed:

Appendix 4 – Staff Support

Teams should 'de-brief' at the end of each day – talking through what has gone well and why, and reflecting upon more challenging situations and how they could be managed the next time they occur.

A member of the leadership team will be available at the end of each day to provide emotional/practical support for individuals or teams who have experienced a particularly challenging situation during the course of the day.

One of the most important and effective support structures is that which colleagues provide to each other. This may be about reflecting upon a situation or being a sympathetic ear at the end of a difficult day.

When a member of staff has been involved in an incident that has resulted in them being physically hurt or subjected to trauma that person should be released from the classroom for an appropriate period of time.

A member of SLT will try to respond to such situations, e.g. to cover for the person who has had to leave the classroom and/or to provide direct support for that person.

Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation s/he should be non-judgmental and should unobtrusively let it be known that they are there to support if required. All staff should bear in mind that an audience to a challenging situation is not usually helpful and can increase the anxiety of the pupil.

As a rule it must always be respected that the person primarily involved in an incident is the lead. A member of staff should not attempt to assume leadership of a situation, unless asked to do so, or it is felt that it is in the child's best interest. In the event of a colleague judging that it is essential for a change of face the Team Teach script "**More help available**" should be used. This should be discussed later in the debrief session.

Members of staff acting as lead should request help from anyone and any member of staff can take over a situation if asked. It is the responsibility of staff members to recognise when to hand over a situation to a colleague. Being able to do this should be seen as a strength and never a failure.