Behaviour Support Policy

Rational

This policy sets out an approach throughout the school and across the curriculum to encourage positive behaviour, through the establishment of and development or pro-active behaviour strategies.

Our Aims:

- To create a caring and supportive community where all members feel safe, secure and happy.
- To provide all children with the opportunity to develop as an individual and fulfil their potential.
- To prepare all children for life in society.

Definitions:

- Behaviour consists of all observable actions
- Challenging behaviour is one that is so intense, frequent or long lasting that the physical safety of the child or others is at risk, or one which is likely to seriously affect a child's access to learning and life opportunities.

Our Approach

We recognise that there are four groups of need

- Gaining interaction
- Escape and avoidance
- Gaining tangibles
- Self and sensory stimulation

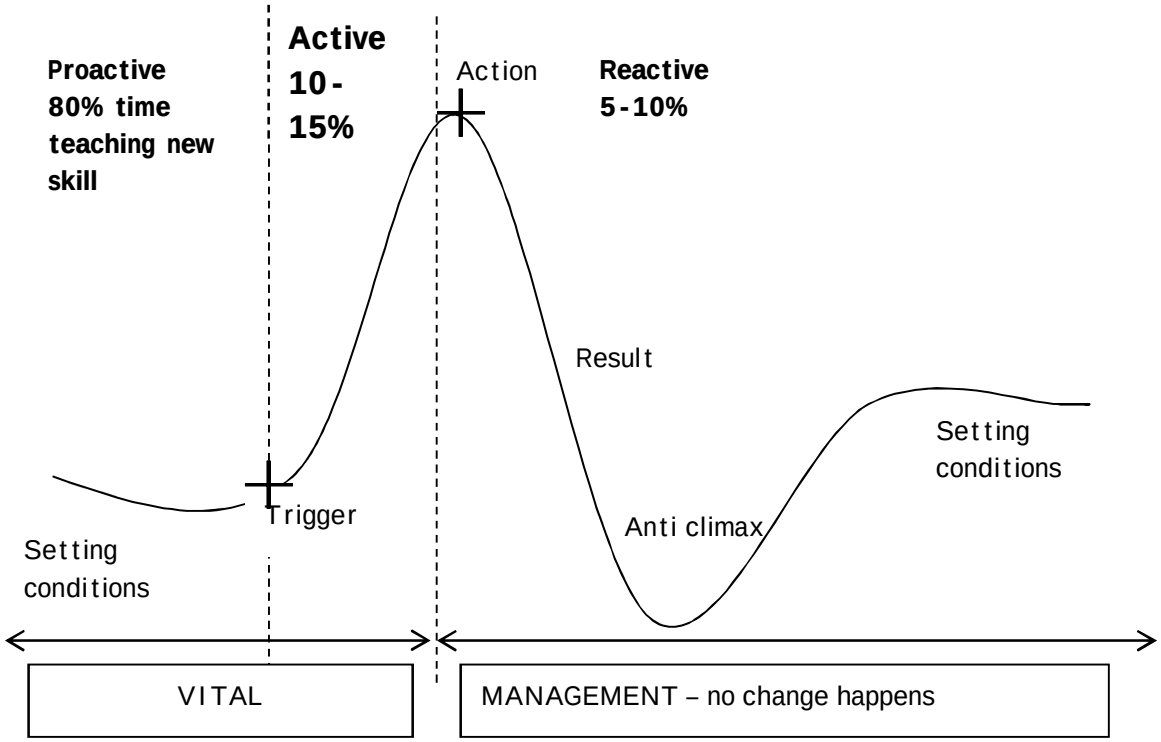
We aim to be pro-active in our support for learners by:

- Considering why the behaviour arises
- Changing the setting conditions if appropriate
- Identifying what new skill to teach the child
- Devising and following an agreed range of behaviour support strategies
- Building on positive behaviour ('catch the child being good')

To help us develop and implement behaviour support strategies we use the principles of the STAR approach. This means that we work together to identify;

–the **S**etting conditions (internal and external)
–the **T**riggers
–the **A**ction or behaviour
–the **R**esult (what happens to the individual after the behaviour has happened)

These four elements can be divided into 3 stages and these are illustrated on the following diagram.



It is recognised that the time scale may vary considerably depending on the individual child and the transition from one phase to the next may not be as 'smooth' as the curve implies.

If we are to be proactive in our approach it is important that we spend most of our time and effort with the creating the optimum learning environment for the child.

Pro-Active Stage:
This involves identifying the optimum learning environment for the learner.
The setting conditions as outlined below cover a wide range of areas and it is necessary to consider their relative importance for each individual and whether they should form part of their behaviour support plan.

Area	Possible Considerations
Communication	• What communication system is being used • What strategies are being used to gain attention / ask for help • Adults need to :

	o Allow time for Children to process the language o Reduce language o Use visual back-up o Give clear directives now/next
Physical environment	• Too much visual clutter • Too hot/too cold • Too noisy/ wrong type of noise • Lights too bright / flickering • Distance from whiteboard • Access to curriculum
Rewards and motivators	• Stickers, stars, raffle tickets, notes home • Choice of favourite things/free time/Golden time • Good news assembly • Clear School rules • Think very carefully/discuss options before using sanctions
Coping strategies	• Relaxation • Shaping • Time out/thinking chair/quiet time • Individual support • Regular access to Learning Mentor
Structure of the day/lesson	• Breakfast club with Learning Mentor • Golden time activities • Start with low demand activities, increase and then finish with low demand • Clear classroom structures and routines • Prepare children for change • Use of traffic lights / timers to end activites • Teach skill to cope with surprises initially in a very structured way
Activities	• **Have Fun** • How is new skill to be learnt • Cater for different learning styles • Many enjoy repeating activities • Waiting is an important skill to teach • Boredom can lead to challenging behaviour • Independent skills need to be taught
Positive reputation of learner	• Vital to identify strengths and skills • Recognise their preferences • Ensure their self esteem • Give them respect

Active Stage
Triggers:
The trigger may be very apparent or it is often the case that there is not a clearly identifiable trigger; it may be pain or something happened earlier possibly before the child arrives in school or something that has happened at playtime. However it may be possible to identify early warning signs such as;

- Agitation - attempting to move away from people
- Withdrawal - becoming still and quiet
- Verbal outbursts – shouting out, shouting at others
- Facial expressions - eye contact increases or decreases, eyes widen, facial expression stiffens
- Behaviour changes - obvious general changes, increased rate/intensity of low-level disruptive behaviour
- Physiological signs – breathing, body language muscle tension, flushing, going white, sweating

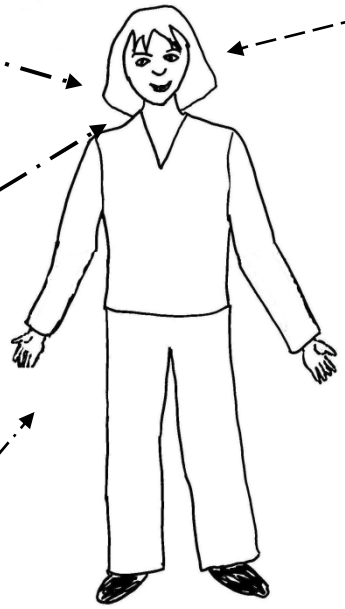
Any identifiable trigger/early warning sign should be briefly described in the behaviour support plan.

Active calming;
The rule of thumb is **to do the least to achieve the most**. Staff behaviours should be simple, predictable and reassuring,

It is vital to maintain control of your own communication style and physical presence

Voice
- Calm, even, not loud
- Aim for a tone which is reassuring
- And offers a sense of participation
- Use pauses, don't bombard

Face
- Careful use of facial expression not changing frequently
- Don't smile unless sure it will defuse
- Use good, attentive eye contact, but be careful about the intensity of it- lower eyes if necessary



Thoughts
- Calm, calm
- I am not compelling
- This is my job
- This is interesting
- Time is on my side

Hands
- Relaxed, open, visible

Body language
- Relaxed and still as possible
- Shoulder, arms, hands, relaxed and "down"
- Weight to one side, giving relaxed, slightly leaning posture
- Move smoothly and predictably
- Stay sensitive to personal space

Other issues
- Tune in to the other person for signals
- Be prepared to hand over to a colleague
- Think about position, don't stand on other person's centre line

…al and verbal calming strategie…
…needs.

…lming	Verbal calming
…s it is safe to do so	Distraction eg towards favoured activity
Eye contact - avoiding or maintaining	Reassurance, voice calm, repetitive, even and relatively low volume
Facial expressions	
Body posture	Understanding
Close proximity / touch support	Reduce language, repeat one word/short phrase
Space / Change of environment	Humour
Distracters	One to one
Individual activity	Positive redirection
Re-direction including time out	Modelling what you want them to do
Comforters / Tangibles respond to reasonable need	Clear positive instructions. May need to be repeated, give time to respond, usually only effective at lower levels of build up

Reactive Stage
Action: When a behaviour manifests itself it is important for staff to be aware of their reaction to the situation and as a general rule should avoid;

- planting suggestions of inappropriate behaviour
- threatening consequences of an inappropriate behaviour
- having more than one staff member give directions to an individual simultaneously

- the ‘audience syndrome’
- restarting the confrontation by immediately demanding emotionally difficult decisions eg saying sorry
- rehashing the incident in front of the individual
- shouting
- using ‘stop’, ‘no’, ‘don’t’ if possible
- speaking to child unless asked to by member of staff dealing with the behaviour

Behaviour Support Plans

If a child is displaying challenging behaviour on a regular basis this must be monitored by the class teacher. The class teacher will work in partnership with the Headteacher, SENCO, Parents and the child to draw up a behaviour support plan if necessary. The plan should focus on positive attributes of the child and aim to teach the child a new skill to reduce/redirect the challenging behaviour.

School Rules

	Moor End Rules
1	Be Polite
2	Be in control
3	Be a hard worker
4	Be kind
5	Be truthful

School Sanctions

1	The non-verbal (The Look)
2	Verbal Prompt
3	Warning of loss of playtime
4	Loss of playtime (supervised by class teacher)
5	Informal discussion with parents (Keep record)
6	Involve SENCO
7	Formal meeting with Parents/Guardians
8	Introduce a behaviour support plan
9	Formal meeting/discussion with Headteacher
10	Involve governing body

Behaviour Support Plan

SECT	**Name**	**Date**	**Date to review**

	Strengths/Positive reputation		
	Description of behaviour		
	Group of need	Gaining interaction Escape and avoidance	Gaining tangibles Self and sensory stimulation
	New skill		
SECTION 2	**Pro-Active**		
	Active		
	Reactive		

Parent/Carer _____ **Classteacher** _____