St Mary's School & College

(part of The Talking Trust)

Promoting Positive Behaviour Policy

Last Reviewed: March 2018

Next Review: March 2019

Last Reviewed: Spring 2018

Next Review: Spring 2019

Lead Member of staff	Head of Therapy, Health and Wellbeing
Introduction	The purpose of the promoting Positive Behaviour Policy is to clearly communicate to staff, pupils and their parents the standards of behaviour that are expected at St Mary's School and College ("St Mary's")and the structures in place to achieve these standards. All staff has a duty of care to support pupils to develop positive behaviours. Positive behaviours are to be modelled by all staff at all times in their interactions with pupils. It is vital to teach pupils how to behave well – so organisations must adopt procedures and practices that help pupils to learn how to behave. Educational establishments need to have positive strategies for managing pupil behaviour that helps the pupils to understand their school's expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for negative behaviours. These strategies must be applied fairly and consistently by each member of staff. At St Mary's School we believe that: - Pupils with **higher levels of emotional, behavioural, social, and school wellbeing**, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. - Pupils with **better emotional wellbeing** make more progress in primary school and are more engaged in secondary school. - Pupils with **better attention skills** experience greater progress across the four key stages of schooling in England. Those who are engaged in **less troublesome behaviour** also make more progress and are more engaged in secondary school. - Pupils who are **bullied** are less engaged in primary school, whereas those with **positive friendships** are more engaged in secondary school. - As pupils move through the school system, **emotional and behavioural wellbeing** become more important in explaining school engagement, while demographic and other characteristics become less important. - Relationships between **emotional, behavioural, social, and school wellbeing** and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parents' educational level. - All behaviour has a **function** and is **communication**.
The Aim of this policy	The aim of this policy is to provide the agreed framework for promoting positive behaviours and responding to negative behaviours across St Mary's. For pupils to respect the rights of others creating a positive learning environment. For staff to understand the school's expectations and their role in providing an environment and support where positive behaviour is achieved. For parents to understand the school's expectations and their role in providing an environment and support where positive behaviour is achieved.
Procedures and Practices	St Mary's undertakes that pupils have a right to expect positive behaviour, and to feel safe in their environment. This will be achieved through: Effective and active policies that promote a strong work ethic and promote positive behaviour and discipline, and prevent and tackle all

forms of bullying
- Involving pupils in developing and reviewing the school's behaviour policy
- Engagement with parent/carers
- Maintaining a safe environment

St Mary's will also ensure that:
- Each pupil will know what behaviour is expected of the how positive behaviours are rewarded and celebrated.
- Each pupil will be given the opportunity to voice their views about standards of behaviour at St Mary's.

In return, pupils are expected to:
- Respect themselves and other people and their property
- Respect their immediate and wider environment.
- Take responsibility for their actions and where possible support their peers in making the right choices.

St Mary's will:
- Ensure consistency of approach by all staff through group and individual training, monitoring and moderation of strategies.
- Identify pupils who pose the highest risk of displaying behaviour that challenges and develop safe working practices for employees working with these pupils. This will include the timely sharing of all relevant information through the pupils emotional and behaviour support plan and relevant behaviour management training
- Provide effective and visual school leadership to support staff and pupils in implementing the behaviour policy and reinforcing an ethos of positive reinforcement.
- Organise the day and its facilities to take into account and effectively address behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement and success, built around learning.
- Provide good classroom management, learning and teaching through observations, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Actively teach positive behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of behaviour
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties
- Ensure that there is a strong pupil support system through key workers, tutors, Health, Therapy and Wellbeing Teams. Pupils are also supported through the implementation and promotion of key policies such as Anti-Bullying and Safeguarding
- Create and build effective relationships with parents, carers and other agencies to create a network of support and understanding for each pupil.

Behaviour Systems at St Mary's

Rules for each class or residential house are agreed between the staff team and the pupil and follow the principles below:
- Are kept to a necessary minimum.
- Are positively stated, telling the pupil what is expected of them.
- Actively encourage everyone involved to take part in the development of the rules.

- Have a clear rationale, made explicit to all.
- Are consistently applied.
- Reflect British Values.

Rewards and Consequences
At Mary's we implement a range of clear, appropriate rewards and consequences that are fully understood and embedded acrossthe organisation. Both rewards and consequences are delivered in a consistent, fair and timely manner.

Rewards
St Mary's aims to promote high standards of behaviour, self-management and learning through positive encouragement and rewards. Rewards are an intrinsic part of St Mary's and of the behaviour support system embedded in the organisation. Rewards are individualised and developmentally age appropriate moving from immediate extrinsic reward systems to delayed rewards and the reduction in extrinsic motivators. This is achieved by a variety of different methods including:
- Positive feedback for work achieved and positive behaviours
- Achievement certificates
- Credits

Consequences will be proportionate and fair. Consequences may vary according to the level of negative behaviour (see Appendix 1) age of the pupil, and their special educational needs. Consequences follow the principles below:
- Pupils will be provided with space and opportunity to change behaviour.
- It will be made clear to the pupil why the consequences are being applied.
- It will be made clear what changes in behaviour are required to avoid future consequences.
- The consequences will be in proportion to the behaviour.
- Consequences should never constitute a withdrawal of treatment.

Consequences include:
- A verbal warning
- Additional support from immediate staff team
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in an event/activity
- Missing break time.
- Reparation
- Regular "on report" for behaviour monitoring.
- Targeted intervention from the Wellbeing Team or external agencies where appropriate
- Internal exclusion
- Temporary or permanent exclusion.

Staff should refer to Recording a Consequence on Sleuth (Appendix 2).

Behaviours causing ongoing concern
When a pupil demonstrates persistent negative behaviours a multi-disciplinary focus meeting will be coordinated by a member of staff. Parents will be informed of the focus meeting and invited to attend and/or contribute their views in advance. The views of the pupil will also be sought prior to the meeting. The meeting will be recorded using the focus meeting template (see Appendix 3). Additionally a Priority Behaviour Support Plan may be completed (see Appendix 4) Or a Development Behaviour Support Plan (see Appendix 5).

St Mary's has a Wellbeing Team to assist the pupils with emotional, psychological and behavioural needs. Starting from the premise that all behaviour is communication, the Wellbeing Team will work collaboratively with staff and parents to help understand the behaviours and generate strategies to help the pupils effectively manage them.

Staff should always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the St Mary's safeguarding policy.

Crisis Intervention
It is recognised that a pupil's behavioural presentation can be of such an intensity, frequency and duration that it is distressing to the pupil and impacts on the staff and peer group. This can engender trauma, stress, demoralisation and anxiety and the potential for safeguarding issues to arise. To reflect this, the following will be considered by the pupil's staff team:
- Nature of the behavioural presentation
- Frequency
- Duration
- Intensity
- Impact on the daily living, emotional and mental state of other pupils
- Impact on the morale, stress levels and capacity of the staff group
- Impact on home and family life

Crisis Intervention strategies
The aim of these strategies and interventions are to improve the management of the pupils, safeguard staff and peers and contain the anxieties and frustrations that are elicited in the staff and pupil groups directly and impacted more widely across the organsisation.

- Focus Meeting
- Facilitated Staff Reflective Group
- "Specialing"
- "Re-accommodation"
- External involvement/Second Opinion
- Change of Status
- Exclusion
  (See Appendix 6 for further information on these strategies)

Physical Intervention
St Mary's uses the Team-Teach approach; a recognised programme of training which promotes de-escalation, diversion and diffusion to prevent pupils injuring themselves or others, or damaging property and to maintain good order and discipline. Physical intervention strategies are used only when de-escalation strategies being used are exhausted. Each incident of physical intervention follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time. Immediately following an incident which required physical intervention, parent/carers of the pupil are informed by a senior member of staff and the antecedent, behaviour and consequences are discussed.

Staff should refer to Recording a Physical Intervention on Sleuth (Appendix 2).

All staff are given training and refresher courses at regular intervals. All parents, carers and pupils are informed of the promoting positive behaviour policy including the use of physical intervention at admissions meeting. .

Individual pupils whose behaviours are more likely to require physical intervention will be identified and a Priority Behaviour Support Plan developed.

Bullying: Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online' (From The Anti-Bullying Alliance (ABA))

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

- There is a separate policy on Anti-bullying as well as a complaints procedure for pupils.

Protocol for searching:
As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's property as long as is reasonable in the circumstances. These include prohibited items such as knives, alcohol, drugs, pornography etc.

On rare occasions it may be necessary to search a pupil's possessions.
- Pupils' belongings are only to be searched where failure to do so might put at risk the welfare of the pupil or others.
- The reasons for the search should be explained to the pupil concerned.
- Any search must be documented, recording the date, time and reason for the search, if anything was found, who was present (this needs to be carried out by two members of staff, where possible this will include the pupil).
- Such records should be signed by all those present, including, where possible, the pupil.
- The pupil's parents will be informed.
(Staff should further consult the policy on Searching of a student's room and personal possessions)

Other participants and stakeholders
We give high priority to clear communication within St Mary's and to a positive partnership with parents, since both are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the learner are aware of these concerns and of the steps which are being taken in response.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

St Mary's will communicate policy and expectations to parents. Where

	behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support may be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.
Persons with particular responsibilities	The Headteacher and Senior Leadership Team (SLT) are ultimately responsible for overseeing the implementation and day to day management of the policy and procedure guidelines. Staff are responsible for ensuring that the policy and associated guidelines are followed and they also have responsibility for maintaining the high quality learning / caring environment which encourages positive behaviour. All staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.
Monitoring and Evaluation	This policy is reviewed annually. Recording Negative and Positive behaviours: - All negative incidents including Physical Interventions and Consequences must be recorded via the SLEUTH system - Positive behaviours may also be recorded on SLEUTH or using the class/residential house reward system - Concerns about behaviour should be discussed within professional meetings, including focus meetings, team meetings, Annual Reviews, , leadership meetings and SLT. Any discussion should be supported by evidence - SLT will monitor physical interventions at their regular meetings - The Headteacher or SLT will provide data from Sleuth to governors at a minimum each term and more regularly when there are particular concerns about an individual child - If necessary, the Headteacher will discuss individual pupils with the governor with responsibility for safeguarding or the Chair of Governors whilst mindful of potential governor involvement being required should an exclusion be necessary - The Headteacher or Designated Safeguardling lead may notify the LADO, LA, Ofsted and the Department for Education under their safeguarding notification guidelines
Additional statutory guidance	Useful links: Ofsted: DfE: http://www.education.gov.uk
Definitions / Acronyms	"Positive and negative" behaviour are terms used in preference to "good and bad" because they convey the sense that all behaviour has a consequence and also a context. There may be some behaviours that would be judged acceptable in one context but not in another. SLEUTH – is a web based programme that incidents of behaviour, both positive and negative, are recorded upon and from which data can be analysed

Appendices/Standard Operating Procedures (SOPs)
Appendix 1 – Levels of Negative Behaviour
Appendix 2 – Consequence and Physical Intervention Flow Charts
Appendix 3 – Focus Meeting Template and Guidelines
Appendix 4 – Priority Behaviour Support Plan (PBSP)
Appendix 5 – Developmental Behaviour Support Plan (DBSP)
Appendix 6 – Crisis Intervention Strategies

This policy is published:

☐ ✓St Mary's website   ☐ ✓Firefly

Appendix 1 – Levels of negative behaviour

Outlined below are typical but not exclusive behaviours arranged into levels of severity with expectations around which groups of staff are responsible for managing each level of behaviour.

<u>Level 1</u>

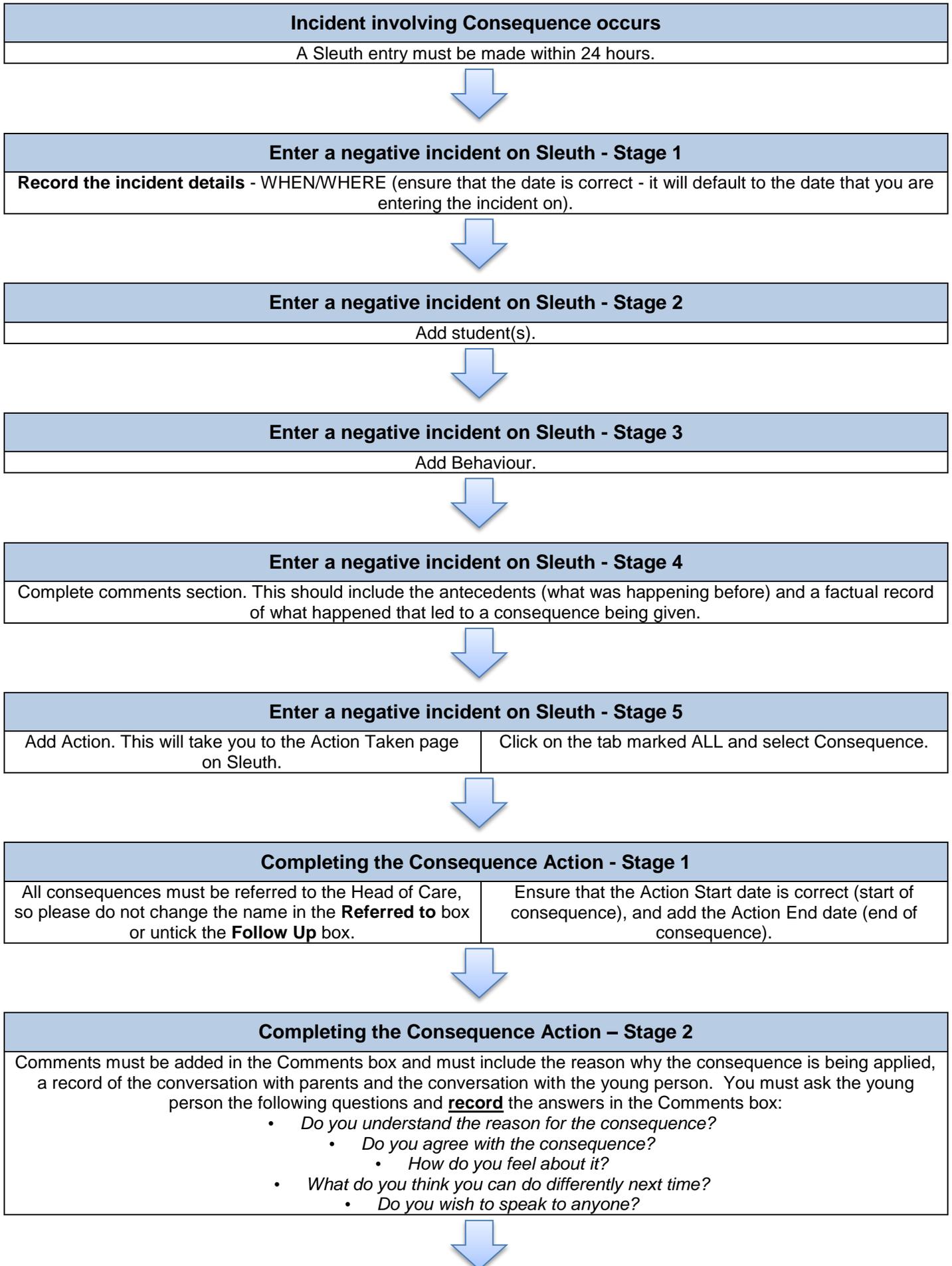|	
Abuse of Equipment Disturbing Others Foul/Abusive Language or Gestures toward Others Inappropriate Comments Not following Reasonable Request Preventing Others from Learning Rude, not showing Respect to Others Teasing Peer	All staff would deal with this level of behaviour. This would be in relation to maintaining a positive learning environment, both in formal and social settings. If necessary they will be supported by their line manager.

<u>Level 2</u>

Damage to Others' Property Damage to Trust Property E-Safety Homophobic Remarks Offensive Behaviour Racist Remarks Sexist Remarks Verbal Abuse to Peer Verbal Abuse to Staff	At this level, all staff working directly with pupils would deal with this behaviour initially, to maintain a positive learning environment, both in formal and social settings. This level of behaviour would be <u>referred to appropriate staff</u> (as agreed), this may include; Class teacher/tutor, Keyworker, Residential manager, Member of Leadership group, SLT.

<u>Level 3</u>

Bully Cyber Bully Physical Abuse to Peer Bully Verbal Abuse to Peer Bullying by Text Inappropriate Sexual Activity or Behaviour Physical Aggression to Peer Physical Aggression to Staff Self Harm	At this level, all staff working directly with pupils would deal with this behaviour initially, to maintain a positive learning environment, both in formal and social settings. This level of behaviour <u>must be referred to a member of SLT</u> and if a Physical Intervention (PI) has been used the recording of the PI must be adhered to as described in the PI flow chart.

Appendix 2 – Consequence and Physical Intervention Flow Charts

Incident involving Consequence occurs
A Sleuth entry must be made within 24 hours.

Enter a negative incident on Sleuth - Stage 1
Record the incident details - WHEN/WHERE (ensure that the date is correct - it will default to the date that you are entering the incident on).

Enter a negative incident on Sleuth - Stage 2
Add student(s).

Enter a negative incident on Sleuth - Stage 3
Add Behaviour.

Enter a negative incident on Sleuth - Stage 4
Complete comments section. This should include the antecedents (what was happening before) and a factual record of what happened that led to a consequence being given.

Enter a negative incident on Sleuth - Stage 5	
Add Action. This will take you to the Action Taken page on Sleuth.	Click on the tab marked ALL and select Consequence.

Completing the Consequence Action - Stage 1	
All consequences must be referred to the Head of Care, so please do not change the name in the **Referred to** box or untick the **Follow Up** box.	Ensure that the Action Start date is correct (start of consequence), and add the Action End date (end of consequence).

Completing the Consequence Action – Stage 2
Comments must be added in the Comments box and must include the reason why the consequence is being applied, a record of the conversation with parents and the conversation with the young person. You must ask the young person the following questions and **record** the answers in the Comments box: • *Do you understand the reason for the consequence?* • *Do you agree with the consequence?* • *How do you feel about it?* • *What do you think you can do differently next time?* • *Do you wish to speak to anyone?*

Follow up and additional information
To add additional information after saving and closing, on your Sleuth homepage select 'Search/Report', identify the incident and open it by clicking on the incident number, and add actions or further information as appropriate.

Responsibility
The responsibility to ensure that all recording is done correctly is with the Head of Care.

- **Further information on the use of Sleuth can be found by using the Help tab, where a manual can be selected. You can also contact Cassy Ramos-Walton (ext. 206 / cramos-walton@stmarysbexhill.org) for advice.**

Recording a Physical Intervention (PI) on Sleuth

Incident involving Physical Intervention (PI) occurs

- Member of SLT or Senior Care manager must be informed immediately.
- A Sleuth entry must be made within 24 hours.

Enter a negative incident on Sleuth - Stage 1

Record the incident details - WHEN/WHERE (ensure that the date is correct - it will default to the date that you are entering the incident on).

Enter a negative incident on Sleuth - Stage 2

Add student(s).

Enter a negative incident on Sleuth - Stage 3

Add Behaviour - Behaviours that may warrant Physical Intervention appear within Level 3.

Enter a negative incident on Sleuth - Stage 4

Complete Comments section. This should include the antecedents (what was happening before) and a factual record of what happened that led to a PI taking place.

Enter a negative incident on Sleuth - Stage 5

Add Action. This will take you to the Action Taken page on Sleuth.	The tab marked Physical Intervention (Team-Teach) should be selected

Completing the PI - Stage 1

De-escalation techniques - Select from the menu the techniques that were used, in the order that they occurred (a minimum of one must be entered).

Completing the PI Action – Stage 2

Physical intervention reasons - Injury to Other, Injury to Self, Serious Damage to Property, Significant Disruption to 'Good Order'.

Completing the PI Action – Stage 3	
Holds - Add Hold, select the Hold used and record Effectiveness, Duration, Staff Involved, Staff Injury, Student Injury.	Repeat if more than one hold undertaken.

Completing the PI Action – Stage 4
Checklist - Indicate those completed. **Every PI must include: Incident reviewed with Young Person, Incident reviewed with Staff involved, Parent / Carer informed** *(provide details of all in comments box)*. Other headings may also be used as required.

Completing the PI Action – Stage 5	
All PI incidents must be referred to the Head of Care, so please do not change the name in the **Referred to** box or untick the **Follow Up** box.	Also inform your line-manager.

Completing the PI Action – Stage 6
Comments must be added in the Comments box and must include a record of the conversation with parents and the conversation with the young person. You must ask the young person the following questions and **record** the answers in the Comments box: • *How do you feel about what has happened? (describe 'physical intervention' in an appropriate way to the young person)* • *Do you understand why we used the physical intervention?* • *Do you wish to speak to anyone else?*

Follow up and additional information
To add additional information after saving and closing, on your Sleuth homepage select 'Search/Report', identify the incident and open it by clicking on the incident number, and add actions or further information as appropriate.

Responsibility
The responsibility to ensure that all recording is done correctly is with the Head of Care.

- **Further information on the use of Sleuth can be found by using the Help tab, where a manual can be selected. You can also contact Cassy Ramos-Walton (ext. 206 / cramos-walton@stmarysbexhill.org) for advice.**

Appendix 3 Focus Meeting Template and Guidelines

Name of pupil person:	
Date of Meeting:	
Date of Previous Meeting:	
Attendees (and apologies):	

What is going well for the pupil? Note the successes and strengths

What has changed for the pupil? Home, St Mary's, Medication

What are people's concerns about the pupil? Think of specifics; when, where, who etc., what are the behaviours communicating to us?

What works well with the pupil? What strategies work to prevent, distract, deescalate the behaviours?

Parents' perspective (information they wish to be shared at the meeting)

Pupil's perspective/comments on their behaviour

Action (including who will feedback to pupil and parents, who will update my plan and risk assessment outstanding actions from previous meeting)	**Staff member responsible, by when**

Date of next Meeting:	
Recorded by:	

Notes circulated to: Parents, Attendees, Pupil folder (M drive)

Focus Meeting Guidelines

What is a Focus Meeting?
When there are significant concerns or issues about a pupil. A Focus Meeting should be called to ensure that the multi-disciplinary team around the pupil have a consistent and structured plan in place to respond to the concern.

Any member of staff can ask for a Focus meeting to be convened.

Responsibilities of the Chair
1. To ensure all those involved with the pupil are represented and invited.
2. To facilitate a meeting as soon as possible following concerns being raised
3. To prepare the agenda ensure that all relevant information is available.
4. To ensure that the pupil and parent views are sought ahead of the meeting to inform actions.
5. To manage the meeting and ensure that it is focused and timely
6. To ensure that there is an action plan at the end of the meeting, with SMART targets and timescales
7. To ensure that everyone knows and understands their responsibilities, and is aware of the timescale for completion
8. To set a review meeting date
9. To monitor the action plan and ensure that all actions are completed within the timescale
10. To ensure that notes of the meeting are taken, written up and distributed to all relevant parties, including parents

The focus meeting template should be used to record the meeting

All sections should be completed.

Section 1

1. **What is going well?**
   This section looks at positive things, and at strategies that are working well in some or all areas. This needs to be taken into account when planning new or adapted strategies.

2. **What are the behaviours causing concerns? What are the triggers to these behaviours? Are there any specific situations where the behaviours occur?**
   In this section, there needs to be a description of each individual behaviour, with a view as to whether the behaviour is self-directed, directed at staff or other pupils, in school, in care or at home. The meeting needs to reflect on the triggers and antecedents of the behaviour, whether there is evidence that the behaviour is triggered by specific single events, and as such is reactive, or whether it is a reaction to a set of events and builds through a number of stages. Identifying these antecedents can inform planning of strategies to recognise and prevent behaviours escalating.

3. **What is not going well?**
   Identify where things are not going well for the pupil. Look at staffing in all situations, consistency of staffing and approach, and reflect where behaviour has become more difficult to manage. Strategies that have become less effective, or stopped working altogether need to be detailed in this section.

4. **What has changed for the pupil?**
   Make a list of events and circumstances looking at whether these are temporary, permanent and or life changing circumstances. Reflect on how these maybe influencing behaviour.

5. **Parent Perspective**

The chair will need to make a decision as to whether to contact the parent's before the meeting to get their views.

6. **Pupil Perspective and comments**

Prior to the meeting the Chair will need to get an appropriate staff member to explain to the pupil the reason for the focus meeting and discuss their perspective to feedback to the meeting.

Question to include are:
- Do you understand the for the meeting
- How do you feel about it
- Do you have ideas how you can do things differently
- Do you want to speak to anybody about this

7. **Strategies - Do the current strategies address the behaviour? Can they be adapted or are new strategies needed.**

Look at the current strategies and decide whether they can be adapted to address the behaviour or whether new strategies need to be devised. Take into account that all new strategies will need to be consistently applied in all departments so must be practical and achievable in all areas. Consideration must be given as to how new strategies are communicated to all members of staff.

Action Plan

At the end of the meeting there should be a SMART action plan. Actions must be:

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Time bonded

Each action needs to be detailed, with the individual responsible for that action named, and a completion date. The Chair is responsible for ensuring that all action points are completed within the timeframe set.
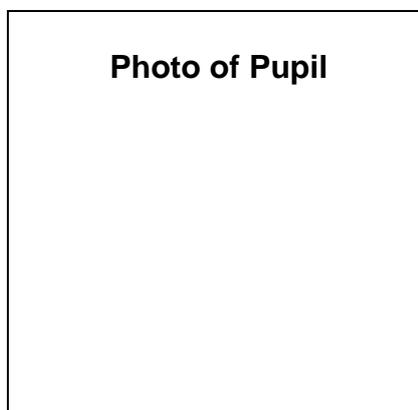
Monitoring process

The Chair of the meeting will detail a plan of how the actions will be monitored. This will involve setting a follow up review meeting, and a plan of how information is to be shared amongst the group and gathered for dissemination to the wider staff. It will also identify who needs to know the outcomes from the review meeting.

Notes from the meeting need to be written up and distributed to all relevant parties, saved on the M drive.

Appendix 4 – Priority Behaviour Support Plan (PBSP)

Name:		**Date of Completion:**	
Date of Birth:		**Shared with Pupil:**	
Class:		**Shared with Parent:**	
Residential House:		**Date for Review:** (min 3 x year)	
Names of staff completing EBSP:			
Recorded by:			

Photo of Pupil

What you need to know about me:
My difficult situations/triggers:
My views of my EBSP:

Proactive strategies to help me stay happy and calm	Early warning signs that I am becoming anxious or aroused
	Strategies

Signs that I am anxious or aroused	Signs that I am beginning to calm and feel relaxed
Strategies	**Strategies**
	Provide me with an opportunity to reflect & repair things and relationships that may have been broken by my behaviour

Appendix 5 – Developmental Behaviour Support Plan (DBSP)

Name:		Date of Completion:	
Date of Birth:		Shared with Pupil:	
Class:		Shared with Parent:	
Residential House:		Date for Review: (min 3 x year	
Names of staff completing DBSP:			
Recorded by:			

Photo of pupil
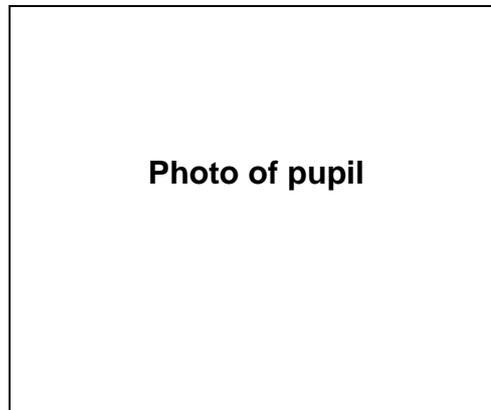
Impact of behaviour(s) on Development
Hypothesis about functions of behaviour(s)
Goals of intervention
Interventions and strategies

Appendix 6 – Crisis Intervention Strategies

The aim of these strategies and interventions are to improve the management of pupil behaviours in crisis, safeguard staff and peers and contain the anxieties and frustrations that are elicited in the staff and pupil groups directly impacted and more widely across the organisation.

1. *Pupil Focus Meeting Increase frequency*
   Should be held as a minimum weekly but possibly daily
   Purpose - can be all of the points below or combination thereof;

   A) To think about current presentation of the pupil and anticipate difficult points during the day and week that may need more careful management.
   B) Review the personal, social, medical history of the pupil, thoughts about current presentation and links with history, what is being communicated by the behaviour and what function(s) it may have. What predisposes, precipitates, perpetuates the behaviours and what protective functions it may have?
   C) Environmental/safeguarding impact assessment -What is the impact on the environment (Staff, Family, Peers) and what risks arise to others from this and how risk can be managed.
   D) To review current behaviour support plan ***and*** evidence for the <u>fidelity </u>of implementation.
   E) To listen to the experiences of involved staff and begin to better understand what is going on for the pupil/staff/others. That this may lead to further useful strategies.
   F) A place for senior staff not directly involved in the day-to-day management of the presenting pupil to offer a reflective stance and offer consultative advice.

2. *Staff Reflective Group.*
   Staff groups can consider convening a Staff Reflective Group on an ad-hoc/regular basis facilitated by a senior member of staff who stands somewhat outside the House/Class Team.

   Purpose:
   - to maintain/improve the capacity of the staff team under stress by providing a space for their experiences to be known about and their anxieties to be processed and contained.
   - to identify risks to staff team functioning arising from division and acting out <u>within</u> the team and between the staff team and other staff involved and the wider network around the child e.g. Therapy, SLT, parents, LAs.

* To establish a reflective space for thinking the reflective group has no agenda, but rather seeks to create a reflective space where it is ok "not to know" or have answers and removes any expectation that anything should come of it. Creating this atmosphere in the group for experiences, feelings, anxieties to be named and reflected on serves an important holding and containing function for a staff group under pressure and indeed may engender new and useful understanding and ideas that lead to practical implementation.

3. *"Specialing"*
   "Specialing" is the allocation of a member(s) of staff to work one-to-one with a pupil in crisis at Level 1, 2, or 3 (described below) as part of the strategy for closer and more intense management of a pupil during a period crisis. Due

caution should be exercised in relation to one-to-one Specialing as although it can be helpful, even necessary, there are also pitfalls.

When a child/young person is feeling out of control this can be very frightening to the child/young person and one-to one Specialing can give them reassurance that there is someone to hand who can take control. This facility may eventually allow the pupil to internalise this and begin to exert more control over their behaviour.

The pitfall is the pupil can become too dependent on the one-to-one relationship to the detriment of their own development and it can be detrimental to staff who carry out this intense contact work. Some of these detriments can be off-set by having frequent change of face in the Specialing and that staff undertaking this demanding and delicate work are closely supervised in order to manage temperature and distance in the relationship and attendant unhelpful entanglements, over-involvement, and dependency.

The Specialing can be done at **different levels**

Level 3 – That the allocated person checks on the pupil every 15 minutes/ half hour etc. The pupil knows that they are being held in mind and this can help them manage their behaviour rather than act out to involve staff.

Level 2 – **Within sight** at all times; the staff member keeps the pupil in sight at all times and so can implement proactive and reactive strategies.

Level 1 – **At arm's length** at all times. This would be particularly relevant where a pupil poses a physical risk to peers.

Other forms of Specialing with less intense staff resource implications would be, for example, meeting at a set time every day/two days or week with a "Senior Member of staff" this can have various functions e.g. some pupils benefit from having their anxieties talked through each morning/week by someone "up there", anticipating trigger points in the day and week and talking through how the pupils can manage these etc.

4. *Re-Accommodation*
   Consideration should be given as to whether the pupil would benefit from a change of class or house. This would particularly arise if the pupil is in a shared bedroom and there are no single occupancy rooms available on their residential house.

   Re-accommodation should never be used as a way of exporting a problem but should be an active probably temporary intervention. Any decision involving re-accommodation would require involvement of the most senior staff in the school i.e. SLT/Headteacher level.

5. *Managing the Impact on other pupils*

   Informing and making sense of what is happening to peers through house/class meetings and understanding and helping the pupils with anxieties arising. The peer group may also prove a helpful resource for understanding what is going on or what might be helpful - they could be part of the solution

6. *Other involvement/Second Opinion*
    As per above – can peers be part of the solution, give us clues about what is going on.
    Should CAMHS or the LADO be consulted?
    Might the presentation meet criteria for involvement of the Early Intervention Service?
    What could the Learning Disability service offer in terms of guidance/ intervention?
    Do we need a Multi-Disciplinary Forum that includes external inputs?
    How might the parents be involved, practically help in managing the pupil?

7. *Change of Status*
    Might the situation, the presenting pupil, peer group, staff group benefit from a temporary /permanent change of status e.g. From day pupil to residential. From residential to day status, weekly boarding only etc. Any change of status would require the involvement of SLT/Headteacher level.

8. *Exclusion:*
    Consideration might be given to the use of "internal exclusion" e.g. Suspension from the school/daily living programme.
    More formal temporary or permanent exclusion would have to be in line with the Trust exclusion policy.