

Behaviour Local Procedure

Developed by Church Lawton School:	September 2014
Reviewed:	December 2015
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Church Lawton School provides a calm and structured learning environment where there are clear expectations to promote positive conductivity. There is an emphasis on rewards, celebration and achievement where every individual is respected and valued for their talents, contributions and learning outcomes. There are targeted areas the school curriculum upon which examples of positive contribution are reflected, celebrated and reviewed. This includes weekly whole school assemblies, daily reflection time in tutorial sessions, promotion of pupil voice in student council meetings (1/2 termly) and access to key professionals or individuals.

Where a pupil's behaviour escalates (with a likely potential to inflict harm to self or others) the following plans are in place:

- Senior staff on call to assist staff/pupils requiring a change of face or immediate additional staff support. Staff are provided with discrete alarms to alert others (for assistance).
- Incident reporting procedures are in place to report, record, debrief and monitor incidents where there has been challenging behaviour causing harm or potential harm to others (e.g. physically, emotional, psychological etc.). Intervention strategies are designed and put in place to reduce the likelihood of repeated situations. Reports must be written and signed within 24 hours of an incident. An individual support plan may be necessary as a result of an incident (see Appendix 2 and 3). Specific procedures relating to staff support – See Appendix 5
- The School Principal reports incident data and intervention strategies on a termly basis. The designated Safeguarding Governor monitors and challenges (where necessary) on reported incidents and record keeping.
- All staff have training of Studio 3 to Physically Intervene appropriately if absolutely necessary. Physical intervention will always be used as a 'last resort' where others non-invasive measures have not been successful and there is threat of immediate harm.
- Where a physical intervention has been necessary, this must be recorded in the incident form and parents must be informed in the same day. If physical intervention measures are required for ensuring the safety of a young person, where possible a physical intervention plan must be in place. See Appendix 4.
- Parents/carers (the person with parental responsibility) will receive, check and sign two copies of the Behaviour Policy and local procedures. One copy must be returned to school prior to the pupils start date. See appendix 5.

Signed:



Principal

Behavioural Management During the Coronavirus (COVID-19) Pandemic

This appendix has been created to help schools outline the behaviour management procedures and rules they will put in place once phase reopening begins. We have created this appendix in accordance with the latest government guidance surrounding schools' wider reopening from 15th June 2020.

Statement of intent

The school aims to act in accordance with the Behavioural and RPI Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5 Staff use appropriate strategies in ensuring students have an active approach to following the rules.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

2. Arrival and departure

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 2.3 The school expects pupils to move immediately to their bubbles upon arrival so handwashing and hygiene can commence

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted to ensure adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain socially distant and takes this into account with regards to supporting younger children

- 3.3 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
- Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
- 3.4 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.5 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.6 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.7 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.8 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 3.9 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be actively supported along with parents and families.
- 3.10 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

General

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.2 Pupils form orderly queues, e.g. when waiting to use the toilets and they are respectful and patient towards their peers.
- 4.3 Where it is not practicable for pupils to remain, one metre apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 4.4 Pupils whose behaviour is purposefully contrary to the school's social distancing measures are supported by members of staff to understand the reasons for social distancing measures in line with this policy
- 4.5 Pupils who are deemed unable to fully adhere to social distancing measures, e.g., some pupils with SEND or younger pupils, are appropriately supported by members of staff in this regard – positive behaviour is reinforced using praise and rewards.
- 4.6 Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others to the best of their ability, through teaching, praise and supervision.

Lunch times

- 4.7 The school expects pupils to respect the health and safety of those assisting with mealtimes and to follow all infection control and social distancing rules put in place while collecting and eating food.

During sports and exercise activities

- 4.8 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 4.9 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are supported by a member of staff.

During collective worship

- 4.10 Whole school assemblies will not run during this time.
- 4.11 Collective worship / assembly activities will take place in the class groups.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 5.2 The school prohibits pupils from lingering in walkways and other communal areas without good cause.
- 5.3 Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to library or using the sensory studio.
- 5.4 Pupils may leave the classroom to use the toilets or other sanitary facilities **one** at a time, with permission from a member of staff.
- 5.5 Pupils who purposefully and continuously linger in walkways and communal areas without good cause are supported by staff members in line with this policy.

6 Ill health and infection

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the **Anti-Bullying Policy**.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes. Signs will be used to show areas that are closed.

- 7.2 Pupils who purposefully access prohibited areas of the school without permission are supported by staff members in line with this policy

8 Breaktime and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at phased times, within their bubbles and only in designated areas.

9 School uniform

- 9.1 The school expects all pupils to wear uniform while in school.
- 9.2 Parents should ensure that their children attend school in clean uniform each day
- 9.3 Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
- They are plain in colour
 - They are practical for school
 - They do not display words, logos or graphics that are considered offensive

10 Managing the behaviour of remote learners

- 10.1 Pupils who are learning remotely off-site are expected to adhere to this policy where applicable.
- 10.2 The school expects pupils who are learning remotely to always uphold good behaviour and to:
- Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Report any issues, including harassment or bullying from their peers, to their teacher.

11 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and behaviour expectations remains rational, reasonable, fair and proportionate.
- 11.2 The principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.
- 11.3 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the **Principal** liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.4 The **Principal** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.5 The timeframes set out in the **Exclusions Policy** remain in force. This applies to all exclusions.

- 11.6 The local governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend virtually.

12 Rewards and Inappropriate behaviour

- 12.1 Rewards are given in line with the behaviour policy.
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4 The school will work with the trans disciplinary team to provide individualised support.
- 12.5 It should not be assumed all children who have autism, will have been anxious about the changes and being at home. Other factors may be present and impact on behaviour such as not wanting to return to school and perceived unfairness when some of their peers or siblings are not doing. Staff should seek to understand these factors and support appropriately.
- 12.6 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g.
- 12.7 bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

13 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable force or restrictive physical intervention as a last resort is carried out in line with the Behaviour and RPI policy.
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 13.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.
- 13.5 The school's risk assessment for returning to work at the school describes the steps to be taken in relation to pupils with challenging behaviour who may require physical intervention.
- 13.6 If a pupil is highly likely to demonstrate challenging behaviour the Principal should work with the parents and local authority to determine the appropriate course of action.

14 Monitoring and review

- 14.1 This appendix is reviewed in reaction to any new government advice by the Principal

14.2 This policy will be reviewed annually or earlier as necessary.

Appendix 1 – FACTORS THAT AFFECT BEHAVIOUR INCLUDE:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely 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. The low arousal approach described in SPELL is effective in reducing anxiety in people with autism. The SCERTS framework provides strategies for developing the ability to recognise and manage feelings.
- **Theory of Mind:** because of neurological differences people on the autism spectrum may have difficulty understanding other people's thoughts and feelings which may lead to students 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 person 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 young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties. The structuring of physical environments as recommended by SPELL, Division TEACCH and SCERTS has been shown to be effective in reducing anxiety and improving people's behaviour by helping them make sense of their environment.
- **Sensory differences:** People on the autism spectrum 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:** Young people with autism 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. Young people 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 SCERTS model places significant emphasis on monitoring physiological arousal and developing appropriate and functional emotional regulation skills to achieve homeostasis (the optimum level of arousal)

Appendix 2 – Combined Record (CR)

All CRs 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 a pen portrait that provides an overview of their needs, abilities, skills and knowledge.
- CRs are drawn up by the staff who know the person well with advice from other staff and professionals when appropriate. Families and where appropriate, the young person will be consulted on these plans.
- An CR will only be applicable to young people where it is identified by the key and Senior Team as a positive monitoring Strategy to support pupils experiencing difficulties related to behaviour or safety to themselves or others.
- All CRs 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 CR should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.
- Each student's CR is reviewed as and when required according to individual need. The relevance and effectiveness of each CR will be assessed at least annually and modifications made as necessary. Multi-agency IPM meetings provide an opportunity to review the young person's CR, at an Annual Review Meeting.

Before completing an CR:

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 student communicate the same thing and/or regulate their emotional state in a more acceptable way?
5. What motivates the pupil? Effective re-enforcers are integral to the teaching of new skills.

Name:	Subject	Sept '19	Dec '19	March '20	July '20	Trajectory	Interventions	
	Maths					Colour taken from the combined record.	•	
	Reading						•	
	Writing						•	
	Science						•	
Start: June 2017	Male/female Male	PP / Not PP Not PP		FSM/ Not FSM Universal FSM		CLA/Not CLA Not CLA	EAL – Yes/No NO	Ethnicity: White British
Strengths (completed by staff):					Needs (completed by staff):			
•					•			
Attitude to Learning September 2019 (completed by staff)					Attitude to Learning December 2019 (completed by staff)			
•					•			

Attitude to Learning March/April 2020 (completed by staff) •		Attitude to learning June/July 2020 (completed by staff) •	
I learn best when (completed by pupil)		Things that stop me learning (completed by pupil)	
Multi Agency Support Key Information	SaLT (completed by therapist)	Occupational Therapist (completed by therapist) •	Educational Psychologist (completed by Psychologist)
	EHCP Targets		Outcomes and Impact
1	Cognition and behaviours for learning •		•
2	Communication and interaction •		•

3	Social, Emotional and Mental Health	
4	Sensory and/or Physical	
5	Preparing for Adulthood - for young people aged 14+	

Appendix 4 – Staff Support

Teams should ‘de-brief’ at the end of the 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.

Regular supervision will be available to all staff. Where situations are particularly challenging, the school will arrange for external professional support to offer supervision as appropriate.

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 staff will be on call in order to respond to such situations, e.g. to cover for the person who has had to leave the classroom and/or 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-judgemental 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 involving oneself, uninvited, may lead to increasing the sensory stimulation, tension levels and therefore the anxiety of the pupil.

As a rule, it must always be respected that the person primarily involved in an incident is the lead. No member of staff should attempt to assume leadership of a situation, unless asked to do so, regardless of that person’s seniority within the school.

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 a strength and never a failure.

Appendix 5

Whole School Behaviour System

<p><u>Exceeding Expectations:</u></p> <p>Excellent behaviour and maturity. Outstanding effort in your work. Especially kind and helpful.</p> <p style="text-align: right;">Two reward credits</p>	
<p><u>Meeting Expectations:</u></p> <p>Following class rules and staff instructions. Making an effort with your work. Being polite to other people.</p> <p style="text-align: right;">One reward credit.</p>	
<p><u>Yellow Warning:</u></p> <p>Not following class rules or staff instructions. Not attempting to complete work, even with help. Not showing respect to other people.</p> <p style="text-align: right;">No reward credit</p>	
<p><u>Red Warning:</u></p> <p>Continuing to not follow class rules. Continued disrespect for others.</p> <p style="text-align: center;">10 minutes of reflection work – affecting next</p>	
<p><u>Reported:</u></p> <p>Behaviour which goes beyond a Red Warning. Behaviour placing yourself or others at serious risk of harm. Behaviour which causes significant damage to property.</p> <p style="text-align: center;">Reported to Senior Staff and Parents – will be followed up</p>	

Appendix 6

Reflection Sheet

Name:		Date:	
What did you do which resulted in a Red Warning?			
What were the class rules which were broken?			
Why was this a problem?			
What could you have done instead?			
Is there anything else you could do to make up for this behaviour?			
Is there anything anyone else could have done differently which would have helped you to 'stay green'?			