



Hedgewood School

Behaviour Policy

Date policy last reviewed: September 24

Signed by:

_____ Co-Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: September 2024

Purpose and context

Hedgewood school is designated for pupils with Complex Moderate Learning Difficulties including Autism and this shapes our positive approach to managing behaviour.

We support and encourage children to develop awareness of both their own behaviour and that of others. We know that the social communication/interaction and sensory needs of a majority of our children, including those with autism impact directly on their behaviour. We identify those needs and create a working context that reduces anxiety and enables pupils to feel safe, calm and be open to sharing and interacting positively.

All pupils at Hedgewood School have an EHCP for their special educational needs. The pupils' specific needs may cause the pupil to present with behaviours of concern.

We recognise and define all behaviour as communicative effort. Staff should seek to understand what the pupil is communicating and how to support the pupil in their communication, understanding and emotional regulation to promote positive relationships and behaviours.

We have a non-aversive approach to behaviour management and where an undesirable behaviour is preventing learning or is a substitute for effective communication, we use functional analysis to establish positive patterns of behaviour. Our approach has been developed to provide high-quality special education whilst affording dignity, respect and compassion in all aspects of our provision, including consideration of mental health and wellbeing.

We share our ethos with all new staff, as part of induction that pupils with additional needs who are trying to communicate may exhibit behaviour which challenge. The staff are therefore dedicated to trying to understand the reasons for particular behaviours displayed by individual pupils and to helping them cope with the anxieties, frustrations and difficulties associated with their own needs

The attitudes, perceptions and values of the staff working with our pupils will have a significant effect on the incidence of behaviours of distress and the effectiveness of how they are managed. Everyone has a responsibility in supporting positive behaviour across school. New staff, supply staff and volunteers receive a copy of this policy as part of the induction process and are expected to model appropriate behaviour.

Aims

We aim to empower our pupils to learn to use strategies to self-regulate at school, at home and in the community to have positive outcomes, stay safe and achieve high

levels of well-being. For our pupils, this often means a journey to understanding over time. For staff this means we model positive and acceptable behaviour at all times and work hard to improve our own capacity to understand and respond positively to challenging behaviour.

Our Behaviour and Wellbeing aims are:

- To provide a safe and secure working environment for everyone where all pupils have right to learn in a calm, safe and purposeful environment free from violence, discrimination, bullying and harassment
- To secure positive relationships with and between pupils is key to them developing into secure, happy young people who are interested in their own learning.
- To foster a caring and supportive community built on trust and respect for all
- To ensure pupils access community visits safely and positively
- To maintain the necessary structure where positive behaviour can be promoted and celebrated
- To ensure staff have the confidence to engage and support pupils in all aspects of their development through appropriate training and support
- To respond to incidents of behaviour using a low arousal and non-aversive
- To support families to grow their understanding of their pupils' behaviour and (effective behaviour support can only be achieved through partnership with parents and other agencies.)

We know that bullying can have profound effects on the emotional well-being of our pupils. Special schools such as ours that are designed to support and nurture individuals with diverse abilities, can sometimes inadvertently become settings where bullying occurs, often due to misunderstandings or a lack of awareness among special needs peers. We do not tolerate any form of bullying and we maintain a strong safeguarding culture. It is crucial for our staff and parents/carers to foster an inclusive atmosphere that promotes empathy, respect, and understanding.

In line with our Anti-bullying Policy, we implement anti-bullying lessons and activities, whole school anti-bullying awareness, and encourage open communication to help create a safe space where all pupils feel valued and protected.

Behaviours of concern

At Hedgewood School behaviours of concern typically fall within the following categories:

- Self-injurious (e.g. head banging, biting)
- Harm to others (e.g. hitting, kicking, scratching, biting)
- Damage to property (e.g. breaking equipment, ripping displays)
- Vocalisation (e.g. swearing, screaming, shouting)
- Sexualised behaviour (e.g. inappropriate touching)

These behaviours are considered to be a concern when they are of an intensity, frequency or duration that impacts on the quality of life / education and/or physical safety of the pupil or those around them.

Roles and Responsibilities

Hedgewood school will act in accordance with the statement of behaviour principles made by the governing board, and have regard to guidance provided by the governing board on promoting good behaviour.

We will plan and review support for pupils with behaviours that challenge in collaboration with parents / carers, external agencies where appropriate, and the pupil themselves where possible.

Teaching and support staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils are identified, provision will be made to support and promote positive mental health.

We request that parents inform school of any changes in circumstances which may affect their child's behaviour.

Studio 3 approach

Hedgewood School utilises the Studio 3 approach. The ideals of Studio 3 are to promote the management of behaviours of concern in a totally non-violent, gentle and dignified way, by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills.

The Low Arousal Approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. These strategies are put in place in order to prevent aggression and avoid creating crisis situations. The low arousal approach seeks to understand the role of the 'situation' on behaviour by identifying triggers and using low intensity solutions to avoid punitive consequences for individuals with additional needs.

As part of the Studio 3 approach it is recognised that stress is transactional in nature. This means that stress can be passed on to another person. Staff are encouraged to reflect on their own stressors and stress responses and to explore their own well-being and coping strategies.

The low arousal approach has been proven to enable practitioners to defuse crisis situations within a variety of settings through early identification and intervention.

There are four key components considered central to low arousal approaches, and those include both cognitive and behavioural elements:

1. Decreasing staff demands and requests to reduce potential points of conflict around an individual.
2. Avoiding potentially arousing triggers, such as direct eye contact, touch, and removal of spectators to the incident.
3. Avoidance of non-verbal behaviours that may lead to conflict, such as aggressive postures and stances.
4. Challenging staff beliefs about the short-term management of challenging behaviours.

All staff will receive Low Arousal approaches to behaviour, Risk assessment training, SLEUTH reporting, 'Physical prompt vs Physical intervention' training across the annual staff CPD cycle.

Studio 3 training is delivered on a 3-day course during the school holidays. All classes have at least two staff members who have completed the studio 3 accredited training course.

Studio 3 refresher courses are held for staff at least once a year.

Physical skills

Studio 3's approach to managing behaviours of concern focuses on non-aversive de-escalation strategies such as low arousal approaches and physical skills as opposed to restrictive practices. The key to managing behaviours of concern is to better understand the causes of distressed behaviour, and to examine our role as practitioners with the aim of preventing re-occurrence.

De-escalation training is focused on understanding the wider world of behaviour, and looking beyond that to create environments where stress is managed and well-being improved for all. There is a strong focus on empathy and building positive relationships.

As part of Studio 3 training the following is included:

- The principles of non-aversive physical skills
- Physical avoidance skills
- Non-physical and physical low arousal skills in practice
- Defusing skills
- The acceptability of physical restraint procedures.

During training, staff practise gentle physical skills, such as the 'walk around' method and planned escape routes. Staff learn how to use movement to defuse a situation and how to prevent the escalation of stressful situations via non-verbal communication.

Please note that physical restraint procedures are not taught.

Coproduction and Parent Partnership

- Parents/ carers will be positively involved in all aspects of their children's behaviour in school.
- Parents/ carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.
- Risk assessments and, when applicable, positive behaviour support plans are shared with parents/carers. Further support is available to demonstrate and share strategies for use at home.
- Partnership working with families and care providers is integral to supporting our pupils.
- We endeavour to work with parents/ carers and other professional involved in the pupils lives for the purpose of sharing appropriate information in order to offer a consistent, supportive approach.

Learning environments

The low arousal approach is applied to learning environments to promote a safe, calm, accessible and engaging space. Staff create a positive ethos in their learning environments; ensuring that teaching and support accurately reflects pupils' needs, is engaging, purposeful and motivational.

Teaching and learning

Pupils at Hedgewood School have a personalised learning plan (PLP) based on their individual needs and areas for development. Personal Learning Plan (PLP) targets are derived from the outcomes set out in your child's Education Health and Care Plan (EHCP) and our own assessments of your child's current needs to ensure the development of crucial learning behaviours and functional life skills.

Positive reinforcement and motivators are built around their highly preferred items, interests, preferred learning modalities to make it meaningful to each pupil.

This is created collaboratively as a multidisciplinary team.

Achievements are celebrated through use of praise and positive feedback, highly preferred items, stickers, and lots of positive praise. Certificates and special moments are celebrated and shared with families via the seesaw app.

Recording, monitoring and learning from behavioural incidents: Hedgewood ABC

Pupils' behaviour incidents are logged via Sleuth, with detailed accounts by the class teacher or TA. Whenever possible the behaviour observations include antecedents and consequences. The logs are reviewed daily or weekly, according to the needs of the pupil by the Positive Behaviour Support Lead.

Frequency, intensity and persistence may all trigger interventions, which include:

- Referral to therapy services, integration of services or intensive pupil support meetings.
- Contact with parents.
- Individual Risk Assessments
- Positive Behaviour Support Plans (PBS plans)
- Additional curriculum interventions
- The involvement of outside agencies (child guidance, CAMHS LD, Health Authority) to establish causes and/or recommend responses.

Recording of behaviour involves a functional analysis in the format of:

- A. –Antecedents
- B. –Behaviour
- C. –Consequences

Why-possible reasons for behaviour - to encourage self-analysis

Individual Risk Assessments & Positive Behaviour Support Plans

When it is identified that a pupil needs support to develop behaviour for learning, or reduce a behaviour of concern, the positive behaviour support team will meet with staff team to discuss teaching strategies and intervention. One of the PBS team will carry out a pupil observation and discussion to determine the functions of behaviours displayed.

A pupil's individual risk assessment details identified functions/triggers and risk reduction techniques, including proactive and reactive strategies, for all staff working with the pupil to follow.

Individual pupil risk assessments merge Studio 3, and Prevent- Teach- Reinforce strategies and ethos, focusing on an overall Low Arousal approach for our pupils. De-escalation strategies identify proactive strategies which may include, likes/dislikes/motivators, sensory needs; and Social Communication, Emotional Regulation, Transactional Supports.

Positive Behaviour Support Plans (PBS plans) supersede individual risk assessments when a pupils challenging behaviour significantly hinders their access to learning and social opportunities, and has a negative impact on their quality of life.

Positive Behaviour Support Plans and Risk Assessments are co-produced by the PBS lead, class team, therapists and members of the school's multi- disciplinary team.

Physical intervention

The use of all forms of physical intervention and physical contact, or even the imminent threat of force, are governed by criminal and civil law. The unnecessary or inappropriate use of force may constitute an assault and may also infringe the rights of a child or young person under the Human Rights Act 1998.

Studio 3 provides an approach to de-escalate challenging situations. Studio 3 aims to reduce and eradicate the use of all forms of restraint. The Studio 3 approach outlines:

- Restraint should only be used as a last resort
- Always teach alternatives to restraint
- Never accept restraint as inevitable
- Restraint is never therapeutic

All forms of physical contact, not just physical intervention, must be reasonable and necessary in the interests of:

- The pupil's learning and development
- The pupil's wellbeing
- The wellbeing of others.

Use of reasonable force

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force to:

- Prevent or stop the committing of any offence by a pupil;
- Prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil; or
- Prevent or stop a pupil prejudicing the maintenance of good order and discipline.

Reasonable force is defined as 'no more than is absolutely necessary'.

On some occasions when there is no alternative and as a last resort it may be necessary to use a restrictive intervention (RI) to keep the person displaying

behaviours, or those around them safe. On those occasions trained members of staff will use restrictive intervention, and wherever possible, staff will ensure that a second member of staff is present to witness the restrictive intervention used. The restrictive intervention will be recorded and shared with parents and carers.

See Appendix 2 for Restrictive Intervention (RI) record & example.

Monitoring and Evaluation

Where pupils engage in behaviours that concern ABC charts are completed and an individual risk assessment is created/updated. If pupils engage in frequent behaviours, a frequent behaviour chart may be used to log instances whilst interventions and supports are being used to monitor effectiveness.

The SLEUTH data is analysed and actioned by the PBS Lead /Deputy PBS lead. These incidents are regularly reviewed by the Co-headteachers, Designated Safeguarding Lead (DSL) or Deputy DSL and the SLT.

The PBS Lead holds a bi-weekly meeting with the Deputy PBS lead and the Intensive Pupil Support team to follow up actions of support for identified pupils in link classes and provide training and support for teaching protocols.

See Appendix 1: Sleuth Flow Chart.

Pupil behaviour is discussed regularly in class staff meetings/SLT meetings and at the pupil's Annual Review and /or Child in Need (CIN) meetings.

The multidisciplinary team working ensures teachers, teaching assistants, positive behaviour support lead, intensive pupil support workers, therapists, senior leaders and social workers where allocated, can discuss aspects of pupil behaviour as needed.

The Risk Assessment and PBS plan for a pupil is continually under review through staff discussion and evaluation, responding to the changing needs or priorities for each individual. There will be a review every half term, detailing any significant change if necessary or continuation of effective current safeguards.

Exclusions

As our pupils have Complex Moderate Learning Difficulties including Autism they will rarely learn from exclusion. A decision to exclude a pupil will be taken only:

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the co-headteachers' will:

- Consider the pupils' special educational needs (SEN)
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events where they have the ability to do so
- Fully explore every avenue of support that can be provided for the pupil

Please refer to our school's Exclusion policy.

Links to other policies:

[Staff Code of Conduct](#)

[Child Protection and Safeguarding Policy](#)

[Health and Safety Policy](#)

[Whistleblowing Policy](#)

[Exclusion policy](#)

[Anti-bullying Policy](#)

[Appendix 1: SLEUTH Flow chart](#)

[Appendix 2: Restrictive intervention \(RI\) record & example](#)