THE CHILTERN SCHOOL	Policy: **Behaviour**	
Date:		**October 2018**
This policy will be ratified by Governors:		**Full Governors Meeting Term**
Governor Committee:		**Personal Development**

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PART ONE: Behaviour Policy

Ratified by the Governing Body:

To be reviewed annually: First full governors meeting in the Autumn Term

Version number:1

1. INTRODUCTION

1.1. This policy is based on our School Values – it is important that our pupils feel happy and safe; that they develop curiosity, courage and resilience and that they are respectful and kind.

1.2. We place emphasis upon promotion of good behaviour rather than dwelling on negative. This is supported by attention to the environments and teaching strategies. All adults can learn strategies to support children and young people to develop and self-regulate.

1.3. This policy sets out to define our key beliefs, principles and practices which underpin how we promoting positive behaviour across the whole school.

2. PHILOSOPHY AND AIMS

2.1. The Chiltern School aims to promote education by encouraging and facilitating self-regulation, appropriate communication, collaborative problem solving and the development of meaningful relationships and attachments for all pupils. As such, the school will promote an ethos which enables all staff and pupils to feel safe, pupils to learn effectively and have full access to a personalised curriculum.

2.2. At The Chiltern School, we believe that:

2.2.1. Children and young people want to be able to self-regulate and learn well

2.2.2. Behaviour is a means of communication and that all pupils must be supported to communicate their needs safely and appropriately

2.2.3. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process

2.3. We also believe that adults can support pupils by:

2.3.1. The quality of our relationships and attachments with each other and them

2.3.2. The quality of our provision

2.3.3. A well-informed understanding of their needs

2.3.4. Observation, evidence gathering and analysis so that our interventions are well informed and planned

2.3.5. Working in close partnership with parents, carers and external professionals.

2.3.6. Investing time in our pupils

2.4. The Chiltern School aims to provide a positive environment which enables all pupils to develop their full potential in an atmosphere which is encouraging, supportive and takes into account individual needs. Positive behaviour and mutual respect within the whole school and the community is expected at all times.

2.5. ***So we need to recognise…***

2.5.1. Everyone is unique in their needs and learning style

2.5.2. As staff we must endeavour to be free from stereotypical notions or preconceived ideas

2.5.3. Everyone is of equal human value and deserving of respect

2.5.4. Positive expectations have a positive effect on the behaviour of others

2.5.5. Expectations can either challenge or limit the growth of the individual

2.5.6. Everyone deserves quality services and is deserving of our best efforts

2.5.7. We must learn to perceive and understand the thoughts, feelings, wants and needs of others

2.5.8. Everyone can learn and develop

3. KEY PRINCIPLES

3.1. This policy is underpinned by the following principles:

3.1.1. All approaches must maintain the dignity of the pupil

3.1.2. All individual approaches must be discussed with parents/carers, staff and pupils where appropriate

3.1.3. All support will be monitored, recorded and reviewed on a regular basis and form part of a pupil's Personal Learning Programme (PLP) and outcomes linked to Education, Health, Care Plans (EHCPs)

3.1.4. All staff need to understand that the only behaviour they can control is that of themselves

3.1.5. Praising and rewarding are more likely to change behaviour than blaming or sanctions

3.1.6. Staff are supported in developing their own emotional resilience through professional support which can draw on a range of expertise within school and beyond.

3.1.7. All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development – our commitment to Coaching and Mentoring, reflective practice and peer support in order to improve performance and professional competence.

3.2. There are three elements in promoting positive behaviour, – developing Secure Attachments, developing Self-esteem and Emotional development. In addition to these, it is understood that the most appropriate behaviours are promoted by ensuring that:

3.2.1. There is an appropriate match between activity and ability/interest

3.2.2. All staff approach pupils in an agreed consistent manner and communicate clearly and calmly

3.2.3. All pupils are appropriately supervised

3.2.4. All relevant staff have a clear understanding of what constitutes an individual Arousal and Regulation scale

3.2.5. Routines and expectations are made clear to all (pupils and staff) and are applied and followed consistently

4. THE QUALITY OF OUR PROVISION

4.1. Each individual pupil is at the centre of everything we do – from their transition into school, the class group they are based with, as well as having a personalised curriculum which meets their needs.

4.2. Grouping students according to their primary need will allow our curriculum to be designed to take account of the differing abilities and experiences needed for pupils. Through this we ensure that we can match the curriculum resources; environment; and staff experience, skill and passion to need.

4.3. In order to ensure we meet the needs of all pupils, we:

4.3.1. Accurately assess the child or young person's needs

4.3.2. Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group (including equipment, staffing, environment)

4.3.3. Support the child to develop high levels of resilience and have high expectations of every child

4.3.4. Support the children and young people to develop high self-esteem, so that they too believe they can succeed

4.3.5. Focus on what we want the child to do and give frequent positive reinforcement when things are going well.

4.3.6. Know what motivates each child or young person

4.3.7. Personalise learning

4.3.8. Include the children and young people in setting and evaluating their own progress towards targets wherever possible (using appropriate language and methods)

4.3.9. Give the child or young person feedback on progress in a supportive way that makes sense to them, focussing on achievements and what they need to do to make further progress

4.3.10. Praise specific achievements through using descriptive language

4.3.11. Actively teach the children and young people behaviour for learning

5. LANGUAGE AND COMMUNICATION

5.1. It is essential that we ensure consistency across the school in terms of providing a total communication environment where all forms of communication are equally valued and where language and communication is seen as an integral part of the curriculum.

5.2. Language and communication are essential in giving pupils clear messages about our expectations, our behaviours and our feelings. What we say and do, and the *way* we say and do things are interpreted by colleagues and pupils alike. We need to ensure that the following guidance is followed in order to ensure the correct messages are given:

5.2.1. Always tell the pupils what you **want** them to do – not what you don't want them to do. Avoid using negative language about what a pupil is doing – for example, rather than saying 'No pinching…' say 'hands on the table'

5.2.2. Always say the pupil's name before giving an instruction or talking to them in order to ensure you have focussed their attention on what you are saying

5.2.3. Always provide clear, descriptive praise to tell the pupil what they are doing well – for example, 'Good sitting', 'I really like the way you've drawn that circle…'; rather than terms such as 'Good boy…' Ensure your language is appropriate to the pupil's level.

5.2.4. Be clear when you give instructions – for example, 'Sitting' does not mean that you would like the pupil to sit down, similarly 'walking, looking, listening, waiting…' are not instructions. Ensure your instructions and directions are clear for what you want – for example, '*name*, sit down; 'walk', 'look this way', etc.

5.2.5. Ensure you do not talk about the pupil in any negative way in front of them. If you need to communicate with another member of staff or parent, please do this away from the pupil.

5.3. We actively encourage pupils to make choices throughout the school day, including choices regarding what they want to eat, drink, play; as well as making the 'right choice' in terms of their actions and responses to situations and people. Ensure that pupils are given time to make their choices (including processing time which can be around 15 seconds for most pupils with complex learning needs). Link consequences to the choices they make, to help them make the best choice.

5.4. By providing pupils with choices, it:

5.4.1. Increases their sense of responsibility

5.4.2. Regards mistakes as part of learning

5.4.3. Removes the struggle for power

5.4.4. Is positive

5.4.5. Where appropriate, overtly links responsibility, choice and consequence

5.4.6. Helps them develop self-regulation

5.4.7. Increases their independence

5.5. The Chiltern School has a wide population of learners who communicate at a pre-intentional level through to using sophisticated communication systems. As adults (and the more competent partner), we need to ascribe meaning from behaviours of the child. The child would then develop in their communicative intentions as their attempts have not only been recognised and acknowledged, but meaning has been given to them. It is important that time should be given to hypothesise about and attribute meaning to behaviours in order to help children develop communicatively.

5.6. The Communication and Cognition framework (Appendix) should be used in order to help staff identify practical ideas to develop communication.

5.7. Consider your use of language when you talk about pupils – the following table shows language of 'us and them' –ensure you use language from the 'us' side

US	THEM
WE LIKE THINGS	They fixate on objects
WE TRY TO MAKE FRIENDS	They display attention seeking behaviour
WE TAKE BREAKS	They display off task behaviour
WE STAND UP FOR OURSELVES	They are noncompliant
WE HAVE HOBBIES	They self-stim
WE CHOOSE OUR FRIENDS WISELY	They display poor peer socialisation
WE PERSEVERE	They perseverate
WE LIKE PEOPLE	They have dependencies on people
WE GO FOR A WALK	They run away
WE INSIST	They tantrum
WE CHANGE OUR MINDS	They are disorientated and have short attention spans
WE HAVE TALENTS	They have splinter skills

6. ROUTINES AND STRUCTURE

6.1. Routines and structure are extremely important for our pupils. It is vital that the appropriate structure is in place for pupils in order for pupils to be as independent as possible.

6.2. Staff should ensure that they adhere to the classroom checklists for their pathways in order to reduce the reliance upon staff and to reduce pupil anxieties. Additional support for this can be provided

7. SCHOOL EXPECTATIONS

7.1. The school rules and expectations are clearly displayed on posters throughout the school. All staff and pupils should ensure they follow the rules and remind each other at appropriate times. The whole school expectations should also be displayed in every classroom and referred to as necessary.

7.2. Classes can elaborate on the rules to ensure that they match the pupils' ability and needs.

7.3. The school rules and expectations underpin any behaviour support for individual pupils.

7.4. Individual classes may have additional 'class rules and expectations' as appropriate to their learning pathway and ability.

7.5. If pupils don't follow the rules, there should be clear consequences appropriate to their age, ability and needs (see rewards and consequences section)

8. REWARDS

8.1. The use of rewards is extremely powerful if they are used appropriately and consistently. There are a number of ways we use rewards at The Chiltern School in order to promote positive behaviour and reduce negative actions.

8.2. As most of us like many things, there is an enormous number of rewards which work for us. However as we are all unique as individuals, the rewards to which one person responds are not always the same as those for another person. Each person's range of rewards is unique.

8.3. Age-appropriateness rewards are rewards which are appropriate to use for any person of a given age regardless of disability. Social rewards, such as praise, are almost always appropriate, so long as we avoid addressing adults as 'good boy' or 'good girl'. We need to ask ourselves whether it looks or feels 'right' to offer a particular reward to an individual.

8.4. The Chiltern School promote and make use of the following rewards:

8.4.1. Intrinsic rewards

8.4.1.1. Intrinsic rewards are not provided by someone else, but come from 'within' the person being rewarded. The personal pleasure we may get from doing something would be intrinsic.

8.4.1.2. At times for some pupils, they may get an 'intrinsic reward' from negative behaviours. At school, we need to ensure that we reduce that intrinsic reward through the use of DROs (Differential Reward of Others) – rewarding the positive behaviours before the pupil displays intrinsically rewarding negative ones. In order for the Extrinsic DRO to be effective, it should be much more motivating than the negative intrinsically rewarding behaviour.

8.4.2. Extrinsic rewards

8.4.2.1. An extrinsic reward is one which is provided by someone else. Praise, a hug, money, toys, are examples of extrinsic rewards. When pupils start to learn something new, particularly a task about which they may be apprehensive, they will generally tend to need extrinsic rewards more, eg. someone to encourage and praise. As pupils start to master this task, intrinsic rewards should take over.

8.4.2.2. Extrinsic rewards should always be given immediately, enthusiastically and consistently. Some pupils will also be able to develop their ability to work towards a larger reward (for example a certificate or sticker at the end of the week), however it is essential that pupils receive feedback at the time.

8.4.2.3. Some pupils will always need some extrinsic rewards. The rewards used at The Chiltern School are as follows:

8.4.2.3.1. **Praise –** Praise should be used clearly, telling the pupils exactly what they did that was deserving of praise. Praise should be given enthusiastically and should avoid generic statements such as 'good boy/girl'. For some pupils, praise will need to be paired with a secondary individual reward which can then be reduced as the praise and intrinsic reward becomes stronger.

8.4.2.3.2. **Individual, personalised rewards** – Some pupils will need individual rewards which are used and paired with praise alongside whole school and class rewards. Individual rewards should be used in agreement with Senior Leadership and home as well as consistently used where possible with external agencies (such as Community Support Team). Individual rewards should be reviewed at least half-termly and should be included in Personal Learning Programme strategies. It is not possible to provide a list of possible personalised rewards as they are all linked to an individual pupil's interests and motivations. Individual rewards will also link to the online reward system (see below).

8.4.2.3.3. **Class rewards** – Classes can have their own reward systems dependent upon the age, ability and pathway. These might include visual displays such as 'ladders', star displays and 'wow boards'. Individual teachers need to apply class rewards in exactly the same way as any other extrinsic reward. They might also include 'golden time', 'prize buckets' stickers and work stamps. Class rewards would also link to the online reward system (see below).

8.4.2.3.4. **Whole school value nominations** – The promotion of the school values also follow a reward system. All pupils will be taught about the values through assemblies as well as during lessons. Pupils displaying values will receive a 'value nomination' through the online recording system. In addition to receiving a 'class charts point' per nomination, pupils will also receive a 'special mention' in a weekly achievements assembly and be offered a 'Chiltern School Value' sticker.

8.4.2.3.5. **Postcards** – The Senior Leadership Team may also post home individual postcards to pupils' and their families where there has been significant progress or effort academically, socially or in self-regulation.

8.4.2.3.6. **'SIMS rewards' whole school reward points** – The school has invested in an online reward system where teachers reward pupils for displaying values, making progress, completing homework or additional individual efforts. Whilst the system will be used across school, the points awarded will be appropriate to the ages of pupils together with their primary need and learning pathway. Pupils can save their points to 'spend' in the school 'online reward shop' with rewards ranging in points needed to purchase them. When rewards are given, they cannot be removed due to 'negative' behaviour, however teachers can also award minus points as described below.

9. CONSEQUENCES

9.1.1. Pupils may at times demonstrate behaviours which need to be discouraged. It is extremely important that staff consider the underlying triggers and functions of those behaviours, as well as providing feedback to pupils in terms of consequences of their actions.

9.1.2. Consequences take two forms – natural consequences and enforced consequences. For some pupils and for some behaviours, this could be planned 'ignoring' of the negative behaviour and then an immediate reward when the negative behaviour stops. This is very much dependent upon the individual pupil and the individual behaviour. Natural consequences follow as an immediate and direct result of a behaviour or incident. Enforced consequences are linked to responses given to individual pupils in terms of receiving negative points on Class Charts (where appropriate to the learning pathway and age of pupils).

9.1.3. Any consequence should be clearly explained to the pupil at an appropriate time. Pupils should not be 'threatened' with a consequence but should always be reminded and supported about how to change what they are doing. Wherever possible, use positive praise in order to tell the pupil what you want them to do,

rather than what you don't want. For instance, tell pupils they should 'walk' instead of saying 'stop running', or that they should 'keep your feet on the floor' rather than 'stop kicking'.

9.1.4. There may be exceptional circumstances which lead to further sanctions such as break detentions or possible exclusions (see exclusions policy). As a general rule the aim is always to keep pupils in school, however fixed term exclusion may need to be considered for instances of serious negative behaviour which may include:

9.1.4.1. Intentional physical assault against a pupil or member of staff

9.1.4.2. Persistent and deliberate verbal abuse and intimidation including electronic messaging

9.1.4.3. Persistent disruptive behaviour

9.1.4.4. Persistent refusal to follow staff instructions

9.1.4.5. Deliberate damage / vandalism to property

9.1.4.6. Bringing drugs including alcohol into school

9.1.4.7. Bringing items into school intended to be used as weapons

9.1.4.8. Racist incidents

9.1.5. Only the Headteacher, or in her absence the Deputy Headteacher, may exclude or threaten to exclude pupils from school. Local Authority Exclusion guidance will always be followed. Each case for exclusion will be considered in relation to an individual pupil's special educational needs and particular circumstances.

10. PHYSICAL INTERVENTIONS

10.1. RESTRICTIVE PHYSICAL INTERVENTIONS are defined as where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.

10.2. It is the aim The Chiltern School to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement positive behaviour support strategies to ensure the use of force is minimized.

10.3. Restrictive physical intervention may be necessary in order to:

10.3.1. prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic),

10.3.2. prevent a young person causing serious damage to property,

10.3.3. prevent a pupil/young person committing an offence

10.3.4. prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline

10.4. The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

10.5. Restrictive physical intervention will only be considered if other behaviour support options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the **best interest of the pupil.**

10.6. There may be times however when an unplanned physical intervention has to be used. Following such an incident, a risk assessment must be carried out by the class teacher with support from a member of the Senior Leadership Team and should be shared with parents. In addition to this, a Physical Intervention Risk Matrix should also be completed.

10.7. In circumstances where force is necessary and there is no alternative, staff who have received specific Team Teach training must always act in accordance with that training.

10.8. If there has been any **restrictive intervention,** staff MUST inform all relevant staff, the leadership team and the school nurse as soon as possible after the incident

10.9. Staff to phone parents to inform them of the incident and also explain the monitoring procedures (in case of Positional Asphyxia)

10.10. Staff record and monitor using the 'Positional Asphyxia Letter'. This letter should then be sent home and where possible returned to school the next day. Pupils should be monitored for 72 hours and the forms should then be kept at school alongside the online incident report. The Physical interventions record is automatically updated through the online recording system.

10.11. Only "Authorised staff" may use restrictive physical interventions. This means any paid worker, or person who has been given lawful control or charge of children and young people either on or off-site. It may include volunteers working at the school on a regular, or irregular, basis if they have received Team Teach training.

10.12. The Headteacher and Deputy Headteacher for Personal Development and Welfare will ensure that authorised members of staff receive information and training and that an up-to-date record is kept. A risk assessment may preclude staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

11. RECORDING, ANALYSIS AND IMPACT MONITORING

11.1. All incidents should be reported and recorded using the online system. Training will be given to all staff as part of an induction and updates provided on a regular basis.

11.2. There may be some incidents which require reports to be completed covering a full day, where the same behaviour occurs throughout the day. This will need to include the frequency, duration and any additional information linked to the behaviours.

11.3. The Deputy Headteacher for Personal Development and Welfare will analyse the records and behaviour / incident observations in order to consider patterns, triggers and antecedents. Analysis of strategies will also be reviewed in order to consider how to promote positive behaviours and help the pupils to self regulate.

11.4. Appendix >>> provide examples of tools used to support behaviour analysis and provide strategies for the pupils' needs to be met in more positive ways.

11.5. Regular Learning walks will also be undertaken by pathway leaders and the Deputy Headteacher, in order to explore all factors relating to promoting positive behaviour.

12. WORKING WITH PARENTS AND CARERS AND EXTERNAL PROFESSIONALS

12.1. It is essential that parents are kept informed of any support pupils need in terms of promoting positive behaviour. This is to ensure that there is a holistic approach to supporting pupils, with all aware of any possible challenges as well as ensuring consistency for pupils. The school recognises that Parents/Carers play a vital role in the promotion of pupils' appropriate interaction in school and the importance of positive home-school liaison encouraging opportunities to discuss pupils' individual needs. Parents/Carers are encouraged to recognise and celebrate their children's achievements. The school expects Parents/Carers to inform the school of:

12.1.1. behavioural problems pupils experience at home

12.1.2. any health issues or medication that may affect a pupil's behaviour

12.1.3. any trauma that affects a pupil's performance or behaviour

12.1.4. and inform the school if they seek external advice or support for behavioural concerns

12.2. Pupils may be referred to the Inclusion Panel in school which focuses on how to support pupils in different areas, including those needing support with behaviour support. The inclusion panel will explore the analysis (as described above) as well as consideration of all areas linked to the pupil including teaching and learning, environment, structure, as well as exploring what strategies have been tried and whether it is appropriate to refer for additional external support.

13. PROACTIVE, ACTIVE AND REACTIVE STRATEGIES

13.1. When considering the most appropriate strategies to help pupils self-regulate and manage their own behaviour, it is essential to consider how to support pupils before incidents occur in order to reduce the likelihood of any escalation of behaviour. It is also important to consider how to support pupils if things begin to escalate as well as what to do if incidents arise. The following table shows examples of these different strategies:

	PROACTIVE	ACTIVE	REACTIVE
Definition	'Addressing the individual needs of the pupils before any difficulties arise'	'interventions designed to help an individual calm in order that their needs may be addressed'	'interventions which are designed to deal with challenging behaviours as they occur'
Example	Eg structure, rewards, environment, teaching strategies	Eg going to the self-regulation room, time out, choices, distraction	Eg calming techniques, physical interventions

14. SELF-REGULATION

14.1. There are two self-regulation rooms used at The Chiltern School, one on Beech Road and one on the Kingsland Campus.

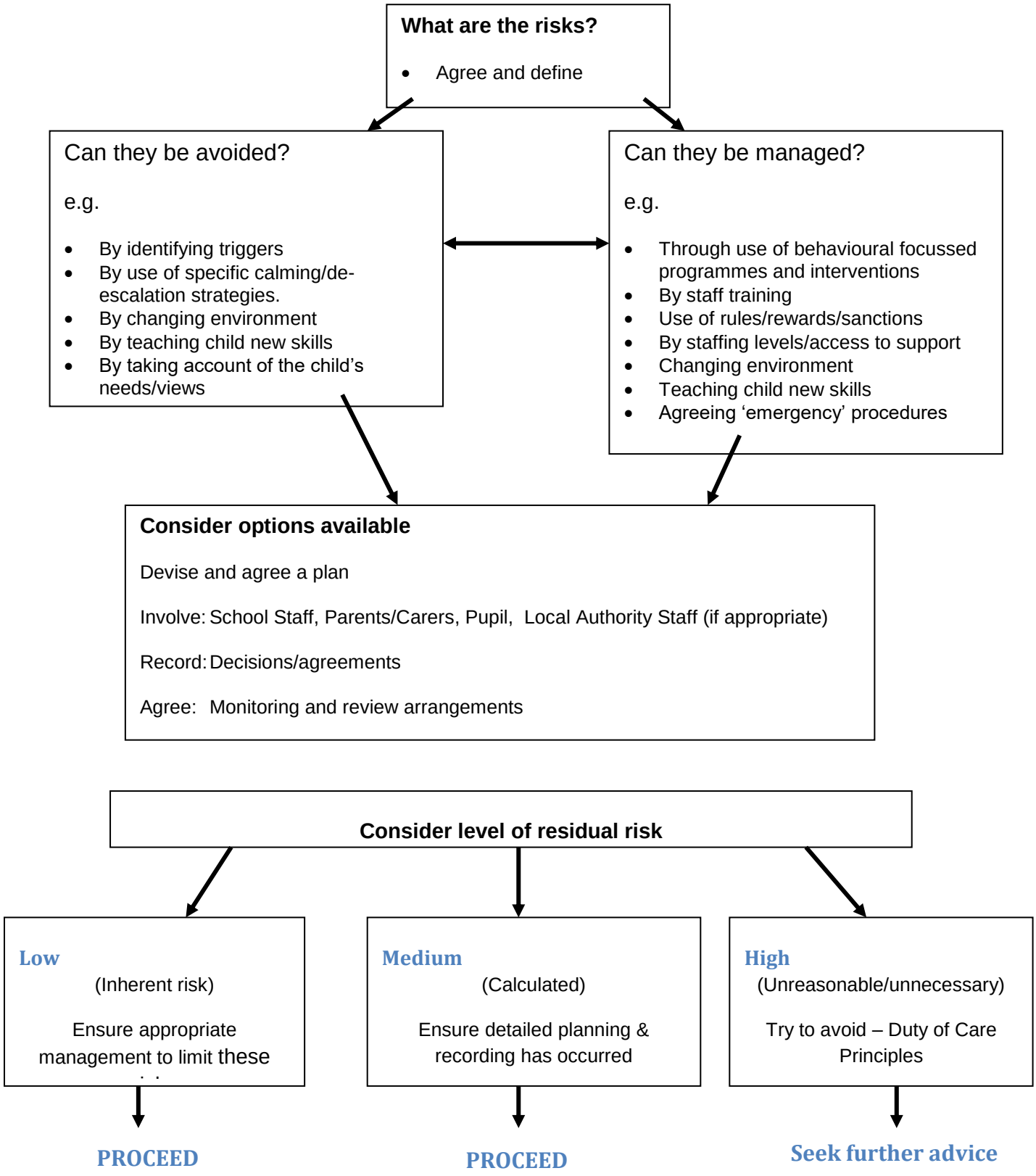
14.2. Please see the Self-Regulation Guidance for more information.

15. RISK ASSESSMENTS

15.1. It is extremely important that where challenges occur, a Risk Assessment is carried out in order to support the decision making process regarding strategies to reduce and manage the risks and keep everyone safe. They should be completed initially by the class team with support from the Deputy Head for Personal Development and Welfare.

15.2. Individual Risk Assessments will be completed for the pupil who is displaying unsafe behaviours. These will take the form of the Risk Assessment Matrix as well as the Risk Assessment Identification and Planning form.

15.3. The following chart shows the process of Risk Assessment:



APPENDIX 1

COMMUNICATION AND COGNITION FRAMEWORK

QCA P Scales	BAND ONE – PRE-INTENTIONAL. Developmental Language 0-5 months			
	Communication Functions	Method of Communication	Development of thinking skills (Cognition)	Successful Communication requires:
P1 P2	Expresses likes, dislikes, wants, rejects. Understands familiar and unfamiliar	Crying, stilling, smiling, vocalising, body excitement, reaching, withdrawing, looking away. Behaviours more reflex in nature.	Engages in sensory activities, relates people to objects, explores objects by mouthing or banging. Needs time to engage in non routine activities	An adult to respond and interpret all behaviours
P3	BAND TWO – INTENTIONAL. Developmental Language 5-9 months			
	Communication Functions	Method of Communication	Development of thinking skills (Cognition)	Successful Communication requires:
	Expresses, gains attention, requests, greets, gives information, responds by indicating yes / no, understanding is related to routines	Vocalising, facial expression, pointing and gestures	People and object play is integrated, explores the function of objects, combines objects, uses everyday objects in play	An adult to respond to the child's attempts to communicate and join in with turn taking activities
P3 P4	BAND THREE – PRE-SYMBOLIC. Developmental Language 9-18 months			
	Communication Functions	Method of Communication	Development of thinking skills (Cognition)	Successful Communication requires:
	Gains attention and responds to others, expresses: requests for actions, objects & people, greets, protests, rejects, comments on things which are interesting, gives information about their own belongings, people & attributes, understanding is related to routines	Whole body gestures such as pointing and leading others, facial expressions, making use of objects and vocalisations, these lead to the use of formal communication systems such as signs, words and photos	Learns through own activity. Shares activity or objects with an adult. Combines objects. Simple pretend play (with everyday objects and maybe dolls) Begins to sort in play	Adults to join in and respond to the child's interests. Take turns in games of the child's choosing. Demonstrate the next stage of play
P5 P6	BAND FOUR – SYMBOLIC. Developmental Language 18-36 months			
	Communication Functions	Method of Communication	Development of thinking skills (Cognition)	Successful Communication requires:
	Socialises, gives information, describes, directs, questions 'who', 'what', and 'where', repairs misunderstandings, understands and expresses in short sentences	Uses words, signs and symbols in short sentences and phrases eg 'daddy go work'	Sequences ideas in play, basic understanding of size, colour, number and position, needs to relate to the here and now	An adult to clarify misunderstandings, answer questions and make communication fun & rewarding
P7 P8	BAND FIVE – FORMAL COMMUNICATION. Developmental Language 3-5 years			
	Communication Functions	Method of Communication	Development of thinking skills (Cognition)	Successful Communication requires:
	Can use language to: reason, prediction, plans, negotiate, question to find information, understands abstract ideas and language out of context including early numbers and alphabet skills	Uses complex sentences containing joining words such as 'and', 'because'		An adult as an active listener to share ideas, clarify meanings and explain

APPENDIX 2

COMMUNICATION

- Always tell the pupils what you want them to do – not what you don't want them to do. Where possible, avoid using negative language about what a pupil is doing – for example, rather than saying 'No pinching…' say 'hands on the table'
- Always say the pupil's name before giving an instruction or talking to them in order to ensure you have focussed their attention on what you are saying
- Always provide clear, descriptive praise to tell the pupil what they are doing well – for example, 'Good sitting', 'I really like the way you've drawn that circle…'; rather than terms such as 'Good boy…' Ensure your language is appropriate to the pupil's level.
- Be clear when you give instructions – for example, 'Sitting' does not mean that you would like the pupil to sit down, similarly 'walking, looking, listening, waiting…' are not instructions. Ensure your instructions and directions are clear for what you want – for example, '*name*, sit down; 'walk', 'look this way', etc.
- Ensure you do not talk about the pupil in any negative way in front of them. If you need to communicate with another member of staff or parent, please do this away from the pupil.
- Always ensure you allow the pupil enough time to respond to requests or communicate with you.
- If pupils are beginning to display difficulties, reduce the amount of language you use. Be aware of your tone, volume and pitch!

Remember – we are the mood makers!

APPENDIX 3

The Chiltern School

High Risk (RED) 15-25
Medium Risk (ORANGE) 6-
Low Risk (GREEN) 1-5

Risk Assessment (Pupil): Anaylsis of Risk Rating Matrix

Risk Matrix	Negligible/ Low (1)	Minor (2)	Moderate (3)	Major/ Severe (4)	Extreme/ Catastrophic (5)
Almost Certain (5)	5	10	15	20	25
Likely (4)	4	8	12	16	20
Possible (3)	3	6	9	12	15
Unlikely (2)	2	4	6	8	10
Rare (1)	1	2	3	4	5

RISK MATRIX SCORE	
BEFORE CONTROL MEASURES	Physical injury – 2 / Psychological impact – 4 Frequency – 3 or 4 = POSSIBLE 16 **MEDIUM - HIGH RISK**
FOLLOWING CONTROL MEASURES	Physical injury – Psychological impact – Frequency – = POSSIBLE **LOW - MEDIUM RISK**

Impact Table	**Negligible/Low (1)**	**Minor (2)**	**Moderate (3)**	**Major/Severe (4)**	**Extreme/Catastrophic (5)**
Injury to any Person	Adverse event leading to minor injury not requiring first aid	Minor Injury or illness, first aid treatment required and / or less than 3 days absence from usual activities	Significant injury requiring medical treatment, possible hospitalisation and/ or counselling.	Major injuries / long term incapacity or disability requiring medical treatment or counselling.	Incident leading to death or major permanent incapacity
	No impaired psychological functioning, or less than 3 days impaired psychological functioning	More than 3 days impaired psychological functioning (but less than one month)	Impaired psychological functioning greater than 1 month but less than 6 months	Impaired psychosocial functioning greater than 6 months.	Permanent psychosocial functioning incapacity.
Likelihood Table	**Rare (1)**	**Unlikely (2)**	**Possible (3)**	**Likely (4)**	**Almost Certain (5)**
Actual Frequency / Probability	Occurs every 5 years or has never occurred 1%	Occurs every 2-5years 10%	Occurs every 1-2 years 50%	Occurs every 2 months 75%	Occurs at least once a month 99%

RISK ASSESSMENT AND RISK REDUCTION PLAN

What is the welfare issue?	**What measures are already in place?**	**Current level of risk**	**What further action is necessary to reduce to Low Risk?**	**Action by whom?**	**Action by when?**	**Date to be completed / & evaluation**

RISK REDUCTION OPTIONS			
Measures	Staff	Environment	…….. *(pupil)* & Family
Proactive Interventions			
Early active interventions			
Reactive interventions			

APPENDIX 4

REWARDS

The Chiltern School use different types of reward:

- **Verbal** – the use of praise, a smile and clapping/high 5/thumbs up, should always be used to reward pupils. Ensure you are clear about what the pupil has done well, for example avoid 'good boy/girl' and be specific about what they have done (eg, 'fantastic writing')
- **Immediate Individual** – Often used as part of a 'work, reward' now and next schedule
- **Online Individual** – Rewards are given as 'points' for positive behaviour and achievements linked to learning pathways. Pupils can spend their points in our school online shop.
- **Class Rewards** – Pupils can earn 'Whole Class Rewards' through the collective online reward points system.
- **Value Nominations** – Pupils can receive weekly nominations in the weekly assembly for displaying the school values. The pupil can choose to receive a 'Values sticker' and also has their photo displayed on the screen.
- **Postcards** – The Senior Leadership Team can send home individual postcards to pupils and their families where the pupil has made significant progress or effort either academically or socially.

Remember – rewards should be:

- **Motivating**
- **Meaningful**
- **Measured** (Given enthusiastically)
- **Minimal** (Reduce the amount of rewards needed over time)
- **Must** never be removed once awarded

APPENDIX 5

CONSEQUENCES

The Chiltern School use different types of sanctions and consequences. This is very much dependent upon individual needs, understanding and behaviour.

- **Verbal** – An immediate response to an action with the opportunity to 'put it right'. Tell the pupil how they can put it right (eg 'Feet down')
- **Online individual** – Where appropriate to the learning pathway and agreed with the Senior Leadership Team and parents, 'negative' points can be applied to the individual online system.
- **Reduced 'leisure'** – Pupils can have reduced 'break time' in order to complete work or tasks. It can also be time to 'put things right' if that is the most appropriate time to do so. Pupils should always have the opportunity to have a break, even for a small amount of time.
- **Report to parents** – depending on the learning pathway, this could be a written or verbal, daily or weekly 'report'. Again this should never be used as a threat
- **Internal seclusion** – Occasionally it may be appropriate for some pupils to spend a period of time working away from their class. This should always be time-limited, and agreed by Senior Leaders. It should also be communicated to parents.
- **Exclusion** – fixed term exclusion may need to be considered for instances of serious negative behaviour. Only the Headteacher, or in her absence the Deputy Headteachers, may exclude or threaten to exclude pupils from school. Each case for exclusion will be considered in relation to an individual pupil's special educational needs and particular circumstances.

Remember – consequences to negative behaviour should be:

- **Meaningful**
- **Measured** (never used as a threat)
- **Minimal** (in line with the severity of the incident)

It is preferable to use positive reinforcement to develop and promote positive behaviours.

APPENDIX 6

PRINCIPLES

- Every day is a fresh start – do not rehash previous incidents (unless appropriate eg- reintegration meeting)
- Pupils don't do things just 'to be naughty' – behaviour is a consequence of an unmet need
- All approaches must maintain the dignity of the pupil
- All staff need to understand that the only behaviour they can *control* is that of themselves
- Staff and pupils need to be supported in developing their own emotional resilience
- There is an appropriate match between activity and ability/interest
- All relevant staff have a clear understanding of what constitutes an individual Arousal and Regulation scale
- Routines and expectations are made clear to all and are applied and followed consistently
- Awareness of how you feel on a daily basis as well as how you may respond to individual incidents and pupils is essential.
- Staff and families need to work together to review behaviours, analyse triggers and antecedents as well as consider the possible function of the behaviours and develop consistent strategies to support the pupil.

APPENDIX 7

PHYSICAL INTERVENTIONS

- By law, restrictive physical intervention may only be used to:
    - prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic),
    - prevent a young person causing serious damage to property,
    - prevent a pupil/young person committing an offence
    - prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline
- Planned physical interventions must be agreed with parents and Senior Leaders
- Restrictive physical interventions will be avoided when possible and not be used for the convenience of staff.
- Any actions will be carried out in the **best interest** of the pupil using **minimal force**. Restrictive physical intervention will only be used as a last resort or in an emergency situation.
- Following any unplanned physical intervention, a risk assessment must be carried out by the class teacher with support from a member of the Senior Leadership Team and should be shared with parents.
- In circumstances where force is necessary and there is no alternative, staff who have received specific Team Teach training must always act in accordance with that training.
- Staff must alert parents and the nurse to restrictive interventions linked to Positional Asphyxia. Pupils must be monitored for 72 hours.
- Only “Authorised staff” may use restrictive physical interventions. This means any paid worker, or person who has been given lawful control or charge of children and young people either on or off-site. It may include volunteers working at the school on a regular, or irregular, basis if they have received Team Teach training.
- All Physical Interventions must be recorded using the online system.

APPENDIX 8

The Chiltern School Expectations

Speak kindly and be polite, listen to each other

Always respect and look after equipment and others' property

Be determined to do your best

Have the courage to ask for help, or for what you need

Keep yourself safe and think of others' safety and personal space

Encourage each other and be resilient when peers are having difficulties

Enjoy your learning, be curious, be as independent as you can

APPENDIX 9

Behaviour Support analysis tools used at The Chiltern School

(Not a limited list)

- Analysis of data from the online recording system
- Analysis observation tools:
    - Iceberg
    - M.A.S.
    - Arousal observation scale

- Support tools provided by CAHMs NDT