



Behaviour Management Policy

Approved by: *Pupil and Well-being Committee*

Signed: Mrs K Gillespie

Date: 14th November 2023

Review Date: November 2024

This policy extends past school to Post16 and will be reviewed in line with changing curriculum and current needs of the pupils.

Where in the policy it says Stone Hill School, we are referring to Stone Hill School and Post16.

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Policy Statement

Stone Hill is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain their highest level of personal conduct, to accept responsibility for their behaviour and expect others to do the same. Behaviour is valued as a form of communication which enables staff to teach self-regulation. Our behaviour policy echoes our core values, with a heavy emphasis on a consistent approach to building a community where excellent behaviour is the minimum expectation. Our behaviour policy follows a low arousal approach set out within BILD Registered STUDIO 3 guidelines.

Aims of the Policy

- To know that high quality behaviour for learning is underpinned by supportive relationships, positive recognition and quality first teaching.
- To build a community which values kindness, care, good humour, and empathy for others.
- To ensure that all learners are treated fairly and shown respect and to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of their behaviour.

Consistency in practice

- Consistency in staff development: All staff will attend initial training and regular updates.
- Consistent language: An agreement made between staff and learners, simple and clear expectations reflected in all conversations. Consistent respect from adults, regardless of the learner's behaviour.
- Consistent review of the individual: Staff will use professional judgement, taking into account learners' cognitive levels of understanding and personal circumstances.
- Consistent models of emotional control: Emotional restraints are modelled and not just taught; all staff are role models for learning, all staff learn alongside learners.
- Consistent environment: Consistent structure, routine and language enables safe, secure, ready and willing learners.
- Consistent follow up: Ensuring certainty throughout the day. Behaviour expectations to be developed in conjunction with pupil voice, once agreed, displayed using visual cues, symbols, icons and interesting creative signage to allow every learner the best possible chance of understanding what is expected of them.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as the tiered structure for more serious behaviours. Senior leaders will not deal with referrals in isolation but stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- All learning environments to reflect Stone Hill School's commitment to an Autism friendly, calm and structured approach.
- A successful behaviour management system will rely on a consistent and unified approach following a tiered system:

STEPS	ACTIONS
1) Redirection	Verbal/visual encouragement. This may be repeated, depending on the age/stage of the child. Staff will refer the child, to their personal behaviour plan. A summary of the learner's personal plan to be displayed in class, alongside the pupils' One Page Profiles. At this point staff must consider the possible rising stress levels of the child and if their behaviour is a result of the child attempting to regulate emotions.
2) Reminder	A reminder of expectations, delivered privately and in the child's preferred communicative form, wherever possible. Repeat reminders if necessary. Staff to take into account the environment and sensory needs of the child at this stage. A reminder of agreed positive reinforcement at this stage.
3) Time-Out / Agreed Consequence	Give the learner a chance to reflect away from others. A redirection at this stage may also be applied depending on professional judgement. A behaviour sheet 'may' be completed depending on the frequency and usual behaviour of the child. Where appropriate, a pupil voice sheet to be completed in a timely way.
4) Referral to class teacher	Persistent rule breaking will result in a class team meeting to complete a ' Stress Support Plan ' looking at the behaviour as a communicative form for support
5) Class team / Senior management + learner (if appropriate)	Recorded meeting to set realistic targets, to be monitored over a period of agreed time for impact.
6) Behaviour Management Meeting	Persistent negative behaviour needs to be met with a documented planning meeting to arrange next steps. The planning meeting will include a dynamic risk assessment to be completed. Staff attending the meeting may include, class teams, SLT, learning mentor, multi-agencies and governors. Next steps will be agreed, shared and put into practice, immediately.

Recognition and Reward

- Positive reinforcement should immensely overshadow consequences throughout the day.

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- Consistent positive reinforcement: Routine procedure should be in place for reinforcing, encouraging and celebrating appropriate behaviour; these should take a variety of forms including verbal and visual reinforcements.
- Staff and pupils will praise the behaviour they want to see.
- A mechanism for positive recognition (Raffle Tickets) is used in each classroom and around school throughout the day. Parents/Carers are informed of achievement through daily planners, seesaw, telephone calls, annual reviews, reports and open evening.
- Class rewards will be agreed and used consistently.
- Personal motivators will be used where appropriate.
- Reward systems are in place to celebrate and reinforce positive behaviour.
- Whole phase reward system to be in place across school. Where appropriate, School Council will be included in decision making for positive behaviour schemes. The positive behaviour scheme in addition to teachers, SLT and support staff will include kitchen staff, drivers/escorts, office staff and governors.

Physical Intervention

Positive Physical Contact

1. It is often a feature of good teaching to: Physically prompt a child or young person e.g. to demonstrate how to hold an instrument, to execute a movement in PE, or to comfort. Some children/young people may require to be positively handled, i.e. physically prompted, encouraged or guided to participate in activities or to be guided away from situations which could potentially escalate into critical incidents.

Planned Physical Intervention

2. As identified by the risk assessment process some individuals will require planned Physical Intervention. This should be detailed on their care plan and will be updated in a timely way.

Emergency Physical Intervention

3. Unforeseen or emergency Physical Intervention may be necessary when a child or young person behaves in an unexpected way. In such circumstances staff retain their duty of care to the child or young person and any response must be proportionate to the circumstances. The main aim of restrictive physical intervention is usually to **maintain or restore safety**. It is acknowledged that there may be times when restrictive physical intervention may be justified

as a reasonable and proportional response to prevent injury to the pupil in question, injury to other pupils around or prevent severe damage to property. Staff should use the minimum Intervention necessary to prevent injury and maintain safety.

Behaviour data and reporting procedures

- Data is collected to inform us about behaviour of learners. We will always think in terms of prevention and the ABC (Antecedent, Behaviour, Consequence) sheets will inform us of this.
- For re-occurring behaviours that concern, a Stress Support Plan will be completed. (See Appendix A)
- All staff will have access to and understand the reporting incident system, as part of staff induction and staff meetings. When there is a change of reporting, for example the sheets are updated, all existing staff will be offered formal training.
- Behaviour data will be collected and analysed on a weekly basis. The analysis will focus on patterns of behaviour looking closely at antecedent triggers. The data collection sheets will collect quantitative data where possible in order to limit subjective qualitative viewpoints.
- Where physical intervention is used, a standardised document is written in a timely manner, signed by senior management and added to CPOMS – generating a reported code. CPOMS will produce a digital footprint. A hard copy of the document will be kept for a set timeframe in accordance with BILD's Policy Framework.
- Behaviour data will be monitored by Senior Leadership Team and Governors on a termly basis.

Allegations against staff

- Stone Hill School follow a policy adapted from the LA

Searching

Staff adhere to government guidance.

This policy will need to be read in conjunction with safeguarding/Child protection policy and drugs misuse policy.

Education and Inspections Act 2006

Health and Safety at Work act Act 1974

The Education Act 1996

Schools Specification and Disposal of Articles Regulations 2012

Corners and Justice Act 2009

Criminal Justice and Immigration Act 2008

Appendix A – Stress Support Plan

Child's Name:

Date of birth:

Date of plan:

By promoting a holistic approach and psychological wellbeing it is thought that the level of stress experienced by an individual may be reduced.

"In essence, stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice versa" (Dodge et al, 2012).

A person-centred approach is adopted to ensure that **XX's** psychological, social, environmental and physical resources are taken into consideration so that she/he can live a fulfilling life with choice.

Staff should try to identify the function of **XX's** stress and help **XX** find other ways of expressing his/her needs, removing the following triggers to behaviours of concern. However, this plan is in place for incidents of high stress levels and additional guidance.

It is important to understand that behaviours of concern serve a function for **XX** and she/he may be trying to cope with stress when these are displayed. **XX** should be viewed as a stressed individual, who has difficulties relating to possible ASD & stress diagnoses, which impacts his/her ability to cope with these situations effectively. All the recommendations below should be implemented from an autism and a stress/trauma-informed perspective.

How does stress impact on **XX's behaviour? (What does he/she do?)**

(Please list as many below, use additional details for descriptions where necessary)

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What are **XX's behavioural triggers?**

(Please list as many below, use additional details for descriptions where necessary)

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What are cues to **XX's Stress? (How do we know he/she is experiencing stress?)**

(Please list as many below, use additional details for descriptions where necessary)

-
-

Other relevant information;

Proactive strategies for managing stress (Diet, cardiac exercise, relaxation or other)

(Please list as many below, use additional details for descriptions where necessary)

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Trauma (and other, i.e. ADHD, etc.) informed practice:

(examples)

- Having plans and being informed of them – helps prediction and expectations
- Provide full explanations for changes to routine/plans and offer alternatives
- Having choices – A and B. Any more than two may overwhelm
- Provide reassurance to xx
- Use low arousal communication styles – limit words used (short, clear sentences, use visual prompts and object references, allow time to process, avoid confrontational and aggressive communication styles)
- Lower demands on xx if he/she is displaying cues to stress
- Offer distractions to xx if he/she is displaying cues to stress
- Provide positive experiences for xx

Reactive strategies

Demand reduction:

This refers to any stimulus that will cause xx to become overwhelmed due to having too many demands/requests to process at once.

xx's ability to process and tolerate demands will reduce the more stressed he/she is.
(Please list as many below, use additional details for descriptions where necessary)

- Low arousal
- Not challenge or disagree with him at the time – withdraw and let him/her regulate (calm down)

Changes in environment:

Reduce any sensory stimuli in the environment

If there are a lot of people ask them to withdraw or prompt xx to move to another area if this is safe and will not overwhelm xx with demands

Ensure that xx feels safe

If xx is becoming stressed;

(Please list as many below, use additional details for descriptions where necessary)

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-
-

Diversiónary changes:

(Please list as many below, use additional details for descriptions where necessary)

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-
-

Strategic withdrawal:

(Please list as many below, use additional details for descriptions where necessary)

-
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<ul style="list-style-type: none"> •
<p>Are physical interventions ever required? If yes, please specify by the methods or techniques used: <i>(Please list as many below, use additional details for descriptions where necessary)</i></p> <ul style="list-style-type: none"> • • •
<p>What strategies are used to debrief xx <i>(Please list as many below, use additional details for descriptions where necessary)</i></p> <ul style="list-style-type: none"> • • •
<p>What strategies are in place to debrief xx's supporters? <i>(Please list as many below, use additional details for descriptions where necessary)</i></p> <ul style="list-style-type: none"> • • •
<p>What are our expected outcomes of this plan? (What positive signs are we looking for? Behavioural indicators and Timescales)</p> <ol style="list-style-type: none"> 1. To reduce xx's stress levels 2. Reduce the number of incidents and behaviours of concern displayed 3. To increase the staff/family's confidence understanding xx and their stress 4. To increase the staff/family's confidence in supporting the management of xx's stress <p><i>(Please list as many below, use additional details for descriptions where necessary)</i></p> <ul style="list-style-type: none"> • • •