

**Behaviour Policy 2016-2017
STAFF GUIDANCE – Appendix E**

**Preventing and Managing Challenging Behaviour –
Read in conjunction with Team Teach Work Book and in conjunction
with training.**

All the children attending Stepping Stones have displayed complex and challenging behaviours in mainstream provision, which has led to permanent exclusion or high risk of exclusion. Therefore, the staff at Stepping Stones MUST have a good understanding of why children display challenging behaviour and be proactive in preventing, de-escalating and managing unacceptable behaviours. All staff need to understand that the children that attend Stepping Stones struggle with their social skills, understanding, impulsivity, emotional regulation and very often react. Many behaviours seen may stem from underachievement, self esteem, confidence, frustration, anger etc. All behaviour is a form of communication and therefore staff must ensure they read the situations and understand the child.

As part of the approach within our Positive Behaviour Management Policy of rewards and sanctions, we use a range of strategies and interventions in order to change the way our children react and manage their emotional responses.

Each child is different, so it is important that the cause of behaviour is identified and Individual Education Plans (IEP) and Individual Behaviour Plans (IBP) are made to meet individual needs.

The IEP will identify:

- Long term Objectives
- Short term Objectives
- Targets(for a half term)
- The strategies that will be used to change identified behaviours
- Success criteria through which we monitor and evaluate the changes made.

These IEP's are reviewed and revised every half term at a teacher / staff meeting.

IBP's

IBP's will be completed with the child. They are linked to the curriculum which focuses on learning about emotional regulation: The Zones of Regulation ®. The teacher of the class will deliver The Zones of Regulation ® curriculum to the class. The children will learn about each zone and the behaviours that they exhibit when in each zone. The children will learn to recognise their triggers, body language and strategies to manage different situations.

The child will then work 1:1 with a pastoral TA within three weeks of their placement beginning, to complete their IBP.

The IBP will then be shared with all staff and be an overview for all staff to follow when supporting each child.

IBP's will be reviewed as regularly as needed. The aim is to teach the children to recognise they have new strategies and that their behaviour is changing through placement.

Other Procedures Staff should put in place

Wide ranges of Behaviour Management techniques for the classroom are used to reinforce positive behaviour. These can include staff reflecting on their own practice/classroom management skills.

This may involve the member of staff looking at:-

- Changing classroom organisation
- Using different resources for work
- Differentiating work appropriately
- Using clearly identified (SMART) targets when tiny steps are devised for each child (eg sitting on a chair for given length of time, putting hand up to answer question) in order to allow the child to experience success
- Using appropriate rewards/activities which are of value to the child
- Rewards of stickers, comments etc on work, charts, positive people etc
- Use of certificates, special stickers for such things as improved reading, listening, being kind, helpful etc
- Sharing good behaviour with other children/classes
- Praising the child for the smallest achievement
- Demonstrating through body language and facial expression, your pleasure at their success
- Showing and celebrating pupil's achievements at meeting and celebration circle-times.
- Whole class targets.
- Involving parents at an early stage to discuss working together.

In order to help our pupils to achieve their academic and behavioural targets, we offer an environment which is positive, encouraging, caring and flexible; but is structured, **consistent**, and **maintains firm boundaries and parameters within which the children feel secure**.

This creates an ethos and atmosphere in which children can develop feelings of self-worth, self-confidence, and a mutual respect and empathy for others.

The school is only as successful as the staff running it !

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

Stage 1:

Step 1 The teacher or TA gives a verbal acknowledgement of unacceptable behaviour with a request for the child to refrain; (this includes negotiation, care and control and modelling appropriate responses). E.g. “ _____ I am asking you to sit properly and safely on your chair, this is your first reminder” Giving the child choices You have a choice with limited options but allowing them some control.

I can see you are in yellow zone because refer to body language. Use your strategies etc.

Step 2 The teacher or TA will give a further verbal reprimand stating:

1. that this is the second request for compliance... “I would like to see you... again outlining that the class expectation is..... you have a choice. (this also reinforces their need to take responsibility)
2. an explanation of why the observed behaviour is unacceptable
3. the teacher asks the child to take some time out (thinking table, chill zone, safe zone etc) out of the situation to think about an appropriate response.

N.B Pupils should be requested to go to the agreed Time Out area in a quiet, calm neutral voice. An aggressive tone merely displays your anger, which may well be rewarding to the pupil and may also provoke an equally aggressive response.

NB . In most situations the child responds to this request, and will leave the classroom and return within a few minutes, much more in control and able to continue with his/her work.

AT THIS POINT THE CHILD MUST BE WELCOMED BACK INTO THE CLASSROOM BY THE TEACHER and the incident dealt with later.

The adult who is supporting the child at ‘time out’ would judge the situation and ensure that they have had a significant period of time in order to calm and think about their actions. However, if the pupil continues to disrupt on his/her return or you can see that he/she is still not ready, you may ask him/her to return to the appropriate Time Out area. If after two Time Outs, the pupil is still not ready and continuing to disturb the class; he/she will be asked to work outside the class with a TA for the rest of the session.

However, if the child refuses to take this option and continues to place him or herself at risk or there is damage to property, or the child continues to engage in any behaviour which is significantly prejudicial to maintaining order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere, then the child will be escorted to Safe Zone by a member of staff.

Step 3 The teacher will then state their intention to take the child to the Safe Zone – 3 clear reminders for safety and taking self withdrawal should be given.

Step 4 The teacher will physically intervene if necessary, in escorting the Child to the Safe Zone.

If necessary, two members of staff will escort the child to the Safe Place using team teach strategies which all staff are trained in. At times in order to avoid physical restraint, which increases the chances of a pupil or member of staff being injured, the Safe Zone door may be held closed for a few minutes until the pupil is no longer trying to assault the member of staff or another pupil by;

Kicking, biting, hitting, slapping, throwing footwear and spitting; or language which becomes a safeguarding issue for the other pupils.

This would be under exceptional circumstances and would be used as a last resort.

- **A reminder will be given to the child**
- **The headteacher should be notified**
- **Two people should attend the situation if possible**
- **Staff will record, WHEN THE DOOR IS SHUT AND WHY, in the Safe Zone recording sheet.**

This ensures the safety of all pupils and staff.

The TA will remain just outside the open door until the child is calm. Immediately the child is quiet, and has regained an element of control, he/she is encouraged to return to class, and advised to deal with the problem in a more appropriate manner.

In accordance with the Policy, this must be a LAST RESORT

Staff have worked on three levels to manage challenging/ disruptive / unsafe behaviours to be read in conjunction with staff guidance.

Responded to behaviour from Team Teach Work Book and training.

Stage 1 – Low Level Behaviours - Child is could be presenting in Blue / Yellow Zone of Regulation

- Individual shows signs of anxiety.
- Hiding face in hands or bent over / under table.
- Pulling up shirt or pulling jumper over head.
- Rocking and tapping.
- Withdrawing from the group
- Refusing to speak or dismissive.
- Refusing to cooperate.
- Adopting defensive postures.

Stage 1 - Low Level Positive Handling Responses

- Read the Child's body language
- Read the behavior
- Intervene early with distraction or offering thinking time.
- Communicate to the child "Talk and I will listen"
- I can see you are upset... I am here to help. I could help by..
- Keep choices limited but positive (Chapter 11 Inside I am Hurting)
- Use Appropriate Humour
- Display a CALM body language
- Talk LOW and SLOW and Quietly
- Offer reassurance including positive physical prompts
- Remind the child about expected and unexpected behaviours (Zones of Regulation)
- Assess the situation
- Divert and Distract by introducing another activity or topic of conversation.
- **Thinking Time may be offered – persistent low level disruption / not aggressive – can be ignored. Child will use time in the classroom to think regain control and rejoin activity.**
- **Children having time to think in class – timer agreed few minutes.**
- **Thinking Time in Class / Agreed Space – bean bag, chair, cushion area. Chill Zone.**
- **Promote safe space time in class / or area where they can be safe and thinking time where child can self withdraw and use time out appropriately.**
- **We want them to be able to do this! They still will get de-escalation strategies, debrief and support to repair.**
- **Promote the child taking responsibility in managing their emotions and responses through the Zones curriculum and use of IBP.**

Stage 2 – Medium Level Behaviours - In Yellow Zone of regulation – moving to Red Zone and becoming out of control.

- Individual begins to display higher tension.
- Belligerent and Abusive
- Making personal and offensive remarks.
- Talking louder – higher and quicker.
- Adopting aggressive postures.
- Changes in eye contact.
- Pacing around
- Breaking minor rules.
- Low level destruction.
- Picking up objects which could be used as weapons.
- Challenges the adult “ I will not You can not make me.”

Stage 2 Positive Handling Responses ADULT RESPONSES

- Continue to use Level 1 de-escalation response and state the Behaviours clearly. “You are being unsafe, you need to...”
- Set clear enforceable limits
- Offer alternatives and options (Black and white, firm and fair – limit options but always get out given for child)
- Offer clear choices – you can sit in class and join in safely or you can sit in the safe space and look at the pictures.
- Give a get out with dignity
- Assess the situation consider making the environment safer and getting help.
- Guide the elbows towards safety.
- Remind the child how they have managed a similar situation/feeling previously, in a positive way.

Offer.....

- **Time In (withdrawal Support)– Again Agreed Space – Adult supporting with child / settee, Chill Zone.**
- **What is in the child’s plan? Sit next to me – I’m here to help you...**
- **I can see your Let’s have time in on the settee and work this out.**
- **I can see you need to take a few minutes we will do this**
- If a child is disruptive then direction will have to be given
- ***Withdrawal support*** where a child is offered a time away from others to self regulate their anger or distress again.
- ***Keep language to a minimum and do not get involved in lots of long / ‘matey’ chats – keep factual, supportive with aim to be back on task with work.***
- **NO RPI = *reporting and monitoring through pupils withdrawal log form.***

Stage 3 – High Level Behaviours – Red Zone Behaviour

- Shouting and Screaming
- Crying
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees, roods and out of the windows.
- Tapping and threatening to break glass.
- Moving towards objects that could be used as weapons.
- Picking up objects that could be used as weapons.
- Hurting Self
- Grabbing or hurting others
- Kicking, slapping, punching –
- **Unsafe – dangerous – throwing – spitting – hurting**

ADULT RESPONSES Stage 3 Positive Handling Responses

- Continue to use all Level one and two de-escalation responses.
- Make the environment safer
- Move weapons and move furniture
- All de-escalation strategies to be used prior and reminders / warning and explanations to be given 3 times before physical intervention where possible. Encouraging assertively for child to use self withdrawal.
- Guide assertively – hold or restrain if absolutely necessary – prevent the child putting self at risk, damaging property or hurting others.
- Ensure face, voice and posture is supportive and not aggressive.
- Use help protocol to save face by changing face.
- **Escorted to Safe Place and using the Safe Place to restrict area because the child is putting others at risk through violent, volatile behaviours.**
- **Use pupil withdrawal log or Restrictive Physical Intervention form – inform HT or SLT ASAP.**
- Let parents know
- May need to adapt an Individual positive handling plan

Stage 4 – Recovery Behaviours

- The recovery stage can easily be confused with the anxiety stage.
- People may sit quietly in a hunched position.
- The difference is that they can revert to extreme violence without the build up associate with the normal escalation at Stage 2.

Stage 4 Positive Handling Response

- Support and monitor
- This is not a good time to touch as touch at this stage can provoked a reversion to crisis.
- Give space and time.
- Look for signs that the person is ready to talk.

Stage 5 – Depression Behaviours

- After a significant incident a child can become depressed.
- They may not interact but need support and reassurance.

Post Incident Support

- Support, reassure and monitor
- Respond to any signs that the person wants to communicate
- Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

Stage 6 – Follow Up

- Listening and Learning
- Report, record and communicate
- Follow up or using behaviour policy and restorative issues.
- Plan to avoid similar events in the future.

*** at all times the staff must be vigilant and be looking at de-escalating / repairing situations within the quickest period possible. Professional judgements have to be made to ensure that learning is not disrupted by a pupil's behaviour, to ensure de-escalation strategies have been fully in place and to ensure the child / adults are safe from harm.**