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| **Behaviour Policy 2022-2023**  **STAFF GUIDANCE – Appendix E** |

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Preventing and Managing Challenging Behaviour –

Read in conjunction with Team Teach Work Book, Paul Dix – When Adults change and in conjunction with training that has been delivered to staff on positive mental health, self-regulation curriculum, PSHCE, Thrive, Attachment, Zones, relationship approaches etc.

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.

At the centre of this all staff who work at our school must understand that relationships, trust, consistency of approach are all pivotal in supporting children learn to regulate and manage feelings in safer, respectful ways.

All staff need to understand that the children who attend Stepping Stones may struggle with their social skills, understanding of language, processing, impulsivity, emotional regulation, sensory input and very often display extremely challenging behavioural responses to triggers they find distressing. Staff must always be supportive, non-judgmental and be able to support the child despite their behavioural responses.

**All staff must adopt a firm, fair, consistent approach which is built upon positive relationships, mutual respect, understanding and positive recognition. Staff must take time to get to know a child’s likes, dislikes, triggers, preferred support plan, whilst also reinforcing the school expectations.**

**The three expectations are**

**Safety, Respect and Learning to a high standard.**

**Our school has a “Can Do” approach. Encourages growth mindset, positivity and overcoming challenges.**

**We expect staff working at the school to be positive and display warmth, kindness, compassion, understanding whilst also supporting children that can ignite feelings of negativity.**

**As outlined in Paul Dix’s book “when adults change……” our staff need to be able to regulate their own emotions and responses before trying to support a child who is distressed and co-regulate / self-regulate their emotional responses.**

**All adults working at the school are encouraged to read both of Paul Dix’s books and apply the principles to working in the school.**

**Teaching Self-Regulation / Supporting Self-Regulation**

This is mainly done through the curriculum and teachable moments where adults can coach and support children to make different choices.

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.

Pupil Passports – Each child attending Stepping Stones will complete a pupil passport with their key adult.(in most cases this will be a member of their class team of adults). They are completed during a 1:1 session and support building positive relationships. They also include 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, sensations and strategies to manage different situations.

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

Pupil Passports 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.

Wide ranges of support approaches are implemented to support positive behaviour and the management of pupil behaviour. EVERY STAFF MEMBER SHOULD BE REFLECTIVE. If a child is struggling then adaptations and changes may need to be put in place to enable the child to be successful.

This may involve the member of staff looking at:-

* Changing classroom organisation including seating, use of workstations, screens etc.
* Using different resources for work – making every child’s learning appropriate to their needs.
* 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 a question) in order to allow the child to experience success.
* Using appropriate rewards/activities which are of value to the child – reward activities in the class should be based around the activities the children enjoy. Pupil voice is important.
* 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 – a child going to see Senior Leaders for additional rewards and praise.
* Praising the child for the smallest achievement – Descriptive commenting e.g. I like how you are sharing.
* Demonstrating through body language and facial expression, your pleasure at their success.
* Showing and celebrating pupils’ achievements at Meeting and celebration circle-times.
* Whole class targets.
* Involving parents at an early stage to discuss working together and to share success via class dojo.

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 which 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!

**In 2019 The school adapted the Paul Dix Approach – When Adults Change, to create a greater level of consistency across the school.**

**RESTORE, REPAIR, Need to take time**

 Give clear reminders and state what is expected

 2nd reminder ( dependent on behaviour)

 Clearly state the expectation and potential impact of not doing what is asked. will be ….. E.g. not getting all reward time.

 You need to take regulation time…. This is for you to regain control and return ready for learning. Our school expectation is…. I want you in class when you can ….

 **Repair** - public humiliation will never work—ensure you have a 1:1 with the child going through the restorative questioning to discuss repair and a way forward. E.g. what if this was to happen again.

**Our School recognises positive choices through…**

 Verbal Praise—describe what the child is doing well

 Positive people - visual rewards

 Notes of recognition

 Sharing of work with other staff and HT

 Stickers / notes home



Our School Rules

· Be **safe**

· Be **respectful**

· Complete your learning to a high standard.

**Over and Above**

Children who are displaying over and above the expected behaviours can be recommended to the HT for special recognition, special awards, and role model status (after 2 weeks of safe, respectful, learning behaviour)

**Visible Consistencies**

 Staff will meet and greet children in the morning. (Do not force this, just acknowledge and make it evident you are keen to see them for a positive day. Set the positive tone!)

 Staff will accompany children to the playground at playtimes, meet them at the end of play and support them consistently through transitions. (micro-managing them) e.g. I will see you at lining up time ….. I know you will all be ready in the line etc.

 Staff will have a recognition board in each class e.g. positive people, values board with visible post it notes, notes of recognition for the children doing positive things. E.g. XXX saw XXX showing respect by …….. XXXX is the class monitor because they have ……

 Staff will give praise to positive behaviour across the whole school.

 All staff challenge and deal with negative behaviour consistently. Stating the facts and giving the choices and consequences. This will be done in a non-confrontational way using key phrases agreed.

 All staff will use Restorative approaches and de-escalation techniques. Physical intervention will be 5 %. De-escalation will be 95% without appeasing, doing deals and pacifying. Offer a way out that is appropriate—not a deal e.g. limiting the consequences does not teach the appropriate behaviour.

Positive reinforcement - ALWAYS STATE WHAT THEY ARE DOING, WHICH IS PRAISED E.G. YOU ARE SHOWING ME RESPECT BY LISTENING.

 I like the way you are…. ( sharing, taking turns, speaking in a quiet voice, showing politeness etc)

 It is great to see you …. ( working independently, giving it a go, trying hard, doing your best etc.)

 That is great work you have shown… (you can listen to the teacher, apply the skills, try hard etc)

 Well done you are ….

 I am proud of you because …

 I know you can….

* I believe you can…

**Key Phrases to use to challenge**

 You are breaking the rule of …. I expect you to….. I will allow you time to think and make the right decision …..

 This is your first reminder because…

 The expectation is that you ……….. This is your first reminder / second reminder. A consequence will be applied now. You will have to complete the work at playtime / have a discussion in your time.

 I expect you to ……. This is the first/ second reminder.

 Your behaviour is disturbing the class therefore you need to take some time to regain control. Take yourself to …… I will support you. SPACE ———— it is a positive decision to take yourself. I don’t want to have to hold or move you. You can make a good choice.

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**RESTORATIVE AND REPAIR**

 What has happened from your point of view?

 What were you thinking / feeling at the time?

 Who was affected? Who else was affected?

 What do you need to do right now?

 What can you do / can be done to make this right? (What consequence needs to be in place?)

**PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE**

Staff should always try ignoring some levels of behaviour as long as it is not impacting on the learning of the other children in the class. Sometimes stating the expectation and allowing children take up time can de-escalate and defuse a situation.

The self-regulation curriculum should be taught across the whole school ensuring that the children have time to understand their emotions, triggers and strategies to manage. The school expectation is that children are taught self-regulation through the direct curriculum and ‘teachable moments’. Children should be taught that it is ok to self-withdraw to the safe places as part of learning to regulate.

**Stage 1: IF YOU CAN NOT IGNORE AND IT IS IMPACTING ON OTHERS**

Step 1

1. *The TA may discreetly go over to the child and request them to stop, explain the expectations, sit with the child / offer them support.*

1. *Offer them a get out e.g. “Lets just go for a quick walk, come with me to do this job.” Dependent on the child’s behavioural presentation. This quick strategy may defuse / deescalate the situation and offer a get out.*

If that does not work…. Behaviour is escalating…..

The teacher or TA gives a verbal acknowledgement of unacceptable behaviour with a request for the child to reframe; (this includes negotiation, care and control and modelling appropriate responses). AS OUTLINED IN THE BEHAVIOUR BLUE PRINT AND following examples “ \_\_\_\_\_ 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. Take a minute at your table and show me your listening skills.

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 you to follow the rule of XXX … “I **expect** 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 explains that the child is finding it hard, so some regulation time is needed (thinking table, chill zone, safe places etc), out of the situation to think about an appropriate response.

N.B. Pupils should be requested to go to the agreed Regulation 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. (See the adult coaching model through Conscious Discipline)

**N.B. 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. The adult supporting the child should have used the 4 step to self-regulation model to ensure the child is back into a regulated stated for learning. The teacher would follow this up at the end of the session prior to the reward break.**

**The child would know that there is an expectation to repair by having a conversation with the teacher and/or catching up with work.**

The adult who is supporting the child at ‘regulation station’ 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, the adult needs to make the right judgment. Is the child dysregulated or opting out?

These are very different and need to be managed very differently.

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 safe place area. If the child is not regulated then they will persistently disrupt the class; therefore, it is crucial that the adult has judged the situation accordingly. If 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. (Again, this should not be used routinely

If the child refuses to take the options given, and continues to place themselves or others 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 may be requested or escorted to Safe Place by a member of staff.

Step 3 The teacher / support staff will then state their intention to guide the child to an agreed Safe Place ( rainbow room, safe place) – 3 clear reminders for safety and for taking self-withdrawal should be given.

**Phrases such as…**

I expect you to take yourself for some time. You can do this. I don’t want to physically intervene.

Step 4 The teacher / staff will physically intervene if necessary, in escorting the Child to the Safe Place or agreed area. Any Physical Intervention should be risk assessed. Keeping in mind:

1. Is the child a danger to themselves?
2. Is the child a danger to others?
3. Is there a risk of damage to property?

**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 children should be told that the door can remain open. They can close the door. Staff will only hold the door in extreme circumstances and SLT should be informed.**

**EXTREME CIRCUMSTANCES 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 (Withdrawal time out) sheet. This then should become a restraint.**

**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 go through the 4 point model before returning to class, and advised to deal with the problem in a more appropriate manner.**

**The child may be calm, come out from the safe place to have the conversations, discussions and agree actions to return to class.**

**The child may go from safe place – chill room or safe place – to the pastoral support.**

**Staff should not put children back into class when they are displaying agitation and who are highly likely to be reactive again.**

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.**

Responses to behaviour from Team Teach Work Book and training.

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| **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 feeling… 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, a Mindfulness breathing activity may be offered – persistent low level disruption / not aggressive – can be ignored. Child will use time in the classroom to think and regain control and rejoin activity** * **Children having time to think in class – timer agreed, a few minutes** * **Thinking / regulation 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 appropriately.** * **We want them to be able to do this! They will still get de-escalation strategies, debrief and support to repair.** * **Promote the child in taking responsibility in managing their emotions and responses through the Zones curriculum and use of IBP.** |

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| **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 cannot 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 you’re …… 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.*** |

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| **Stage 3 – High Level Behaviours – Red Zone Behavious**   * Shouting and Screaming * Crying * Damaging property * Moving towards danger * Fiddling with electrics * Climbing trees, roofs 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 Level two de-escalation responses * Make the environment safer * Move weapons and move furniture * All de-escalation strategies to be used prior to 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 |

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| **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 associated 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 provoke a reversion to crisis * Give space and time * Look for signs that the person is ready to talk |

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| **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/ discussion of individual pupil strategies |

**\* 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.**