



Hazelbeck School

Behaviour Leadership Localised Protocol

Last updated July 2021

Review of this Policy

This policy will be reviewed annually or sooner if legislative changes or good practice guidance dictate.

1. INTRODUCTION.

This policy incorporates the general principles for behaviour and behaviour leadership across the school and is agreed by the Local Schools Committee of Hazelbeck School.

Our aim is to promote positive behaviour which will support the students' development of self-esteem, self-discipline and the ability to co-operate with one another and with adults in the school, thus encouraging them to learn strategies to manage their own behaviour.

We live as a school community and are guided by a set of shared values: Enjoy-Learn-Succeed. Our 3 year Strategic Vision is centred around the 'Hazelbeck Learner' and identifies key qualities that we want our students to acquire – confidence, independence, success, feeling inspired about learning and feeling safe.

We recognise that there may be many reasons for students to behave in certain ways and to present unacceptable or challenging behaviours. Many people with learning disabilities have challenges with communication. Some of our students may have little or no language. They might find it hard to:

- Understand what other people say
- Tell other people what they want or how they feel
- If you can't tell other people what you want or don't want challenging behaviour can be more likely. Improving communication can reduce challenging behaviours.

Learning to manage our behaviour follows the same principles as learning other skills: it should be taught and modelled by those around us. A discussion should take place to decide what is going to be taught first and individualised strategies put in place to scaffold this learning. Strategies to develop communication skills should be a key part of any strategies to support students to manage their behaviour.

It essential that all pupils knows it is the BEHAVIOUR which we are looking to change and not the pupil.

2. AIMS.

The purpose of this policy is to create the conditions and approaches in Hazelbeck School to enable all students to learn how to develop a sense of self and ownership of their behaviour. As a result, they will learn to manage their own behaviour and be supported to find strategies which support self-regulation.

We aim:

- To provide a curriculum offer in which each student is provided with engaging, meaningful activities which promote a positive attitude to learning

- To understand the barriers students face which impact on their behaviour e.g. communication difficulties, sensory sensitivities, difficulties relating to others, and find ways to minimise the impact of these
- To create a culture in which the importance of spending time building positive relationships with students is prioritised
- To promote the students' social development and emotional well being
- To ensure safety for all students and adults in the school
- To help students to understand how their behaviour impacts on or affects others

At Hazelbeck we expect all members of the school community to be:

- Co-operative, considerate and respectful
- Polite
- Honest
- Kind to others / caring
- Positive, tolerant and to try their best
- Tolerant toward other members of the school community

Staff have a positive effect on student behaviour and create the conditions for the good behaviour of all students by being:

- Calm and confident
- Professional
- Respectful of others
- Motivating and motivated
- Non-confrontational
- Encouraging and positive
- Informed and knowledgeable about the needs of the students
- Prepared.
- Focussed on solutions rather than problems

3. STRATEGIES:

- We are a Team Teach school:
 - The emphasis is on the positive approach of encouragement and praise. All staff are trained in de-escalation strategies which are used on a daily basis to encourage positive behaviour.
 - Where necessary, each student has an individualised Behaviour Support Plan which outlines the possible patterns of outward behaviour they may show during the stages of a crisis and staff's response to this (See appendix A)
 - If there is an incident or situation in which a young person has displayed challenging behaviour then the consequence to this must always involve the opportunity to 'Reflect, Repair and Rebuild' according to the young person's needs and abilities. This will look different for each young person and will be outlined on their Behaviour Support Plan.

Curriculum Based Activities

- Positive behaviour is reinforced and modelled in all curriculum based activities, e.g. Students learn about right and wrong and anti-bullying topics are covered in PSHCE work and this is then reinforced and modelled in other curriculum areas.
- Behaviour Support Plans are used where appropriate to support individual students
 - Plans will detail strategies for consistent staff responses to challenging behaviours.
 - The team of adults who work closely with the students should discuss all aspects of the pupil's behaviour – triggers, behaviours, interests, health etc.

- Behaviour will be viewed within a holistic understanding of the student's needs, considering the impact of their anxiety, their learning needs and communication difficulties.
 - The Behaviour Support Plan should be submitted to the Behaviour Team and then shared with parents, staff and any other setting involved with the student. They will be reflected on throughout the school year.
 - The decision to include Positive Handling as part of this plan will be based upon an assessment of the risk presented by physically challenging behaviours and will include the use of physical control and restraint. The specific positive handling strategies to be used for any student will be clearly listed in their Behaviour support plan.
 - In some instances and where possible, it is appropriate to involve the student in this process at different stages.
- Rewards
 - Each class base has their own method for rewarding both good work and positive behaviour. There is also a Special Drawer which is held by each member of Senior Leadership: students can come and show work or share what they have been doing and receive immediate praise and reward.
- Collaboration with other agencies
 - The School Nursing Team are in school every day and can provide support and advice.
 - An Educational Psychologist works with school to support students. This may take the form of staff clinics, parent clinics or individual work with students.
 - The Assistant Head with responsibility for Behaviour for Learning and Attendance liaises closely with the School Nurse and CAMHS through discussions, referrals and regular meetings.

4. RECORDING AND REPORTING PROCEDURES.

- All staff have received training and guidance in the completion of recording and reporting, and post-incident paperwork is completed by all adults involved in an incident.
- Frequent challenging behaviours that are already noted on a Behaviour Support Plan are recorded on tick sheets.
- Any other incidents of physically aggressive behaviour are recorded in more detail on a general incident form.
- These forms are reviewed on a weekly basis by the member of SLT responsible for Climate for Learning, and actions identified. See flowchart for further detail (appendix C).
- For some students whose behaviour is at a level of impact and persistence that raises cause for concern, a Support and Intervention Tracker will be started to ensure that steps of support are gradual and proportionate (appendix B). Keeping detailed records of these individual students- tracking input, support and intervention are completed on the tracker and updated regularly. External agencies are contacted as and when appropriate for individual students.
- Information from tick sheets and general incident forms is inputted/ scanned into CPOMS on a weekly basis. After this, the forms are filed chronologically in each student's file.

The Behaviour for Learning Lead will submit a report every half term to the Leadership Team outlining behaviour trends, interventions and their impacts and next steps.

5. SERIOUS INCIDENTS

The criteria at Hazelbeck which sets a Serious Incident apart from other incidents are:

- An incident which took place in exceptional circumstances/ an exception environment which increased risk e.g. out in the community
- An incident which required a high number of staff involved to reduce risk
- An incident which resulted in an injury to staff or students which required external medical treatment
- An incident which lasted an exceptional amount of time for that young person

An incident may be identified as serious if any, or all, of the above criteria are fulfilled. All serious incidents must be logged in the Serious incident book.

6. ABSCONDING

Due to the needs of our students, any instance where a student absconds from the premises would become a serious incident and parents/carers and police would be contacted as necessary. Students are supervised with high staff/student ratios throughout the school day and the school building is a secure site. Individual Risk Assessments are closely followed at all times, but in particular when students are in less secure areas (such as on the Beckfoot site) or when out on trips.

7. EXCLUSIONS

In cases of serious breaches of the school's behaviour policy and if staying in school would seriously harm the education or welfare of the student or others in school, exclusion will be considered as a last resort.

The decision to exclude a student must be lawful, reasonable and fair. Where exclusion becomes necessary, the most recent Government Guidelines for Exclusions from school will be followed:

(<https://www.gov.uk/government/publications/school-exclusion>)

- An exclusion may be:
 - Fixed term for a set number of days. Following a fixed term exclusion, a strategy for reintegrating students back into school will be developed between the school, student and family to support the pupil's return to school and to help them to manage their future behaviour.
 - Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

All exclusions will be at the decision of the Head teacher and will be reported to the Directors.

- **Appeals**

Any decision to exclude a student can be appealed against by the student or parent. For appeals against an exclusion, then details of the process will be explained within the letter of exclusion. For further support, contact Bradford SEN department.

8. WHO IS RESPONSIBLE?

- The person who has responsibility for Behaviour for Learning across the school will take a strategic role in monitoring and responding to data recording patterns of behaviour inputted into CPOMS and deciding the route of action in liaison with other professionals, both in school and externally.
- The HLTA with specific responsibility for inputting data in line with school policy will do so on a weekly basis.
- Class teachers have responsibility for managing behaviour and for leading strategies in their class base, including regular reflections on Behaviour Support Plans and Positive Handling Plans
- All staff have responsibility for devising and following Behaviour Support Plans and Positive Handling Plans

9. COMPLAINTS.

If a student has a complaint, then they should refer to the 'Student Complaints Flowchart.' (See Appendix D)

If a parent/carers has a complaint then they should refer to our Complaints Policy (which can be found on our website).

10. RELATED POLICIES.

This policy should be read in conjunction with the following Hazelbeck School Policies:

- Care and Control
- Child Protection
- Manual handling.
- Total communication

References:

<https://www.challengingbehaviour.org.uk/understanding-behaviour/communication-sheet.html>

Appendix A Blank behaviour support plan

POSITIVE BEHAVIOUR SUPPORT AND POSITIVE HANDLING PLAN
 FOR.....(student name)

PHOTO OF STUDENT: _____

DATE OF PLAN: _____ CLASS: _____ TEACHER: _____

POSSIBLE KNOWN TRIGGERS FOR RAISED ANXIETY (please list):

POSSIBLE PHYSICAL/ SENSORY/ MEDICAL FACTORS WHICH MAY IMPACT ON BEHAVIOUR:

KEY COMMUNICATION STRATEGIES USED:

ANY RELEVANT MANUAL HANDLING STRATEGIES WHICH MAY SUPPORT:

STAGES	WHAT YOU SEE AND WHY (TRIGGERS) <i>(include body language, words/ vocalisations, outward responses, small signs)</i>	WHAT YOU DO-strategies to support emotional regulation and well-being and reduce risk. <i>(Consider: unmet needs, body language, scripts, space, changes to environment, chance of face, visual support, levels of staffing, therapeutic approaches, sensory strategies, key adults, consistency)</i>
BASELINE/ USUAL PRESENTATION	•	•
AGITATION/ ANXIETY BEHAVIOURS	•	•

LAST UPDATED VERSION: (date)

ESCALATION/ DEFENSIVE BEHAVIOURS	•	•
OUTBURST/ CRISIS BEHAVIOURS <i>(harmful behaviour)</i>	•	• <i>(include specific positive handling if applicable)</i>
RECOVERY	•	•
FOLLOW-UP-rebuilding relationships <i>(post-incident, learning? Including staff support)</i>	•	•

PLAN COMPLETED BY: _____ (SIGNED) DATE: _____

AGREED BY PARENTS: _____ (SIGNED) DATE: _____

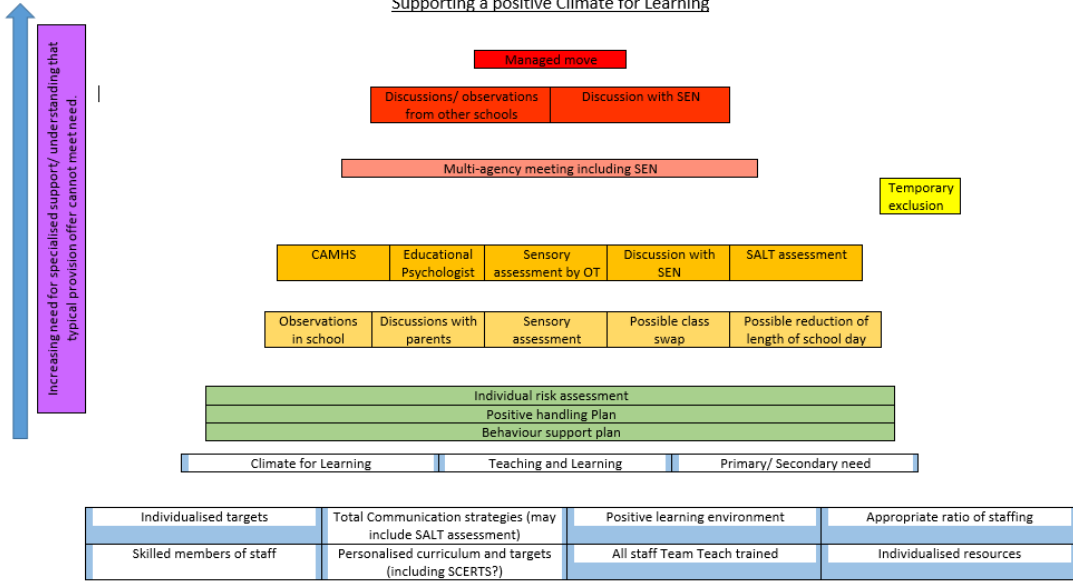
SHARED WITH RESPITE SERVICES (where applicable) DATE: _____

SHARED WITH OTHER SERVICES (where applicable) DATE: _____

LAST UPDATED VERSION: (date)

Appendix B Format for keeping detailed record individual students and levels of support and intervention

Supporting a positive Climate for Learning



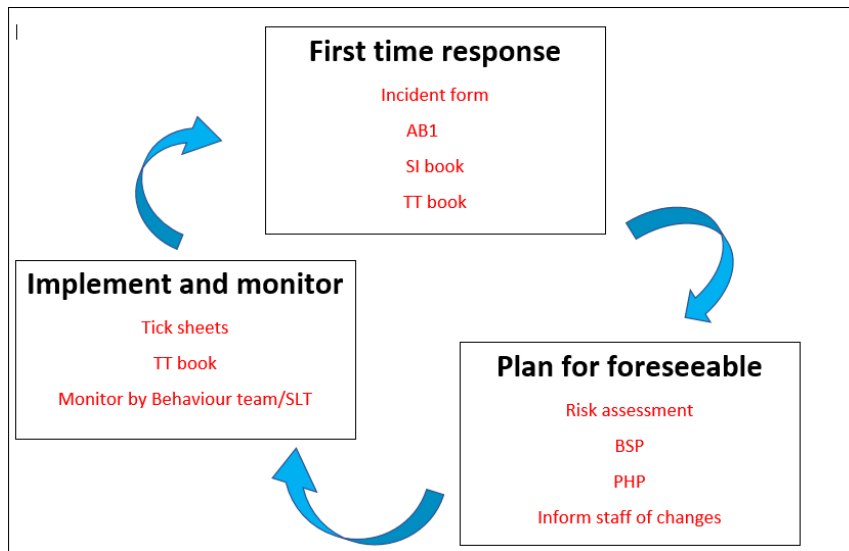
ADD ACTION TAKEN, DATES TRIED AND WHO INFORMED AT EACH STAGE?? TEAM USE AS A TRACKER?

Questions for each stage

At each stage, a team must look through and consider questions in all the sections above as well as the ones at the 'stage' that a student is currently at.

STAGE	QUESTIONS	TEAM POSSIBLY INVOLVED
QUALITY FIRST TEACHING	Has the team used initial problem solving strategies? Does the team have an understanding of the student's primary need? Are staff approaching the student positively? Staff utilised effectively in the team? Are activities as well differentiated as they could be? (Level/ length/ resource type/ pace/range/ choice) Do targets and assessment match student's primary need? Do the members of staff have the necessary skills, training and disposition? Is the environment suitable? (Sensory/ space/ learning breaks) Is the timetable appropriate and individualised enough? Have strategies for individualised communication support been discussed and implemented?	Class team SLT (drop ins/ discussion with area lead)
INDIVIDUALISED BEHAVIOUR PLANNING	Have a range of pre-crisis strategies been trialled and successful ones recorded on a BSP? Are team members using strategies consistently? Have discussions around positive handling strategies taken place and been added to BSP? Has an individual risk assessment been discussed as a team and strategies been implemented to reduce risk? Does the student behave in ways which increase the risk to themselves or others? If necessary, have clear spaces been identified where the student can go with an adult to remain calm/ de-escalate? Have adjustments been made in the environment and staffing to better meet student need and reduce anxiety? Have parents been informed and agreed to the BSP/ PHP/ RA? IF HIGH RISK BEHAVIOURS DO NOT REDUCE has a meeting taken place with parents to make explicit the potential for an exclusion?	Class team Team Teach team Parents CB (monitoring and review of tick sheets)
ADDITIONAL IN SCHOOL SUPPORT	Has the student got additional sensory needs that are as yet unmet? Is the student's anxiety increased by being in class with certain other students?	Class team SLT

ADDITIONAL EXTERNAL SUPPORT	Is the learning environment unsuitable for the student? Does the student need a more individualised timetable? Does the student have additional mental health issues? Does the student have any other undiagnosed difficulties/ disabilities? Are the strategies that have been consistently tried ineffective/ inconsistently effective? Does the students have ongoing unmet sensory needs? Does the team around the student require support with further problem solving and strategy development? Is there a need for medication to reduce anxiety? Have ideas for further strategies/ adaptations been exhausted?	CB Class team SLT CB Social worker/ CCST/ BEST? CAMHS/ OT/ SALT/ SEN/ Ed Psych
TEMPORARY EXCLUSION	Has the student behaved in a way which puts themselves or others at a level of unmanageable/ acceptable risk? Does any further action need to be taken before the student can return to school? (update of RAs/ BSPs/ further professionals involved/ informed/ referrals completed)	Class teacher Headteacher SEN (informed) Parents
MULTI AGENCY MEETING	Have all reasonable adjustments been made? Do any other external professionals need to become involved? Does Hazelbeck remain a suitable placement for the student, can we continue to meet need?	Class teacher Headteacher SEN Any other external professionals involved
SEEKING ALTERNATIVE PLACEMENT	Has all relevant information been shared with other possible schools?	Headteacher SEN Other schools
MANAGED MOVE	Have arrangements for transition been made? Has all relevant information been passed on to the other school?	Headteacher SEN Other schools



Appendix D

