



HERITAGE HOUSE SCHOOL

BEHAVIOUR FOR LEARNING AND POSITIVE RELATIONSHIPS POLICY

Approved by: [FGB]

Date: [5th July 2022]

Last reviewed on: [March 2019]

**Next review due
by:** [July 2024]

Purpose and context

The prime purpose of the Behaviour for Learning Policy and Positive Relationships policy is to promote equal opportunities and value each learner and to maintain and support an ethos engendering mutual respect, positive relationships and clear consistent expectations thus creating and fostering learning and achievement. It determines the approaches, learning environment and supports used, prioritising the developments of emotional literacy and emotional regulation, in order to achieve high standards of behaviour.

All learners at Heritage House School have an EHCP for their special educational needs. These may include, autism, profound and multiple learning difficulties and severe learning difficulties. The learners' specific needs may cause the learner to present with behaviours of concern.

It must be remembered that most learners with severe learning difficulties (SLD) are functioning at the level of a much younger child and therefore behaviours observed and consequences of these behaviours must be appropriate to the child's developmental age, rather than their chronological age.

We share our ethos with all new staff, as part of induction that learners with additional needs who are trying to communicate may exhibit behaviour which challenge. The staff are therefore dedicated to trying to understand the reasons for particular behaviours displayed by individual learners and to helping them cope with the anxieties, frustrations and difficulties associated with their own needs

Everyone has a responsibility in supporting positive behaviour across school. New staff and supply staff receive a copy of this policy as part of the induction process and are expected to model appropriate behaviour.

At Heritage House School, we recognise and define all behaviour as communicative effort. Staff should seek to understand what the learner is communicating and how to support the learner in their communication, understanding and emotional regulation to promote positive relationships and behaviours.

Aims

- All learners have the right to learn in a calm, safe and purposeful environment.
- All learners can be supported to learn and behave with dignity
- That securing positive relationships with and between learners is key to them developing into secure, happy young people who are interested in their own learning.
- That effective behaviour support can only be achieved through partnership with parents and other agencies.
- Staff have confidence to engage and support learners in all aspects of their development through appropriate training and support

Studio III approach

Heritage House School utilises the Studio III approach. The ideals of Studio III are to promote the management of behaviours of concern in a totally non-violent, gentle and

dignified way, by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills.

The Low Arousal Approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. These strategies are put in place in order to prevent aggression and avoid creating crisis situations. The low arousal approach seeks to understand the role of the 'situation' on behaviour by identifying triggers and using low intensity solutions to avoid punitive consequences for individuals with additional needs.

As part of the Studio III approach it is recognised that stress is transactional in nature. This means that stress can be passed on to another person. Staff are encouraged to reflect on their own stressors and stress responses and to explore their own well-being and coping strategies.

The low arousal approach has been proven to enable practitioners to defuse crisis situations within a variety of settings through early identification and intervention.

There are four key components considered central to low arousal approaches, and those include both cognitive and behavioural elements:

1. Decreasing staff demands and requests to reduce potential points of conflict around an individual.
2. Avoiding potentially arousing triggers, such as direct eye contact, touch, and removal of spectators to the incident.
3. Avoidance of non-verbal behaviours that may lead to conflict, such as aggressive postures and stances.
4. Challenging staff beliefs about the short-term management of challenging behaviours.

All staff receive Studio III training and refresher training.

Physical skills

Studio 3's approach to managing behaviours of concern focuses on non-aversive de-escalation strategies such as low arousal approaches and physical skills as opposed to restrictive practices. The key to managing behaviours of concern is to better understand the causes of distressed behaviour, and to examine our role as practitioners with the aim of preventing re-occurrence.

De-escalation training is focused on understanding the wider world of behaviour, and looking beyond that to create environments where stress is managed and well-being improved for all. There is a strong focus on empathy and building positive relationships.

As part of Studio 3 training the following is included:

- The principles of non-aversive physical skills
- Physical avoidance skills
- Non-physical and physical low arousal skills in practice
- Defusing skills
- The acceptability of physical restraint procedures.

During training, staff practise gentle physical skills, such as the 'walk around' method and planned escape routes. Staff learn how to use movement to defuse a situation and how to prevent the escalation of stressful situations via non-verbal communication.

Please note that physical restraint procedures are not taught.

Stress Reduction Supports (SRS)

At Heritage House school each learner has their own personalised Stress Reduction Support this is co-produced by families, class team, therapists and members of the schools multi-disciplinary team. The Stress Reduction Support merges Studio 3, LASER and SCERTS strategies and ethos. Therefore, focusing on an overall Low Arousal approach for our learners. Areas on the Stress Reduction Support include, likes/dislikes/motivators, sensory needs; and Social Communication, Emotional Regulation, Transactional Supports. The Stress Reduction Support uses the Zones of Regulation to explore emotions, how to reduce stress and what each learner needs in their 'backpack'. Each learner's 'backpack' states specific strategies to support the individual learner during a crisis and to as a pro-active stress reduction approach.

See Appendix 2 Stress Reduction Support

Coproduction and Parent Partnership

- Parents/ carers will be positively involved in all aspects of their children's behaviour in school.
- Parents/ carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.
- Stress Reduction Supports are coproduced with families
- Partnership working with families and respite providers is integral to supporting our learners.
- We endeavour to work with parents/ carers and other professional involved in the learners lives for the purpose of sharing appropriate information in order to offer a consistent, supportive approach.

Teaching and learning

Personalised provision

Learners at Heritage House School have a personalised plan based on their individual needs and areas for development, built around their interests, preferred learning modalities and made meaningful to them. This is created collaboratively as a multidisciplinary team. The personalised plan includes a learning focus on PSED, communication, physical development, literacy, mathematics, understanding the world and expressive arts and design.

Achievements are celebrated through use of praise and positive feedback, stickers, certificates, publicised in newsletters and are shared with families.

Where it is identified that a learner needs support to develop behaviour for learning, the multidisciplinary team meets to discuss teaching strategies and interventions to support learners understanding. The learner's SRS is then updated to reflect this. Strategies and interventions may include, but are not limited to, sensory supports (sensory diets, sensory circuits, chew tools) to support regulation, social interaction groups to develop positive relationships, social stories to develop understanding of social situations.

Zones of Regulation:

Heritage House School uses the Zones of Regulation; a curriculum designed to help people gain skills in consciously regulating their emotions and actions. This, in turn, leads to increased control and problem solving abilities. Learning activities and adult modelling help everyone to recognise when they are in different states, called zones. Each of the four zones are represented by a different colour and shape. People are taught to use different strategies or 'tools' to stay in each zone, or move from one to the other. Tools include sensory supports, calming techniques and cognitive strategies. The focus is on them recognising which zone is expected in different circumstances.

Learning environments

The low arousal approach is applied to learning environments to promote a safe, calm, accessible and engaging space. Staff create a positive ethos in their learning environments; ensuring that teaching and support accurately reflects learners' needs, is engaging, purposeful and motivational.

Recording, monitoring and learning from behavioural incidents: ABC Chart

Recording of behaviour involves a functional analysis in the format of:

A –Antecedents

B –Behaviour

C -Consequences

Why-possible reasons for behaviour - to encourage self-analysis

The School uses CPOMS to log all ABC charts which are reviewed on a daily basis by a the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads and followed up weekly at DSL meetings and Senior Leadership Meetings. The Behaviour lead is the Designated Safeguarding Lead.

Physical intervention

The use of all forms of physical intervention and physical contact, or even the imminent threat of force, are governed by criminal and civil law. The unnecessary or inappropriate use of force may constitute an assault and may also infringe the rights of a child or young person under the Human Rights Act 1998.

Studio 3 provides an approach to de-escalate challenging situations. Studio 3 aims to reduce and eradicate the use of all forms of restraint. The Studio 3 approach outlines:

- Restraint should only be used as a last resort
- Always teach alternatives to restraint
- Never accept restraint as inevitable
- Restraint is never therapeutic

All forms of physical contact, not just physical intervention, must be reasonable and necessary in the interests of:

- The learner's learning and development
- The learner's well-being
- The wellbeing of others.

Use of reasonable force

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force to:

- Prevent or stop the committing of any offence by a pupil;
- Prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil; or
- Prevent or stop a pupil prejudicing the maintenance of good order and discipline.

Reasonable force is defined as 'no more than is absolutely necessary'.

Monitoring and Evaluation

Upon joining Heritage House School, a Stress Reduction Support (SRS) is created for each learner, coproduced with families. Where learners engage in behaviours that concern, ABC charts are completed and the SRS is updated. If learners engage in frequent behaviours, a frequent behaviour chart may be used to log instances whilst interventions and supports are being used to monitor effectiveness.

ABC Sheets are recorded on CPOMS and the information monitored daily by a Designated Safeguarding Lead. Learner stresses and behaviour is discussed regularly in class staff meetings/SLT meetings and at the learner's Annual Review and /or Child in Need (CIN) meetings.

The Multidisciplinary team including teachers, coaches, support staff, therapists and senior leaders can discuss aspects of learner behaviour as needed.

Learners also have individual risk assessments which are reviewed at least annually, or as required.

Exclusions

As our learners have severe learning difficulties they will rarely learn from exclusion.

A decision to exclude a learner will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider the learner's special educational needs (SEN)

Please refer to our school's Exclusion policy.

Links to other policies

Staff Code of Conduct
Child Protection Policy
Health and Safety Policy
Whistleblowing Policy

Appendix 1: ABC chart

Antecedents Behaviour Consequences



Name of pupil:		Time:	
Class:		Place:	
Date:		Accident/Incident Book Completed	

Category: (Please circle)

Bullying		Child in Need	
Contact with Social Worker		Physical Aggression	
Domestic Violence		Racial Incidents	
Grooming		Refugee	
Home Issues		Safeguarding	
Homophobic		Parental contact	
Medical issues		Mobility	
Child Looked After (CLA)		Verbal Aggression	

Antecedent (what was happening just before the behaviour)

Staff Involved

Learners

Behaviour - what happened (Describe the event)

Consequence - as a consequence of the event, what happened?

review with team members/lead in department

Date and time of review, who is present what was the discussion

action taken (positive behaviour plan /Risk Assessment etc) – contact with parents, external agencies, etc

What will be updated / How / Attached (PBP, Care Plan, PEEP, Risk Assessment)

Action	Completed
Stress Reduction Support	
Risk Assessment	
Care Plan	
PEEP	
Other (specify)	

Whose input will be sought (SLT, Therapy Team, School Nurse, Other)

MDT	
SALT	
OT	
Physio	
Other (Specify)	

Signature				
	Teacher	LSA	LSA	LSA

Phase leader support

Action	Completed

Input into CPOMS (Office)	CPOMS Alert (sent to who):	
Action (who)	Staff Member:	Action input into CPOMS

Appendix 2: Stress Reduction Support

parent/carer signature:
teacher signature:
pupil/leader signature:
respite/community signature:

Stress Reduction Support (SRS)

Home, Heritage House School, Respite

date:
updated:

  
likes / motivators / dislikes


likes:
motivators:
dislikes:

 
sensory needs

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Social Communication

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Emotional Regulation

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Transactional Supports

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when I am sad I...

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please support me by...

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when I am happy I...

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please support me by...

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when I am stressed I...

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please support me by...




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when I am cross I...




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please support me by...

.

  
reduce stress for me by

.

  
what I need in my 'backpack' ...

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