



Hope School and College

BEHAVIOUR POLICY

Our Philosophy within Hope School and is that every student is an individual and taking achievement, equality and independence as our guide, we aim to achieve the highest possible standards.

The principles underlying our behaviour policy:

- That every member of the school community feels valued and respected
- To promote an environment where everyone feels happy, safe and secure
- That every member of the school community will be treated fairly and in a consistent way

This policy is designed to promote good behaviour whilst developing an ethos of Kindness and co-operation, rather than merely deter anti-social behaviour

The rights and responsibilities of all members of our school community

The student's will:

- look after everybody
- follow instructions
- use good manners

Staff will:

- treat all students equally, irrespective of gender, race, religion or disability
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- have a responsibility to model the type of behaviour felt to be acceptable;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Parents and carers will

- respect the schools behaviour policy and to work with the school to support their child's positive behaviour;

- send their child to school each day punctually, suitably clothed, fed, rested and equipped ready to learn;
- sign and return the Home School Agreement.

See Appendix 1 for

The Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning (National Strategies Guidance)

How positive behaviour is taught through the curriculum at Hope School

Primary

A SEAL programme is followed throughout the department including specific themes for assemblies.

All students have a PSHCE skills based target included in their IDP that they work on termly.

Star and Wish chart that looks at something the student is good at and something they would like to do better.

Circle time.

Seniors

Follow the ASDAN PSD Curriculum with individual targets included on IDP's

Hope School College

A PSD curriculum is followed in College and an individual target is included on all students IDP's this could be an Independent Living target..

The School Rules at Hope are:

- **look after everybody**
- **follow instructions**
- **use good manners**

Each department has worked together to identify age appropriate rules rewards and sanctions. This is then used as a guide for class teachers to use to set rules rewards and sanctions relevant to the needs of their individual pupils.

See Appendix 2 for

Departmental Guidance for Promoting Positive Behaviour.

Each department has put together an age appropriate Code of Conduct for their pupils.

See Appendix 3 for

Departmental Code of Conduct.

Behaviour Toolkit

All teachers, HLTA's, Classroom Assistants, and Lunchtime supervisors have contributed to a whole school approach to dealing with low, medium and high level behaviours within school. Guidance is displayed in every classroom and supports staff to provide a consistent approach to managing behaviour across all age ranges,

See appendix 4 for

Behaviour Toolkit.

Lunch time arrangements:

Early Years

In the Early Years the children go into Rainbow group after their lunch to read a book or use the interactive white board. At 12.25 the children go outside to play.

Primary

In the Primary Department we run 2 separate dinner sittings to successfully facilitate the number of children we have. Key stage 1 eats dinner in the Primary Dining Hall 11:30- 12:15 whilst Key stage enjoy outdoor play and/or a variety of different clubs throughout the week. The key stages then swap over 12:15 – 1pm. This has had a very positive impact on behaviour ensuring both sessions are calm and less busy. The playground and clubs are also much more structured and resources are equally spread and shared.

The programme of lunch time clubs available to meet the needs of all children run each day throughout the week – key stage 1 and 2 sessions.

They include ICT, multi skills, Music therapy group sessions and Fun box signing sessions – all lead by specific practitioners in these areas and support by support staff. There is also the option of playing on the Primary Playground each day.

Seniors

In the Senior Department students choose the club or activity they would like to access over the lunch break. Clubs were introduced to help create structure and keep students occupied and as a result behaviour in the Seniors over the lunch period has improved considerably.

College

In the College students are offered a variety of activities including Wii, film club, music club, horticulture, Play station etc.

Behaviour beyond the school gates.

A number of Hope school pupils are involved in inclusion links where they regularly attend local schools and colleges. Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures. Where students are involved in Independent travel or work experience they are expected to behave in an exemplary manner at all times. In the case of an individual student behaving inappropriately whilst travelling on public transport, on work experience or whilst out in the community the Head of Department will consult with the student, their parents and support staff to decide if it is appropriate for the student to continue.

Procedures For Additional Behaviour Support

1	Individual ABC incident report form/ frequency chart completed by staff if number of incidents are occurring. Future strategies discussed.
2	Head teacher and Behaviour and Sensory Processing lead to monitor and keep record of incident forms – respond accordingly.
3	Pupils are identified by class teacher as needing individual support for behaviour. Whole class staff meet to formulate a Behaviour Plan or

	Strategies to Support Plan
4	<p>Class teacher informs parents of the plan and invites them to contribute and discuss.</p> <p>If parents are unavailable for discussion, then a copy of the plan will be sent to them for consultation</p> <p>Head teacher and the Behaviour and sensory processing lead informed and a copy of the plan should be saved in the Behaviour folder in shared area.</p>
5	<p>Implement the plan: within structured timetable, identify planned structured activities, monitor procedures, review procedure identified and review half termly or sooner of necessary.</p>
6	<p>If concerns continue B& SP lead will attend class liaison to discuss behaviour plan and strategies and where appropriate do an observation in class.</p>
7	<p>Repeat Stages 1 - 6</p>
8	<p>If concerns continue refer to Targeted Education Support Service to complete an observation & consultation with class staff. TESS will provide a report including recommendation which will inform BP and PHP.</p>
9	<p>Repeat Stages 1 - 6</p>
10	<p>If concerns continue, Head teacher agrees to contact Educational Psychologist and or Learning Disability Team.</p>

Use of Force to control or restrain pupils within Hope School

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). The latest Guidance from the Department of education on “The use of Reasonable Force” July 2013 See Appendix 5. Staff will be updated of any changes made by the government relating to the Use of Force.

Staff only intervene physically to control or restrain children to prevent injury to a child a member of staff, or if a child is in danger of hurting him/herself. The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Hope School has a number of members of staff who are TEAM TEACH trainers who run a rolling programme of training ensuring there are staff in every department who are able to offer support when necessary.

Hope School has a Positive Handling Plan sheet which is used to monitor and record Physical Interventions used in school. All Positive handling plans are revised half termly in consultation with class staff and a copy is saved in the behaviour folder in the share area.

See Appendix 6 for

A copy of a Positive Handling Plan

Pupils have individual PHP. A bound and numbered book is used to record physical interventions

Exclusion

It has not been necessary to exclude a student from Hope school and it is our intention that with the tiered levels of support we have in place and the focus on staff training we will be equipped to deal with the needs of our pupils without the need for exclusion.

Detention

Where students attend other educational settings they must adhere to their Policies and Procedures on detention.

Searching Pupils and their possessions

The legal power to search pupils including their possessions without consent, not only for weapons but for alcohol, controlled drugs and stolen property came into force in September 2010. This was revised in July 2011 to include cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices (mobile phones, I pods etc) and to legislate any other items banned under school rules. At Hope School a student or their possessions may only be searched with prior permission from the Head of Department. A pupils possessions can only be searched in the presence of the pupil and another member of staff.

Screening

Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures on screening.

Allegations of abuse against staff and volunteers

See full guidance on www.wiganlscb.com

Key points

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative,

Allegations that are found to have been malicious should be removed from personal records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.

In the event of an allegation of abuse against a member of Hope school staff or volunteer the school will follow Section 8 of the Child Protection Procedures set out by Wigan Safeguarding Children Board. Any allegations will be reported immediately to the Head Teacher Sue Lucas or in the event of him being unavailable the Deputy Head teacher Pauline Lynch or Sharron Yates.

Managing Pupil Transition

Transition of pupils on entry to Hope school, is supported by close liaison between home and other agencies working with the child. Opportunities for parents and children to visit the school and meet staff prior to entry are encouraged. An all about me book, half day visits and key worker system ensures a smooth transition from home to school. Transition between year groups and departments are carefully planned taking students behavioral needs into consideration when allocating staff to classes. Each year pupils will be accompanied by at least one familiar member of staff into their new class to ensure continuity of approach and reassurance for pupils and parents. Pupil Profiles are completed each year by the pupils class teacher and passed on to their new teacher outlining preferred methods of communication, physical, and medical needs and any behavior strategies used to support the pupil. Parents and pupils have an opportunity to meet their new class staff at an Open evening during the summer term and three transition visits are organized throughout school for staff to work with pupils in their new classroom settings and get to know each other before the summer. All Individual Behaviour plans are revised termly (sooner if necessary) so they accurately reflect the pupils needs and outline strategies to support them.

College

Transition is a gradual process that takes place throughout the students three years in college. They have opportunities through World of Work and their Options including Hair and Beauty, Radio, Performing Arts, Catering, Horticulture, Media, Small Animal Care, Child Care, ASDA logistics and Stable Management to try new skills and gain work experience. Students visit Transition events and are supported by a careers advisor and transition social workers who work with college staff, parents and adult services to help students and families make informed decisions about their next steps. In the autumn term students experience taster days at a variety of providers including more than words, midstream and local colleges. During the summer term staff liaise closely with the settings the students will move onto and support students on visits as well as invite new staff into college to spend time with the students and share information. This comprehensive approach ensures a smooth and supportive transition for students leaving college and moving onto new placements.

Support available through Hope school and the LA for parents/carers in developing their child's social, emotional and behavioural skills includes:

- Face to Face (support for parents)
- Embrace (Support for the whole family)
- Parent group who meet weekly on a Wednesday morning
- Home school diaries
- Annual reviews

- Open evenings, parent evening
- Drop in sessions offered through the school Education Psychologist
- Targeted Educational Support Team
- Learning Disability Team
- CHAMS
- School Councillor
- Early Bird Plus
- Early Bird: Healthy Minds
- Play Therapist
- Nurture

Monitoring and Reviewing Hope School Behaviour Policy

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:_____ Head teacher **Date:**

Signed:_____ Chair of Governors **Date:**

Appendix 1

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [From Department of Education National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, • To obey school rules and accept sanctions in an appropriate way • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child’s progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. 	<ul style="list-style-type: none"> • To respect the school’s behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff, and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.

<ul style="list-style-type: none"> • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.
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SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils,

<p>liable to prosecution.</p> <ul style="list-style-type: none"> • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<p>including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</p> <ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills. • To keep parents informed of their child’s behaviour • To work with other agencies to promote community cohesion and safety.
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Appendix 2

Guidance for Promoting Positive Behaviour

Department - EYS

Class Rules	Rewards	Consequences
<p>We are kind.</p> <p>We have kind hands.</p> <p>We have Kind feet.</p> <p>We walk inside.</p> <p>We run outside.</p> <p>We have quiet voices inside.</p>	<p>Verbal praise</p> <p>Gestural praise thumbs up, smile.</p> <p>Stickers.</p> <p>Notes home to parents.</p>	<p>Reminders of appropriate behaviour supported by signs and symbols.</p> <p>Time in the chill out zone with a member of staff. How long will depend on level of understanding.</p> <p>Encourage child to apologize either verbally or thorough signing.</p>

Guidance for Promoting Positive Behaviour

Department - KS1

Class Rules	Rewards	Consequences
<p>Good listening</p> <p>Good sitting</p> <p>Be kind to your friends</p> <p>Please and thank you</p> <p>Good looking</p>	<p>Golden time ladder to move along each day and then receive a reward at the end of the week. Agree the rewards with the children.</p> <p>Stamper charts – linked to prize box.</p>	<p>Taking Turns with a timer – visual cues</p> <p>Draw attention to good examples of behaviour –</p>

<p>Good signing</p> <p>Kind hands</p> <p>Kind feet</p> <p>Quiet voices inside</p>	<p>Verbal praise – naming the good behaviour.</p> <p>gestural praise smile, thumbs up signing clapping</p> <p>Physical praise pat on the back, high five. (Pupils to do)</p> <p>Dojo</p> <p>Star charts</p>	<p>Verbal reminder/ request</p> <p>State the behaviour you want – signs and symbols to support this</p> <p>Use of an egg timer / calming / waiting for turn</p> <p>Quiet time in a quiet area</p>
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Guidance for Promoting Positive Behaviour

Department - KS2

Class Rules	Rewards	Consequences
<p>Good listening</p> <p>Good sitting</p> <p>Be kind to your friends</p> <p>Please and thank you</p> <p>Good looking</p> <p>Turn taking</p> <p>Kind words</p> <p>Kind hands and feet</p> <p>Quiet voices</p>	<p>Stickers</p> <p>Golden time ladder to move along each day and then receive a reward at the end of the week. Agree the rewards with the children.</p> <p>Star of the week</p> <p>Star of the lesson</p> <p>Class certificates</p> <p>Message home to parents</p>	<p>Draw attention to good examples of behaviour – good role models or catch them being good.</p> <p>Verbal reminder/ request</p> <p>State the behaviour you want</p> <p>Move away from others / change places</p>

Super lining up	<p>Leader of the line</p> <p>Reward boxes</p> <p>Class dojo</p> <p>Special jobs</p> <p>Use of I pads outside of lessons</p> <p>Stampers</p>	<p>Thinking time with timer</p> <p>Inform parents</p> <p>Count down</p>
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Guidance for Promoting Positive Behaviour

Department - KS3

Class Rules	Rewards	Consequences
<p>Sit nicely</p> <p>Good looking</p> <p>Good listening</p> <p>Good learning</p> <p>Speak using a classroom voice</p> <p>Walk sensibly</p> <p>Take turns</p> <p>Share</p> <p>Help friends</p> <p>Put hands up</p> <p>Sensible in line</p>	<p>Stars</p> <p>Stickers</p> <p>Praise</p> <p>Certificates</p> <p>Golden time</p> <p>Whole class clap</p> <p>Message home in diary</p> <p>Special job</p> <p>Leader of the line</p> <p>Dojo points</p> <p>Photos of Dojo</p> <p>Work shown to Sue</p> <p>Work on Dojo</p>	<p>Low and Medium level behaviours</p> <p>Draw attention to good examples of behaviour – good role models or catch them being good.</p> <p>Verbal reminder/ request</p> <p>State the behaviour you want</p> <p>High level behaviours</p> <p>Miss reward</p> <p>Last in the line “ wait” time</p> <p>Inform parents.</p>

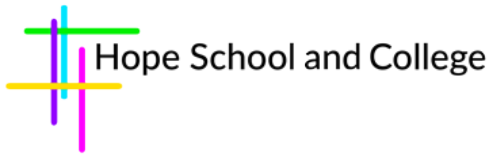
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Guidance for Promoting Positive Behaviour

Department - KS4

Class Rules	Rewards	Consequences
<p>Hand up no shouting out</p> <p>Take responsibility for own belongings</p> <p>Be kind and friendly to each other</p> <p>Help others</p> <p>Ask permission before leaving the room eg toilet.</p>	<p>Token system</p> <p>5 tokens – 5 minutes</p> <p>10 tokens – 10minutes</p> <p>up to a maximum of 30 minutes</p> <p>Can be cashed in on any activity of their choice on a Friday afternoon</p> <p>Student can choose to save tokens.</p> <p>Verbal praise</p> <p>Stamps if appropriate</p> <p>Message home in diary.</p>	<p>If no tokens then following a guided task</p> <p>Individual Behaviour Plan – keep a record.</p> <p>Inform parents</p> <p>Where appropriate students can complete their unfinished work at break time or as homework.</p>

Class Rules	Rewards	Consequences
<ul style="list-style-type: none"> • We listen to our friends and teachers. • We talk in a quiet and calm voice. • We are kind to each other. • We help each other. • We don't make our friends feel uncomfortable. • We talk to someone when we are worried. • We respect what other people like. <p>Rules are set by the students at the beginning of the year, displayed and referred to frequently.</p>	<p>Verbal praise – naming the appropriate behaviour.</p> <p>Gestural praise smile, thumbs up. Physical praise pat on the back, high five.</p> <p>Tell other members of group staff/students what the student has done and why you are proud of them.</p> <p>Opportunities for self-chosen reward task</p>	<p>Low and Medium level behaviours</p> <p>Verbal reminders, requests. State the behaviour you want.</p> <p>Draw attention to good examples of behaviour either through other students acting as a positive role model or catch the student being good.</p> <p>Withdrawal</p> <p>High level behaviours.</p> <p>Removal from group</p> <p>Stating the unacceptable behaviour</p> <p>Follow Individual Behaviour Plan</p> <p>Inform parents</p> <p>Where appropriate opportunity to complete unfinished task in own time</p>



Appendix 3

Early Years Code of Conduct

- Kind hands
- Kind feet
- Good walking inside
- Quiet voices inside.

Primary Code of Conduct

- We all try and sit, look and actively listen ready for learning.
- We only use words that are kind, thoughtful and true.
- We try and keep ourselves and others safe.
- We try to look after our school and everything in it.

Senior Code of Conduct

Students are encouraged to:

- Be well mannered;
- Greet others correctly and not touch inappropriately;
- Move around the school quietly in a safe and sensible manner during the school day and take particular care at lunchtime;
- Eat in a polite and social way open doors with care and not let them close if someone else is following;
- Respect other peoples property;
- Treat equipment carefully and return it to the correct place;
- Exhibit appropriate toileting behaviours, for example close the toilet door, flush the toilet after use and always wash their hands;
- Be aware of their appearance, for example keep clean and tidy;
- Not drop litter, but to use a litter bin and not to throw anything away which can be recycled;
- Not to interrupt a conversation;
- To knock before entering a room;
- Keep their mobile phones turned off in school.

College Code of Conduct

All students will:

- Be polite and helpful
- Remember Health and Safety

- Always work as a team
- Show respect for other people and their belongings.
- Be responsible for the general tidiness of the College.
- Try their hardest and be as independent as possible.
- Behave in a responsible manner especially when out of College
- Students are encouraged to have mobile phones but they should be switched off or stored in lockers during lecture time. (No photographs or sound recordings are allowed supported by Wigan LEA policy)

Appendix 4

Behaviour Tool Kit

Low Level Behaviours	Medium Level Behaviours	High Level Behaviours
<p>Rocking</p> <p>Continuous sound</p> <p>Shouting out</p> <p>Not listening</p> <p>Refusal</p>	<p>Spitting</p> <p>Dropping to the floor</p> <p>Screaming</p> <p>Stamping feet</p> <p>Undressing</p> <p>Pushing or tapping equipment or furniture with hands or feet.</p> <p>Swearing- context said randomly to self.</p>	<p>Physically hurting students or adults – hitting, biting, kicking, punching, head butting, nipping, pulling hair, pinching, scratching, smacking.</p> <p>Verbally abusing students or adults – name calling, swearing at someone, threatening,</p> <p>Damaging equipment - by throwing or hitting.</p> <p>Self harming – head banging, pushing things into mouth, scratching or stabbing with equipment.</p>

Strategies	Strategies	Strategies
<p>Consider individual programmes – Sensory processing overviews and plans – do they need access. Fidget toys / deep pressure / calming retreat areas</p> <p>Nurture input?</p> <p>Praise student for appropriate behaviour- Catch them being good.</p> <p>Good role models –Praise other students for appropriate behaviour.</p> <p>Behaviour strips. Now and Nest. Work then reward.</p> <p>Positive reinforcement of appropriate behaviour, thumbs up, eye contact and smile, symbol, sign, high 5, eye contact.</p> <p>Reward charts, class and individual – stickers, stars, stamps, post its.</p> <p>Tactical ignore – ignore the behaviour not the child.</p> <p>Positioning in group, class, hall.</p> <p>Keep language simple, support with signs or symbols.</p> <p>Redirection – get their attention to bring them back on task.</p>	<p>Stop, look and Listen – What is the student trying to tell you.</p> <p>First Consider triggers</p> <p>Personal - Are they hungry, thirsty, tired, uncomfortable or in pain?</p> <p>Environmental -noise level, temperature, lighting, smell, staffing, mix of students, is the activity too easy or too hard?</p> <p>Make changes to remove the trigger.</p> <p>Reminders of appropriate behaviour.</p> <p>Redirect</p> <p>Distraction – new activity, songs, music, favoured objects, twiddles, wake up and shake up,</p> <p>Withdrawal- go for a walk, send a message, do a job.</p> <p>Quiet time</p> <p>Change person working with them</p>	<p>Stay Calm – be aware of personal space, consider body language verbal communication and eye contact.</p> <p>Withdrawal</p> <p>Time out</p> <p>Team Teach – positive handling if the student is a danger to themselves others or seriously damaging equipment.</p> <p>Follow behaviour plan or positive handling plan, allow plenty of time for recovery before re-joining an activity.</p> <p>Complete any relevant forms.</p> <p>Consequences for actions. Apologise and make amends.</p> <div data-bbox="1675 1177 1908 1385" data-label="Image"> </div>

Appendix 4

Behaviour Tool Kit - PMLD

Situations that students find challenging	Behaviour	Strategies to support students
Standing frame	Crying	Stop, look and Listen – What is the student trying to tell you.
Wearing splints	Extending	First Consider triggers Personal - Are they hungry, thirsty, tired, uncomfortable or in pain? Environmental -noise level, temperature, lighting, smell, position
Class chairs	Banging	Make changes to remove the trigger. Withdrawal- go for a walk, try outside.
Wedge	Self harming	Change person working with them. Distraction activities.
Going into rooms that they don't like	Reaching to hurt others	Watching a DVD listening to music Speaking calmly positive reinforcement
Change	Shouting/screaming out	Opportunities to be in own space away from others Intensive interaction activities Use of switches and ICT equipment, fans, bubble tubes, lights. Singing Sensory Processing work / overviews / diets



Appendix 5

Positive Handling Plan (PHP)



Pupil's Name:

Setting: Hope School – Class

Describe common behaviours or situations which have previously led to *** requiring Positive Handling or a Physical Intervention. When are such behaviours likely to occur?**

Description of what *** challenging behaviour looks or sounds like?**

Strategies which should be used to defuse or make a situation safer for *** or other people?**

- Verbal support – counting to 5.
- Reassurance
- Calm adult or changing the adult
- Negotiation
- Reminding of choices or limits
- Reminding of possible consequences
- Distractions.
- Rewards
- Physical intervention

Strategies *** will respond negatively to when attempting to calm a situation.**

- Direct confrontation
- When he is told not to do something.
- Raised staff voice.

Three praise points, which can be developed and built upon for **.**

1. **** likes to collect the register.
2. **** likes outdoor play.
3. **** likes music & massage.

Are there any reported medical conditions which need to be taken into account before any Physical Intervention takes place?

- None have been reported

Describe the preferred physical techniques to be used with ** (remembering that they should be *'Proportionate to the circumstances'* and always in the *'Best interests of the child'*).**

- 2-3 adults may be required, either directly or to make the area safer, i.e. moving other children, furniture etc
- Preferred strategy is 2 person single elbow hold to move him to a safer environment. If this is not possible and **** drops to the floor, a member of staff should support him in a T wrap with a second member of staff supporting him at the legs. This will keep **** safe and will provide him with security. Staff will calmly talk to him, offering him alternatives e.g. have a drink, a massage.

Following an incident what care is to be offered?

- When **** is calm, offer him a drink and some space to calm down. The de-brief must be conducted on the same day as the incident.

What will be the procedures/consequences following any serious incident directly involving **?**

- Refer to his IBP for strategies relating to consequences.

How will incidents be reported and recorded following an incident?

- School will record all Physical Restraints used to support **** using the numbered and bound book. The Head of Department must be made aware of any incidents where positive handling has been used.
- Copies will be made available to parents at their request.
- A letter will be sent home to parents the same day to inform parents that positive handling has had to be used.

Please Print

Please sign

Name.....(Head teacher)

.....

Name.....(Class teacher).....

Name.....(Parent).....

.....

Date:

Review Date: