



| | |
|---|---|
| Local Procedure Title | Positive Behaviour Support |
| Site | Telford |
| ECS Policy number and title | ACS 04 Positive behaviour management and support |
| Local Procedure template reference | ACS LP 04 |
| Local Procedure date | September 2024 |
| Local Procedure review date | May 2025 |
| Next review due | September 2025 |
| Local Procedure Author(s) | Clare Davis & Mark Hazlehurst |
| Local Procedure Ratification | Scott Preston |

| |
|--|
| 1. Aims and ethos |
| <p>In our school we foster a positive and respectful culture in which our staff know and care about students. Staff understand that behaviour is communication of need and that our students find self-regulation challenging (sometimes impossible) because of their SEN and/or SEMH presentation. We understand the needs and presentations of CYP who have experienced trauma, and this is reflected in our use of a playful, accepting, curious and empathic approach. Staff are trained in a Trauma Informed approach.</p> <p>Our approach to behaviour is underpinned by our commitment to supporting each student's progress within the ARC model - forming attachment, gaining resilience and achieving confidence.</p> <p>We strive to maintain a calm and orderly environment by establishing clear routines and expectations across all aspects of school life, not just in the classroom. <i>See Appendix 1 for Routines for the Day.</i></p> <p>Staff set a good example with calm, respectful and resilient adult behaviour. Behaviour which demonstrates developing resilience is noticed and rewarded to develop motivation and positive attitudes to learning.</p> <p>This Local Procedure supports a consistent approach to management of negative behaviours, with the aim of creating an environment in which pupils are safe and feel safe.</p> |
| 2. Local code of conduct |
| <ul style="list-style-type: none"> • Be respectful – listen to others, follow instructions, speak politely (use appropriate language), give space • Develop resilience – attend, do your best, if you get it wrong, put it right. • Reap the rewards – learn more, feel confident, get tokens, earn vouchers! • Right Place, Right Time • Be Kind • Remember, nobody's perfect – if you have a bad lesson or a bad day, we will find a way to move on. • Student voice is valued and informs behaviour support strategies. |
| 3. Behaviour support planning - Aspris Telford LP Behaviour Support Plans 2024-5.docx |
| <p>Responsibility:</p> <ul style="list-style-type: none"> • The B&A lead and SENCo will consider current and previous targets included in key documents - EHCP/PEP/IEP - which will help shape initial discussions with the student and may include parent/carers if appropriate. • The B&A lead, Behaviour Support HLTA and Form Tutor will review documents and share initial suggestions for the BSP. |

- The Form Tutor will meet with the student, at a time and in an environment which takes account of student needs and preferences. The Behaviours Support Lead (SR) should be present when appropriate. Using the template, a discussion relating to triggers, strategies and adults who can help, will capture a supportive and personalised plan.
- Review dates should be clearly noted on the document within the Behaviour Targets box. This discussion/meeting should be recorded and updates shared with B&A lead who will edit the document and disseminate.
- The B&A Lead will have oversight of BSPs and tracking methods and will suggest review dates for individuals. The HT will reflect this on Daily Plans.

Behaviour Support Plans (BSP) serves several important purposes:

1. **Individualized Support:** the plan provides tailored strategies and interventions based on the specific needs and challenges of the child identified within the IEP, helping them regulate their emotions and behaviours.
2. **Positive Behaviour Promotion:** the plan focuses on encouraging positive behaviours and developing social skills, allowing the child to engage more effectively in the learning environment.
3. **Crisis Management:** the plan includes strategies for managing challenging behaviours and preventing potential crises, ensuring a safer environment for both the child and their peers.
4. **Collaboration:** the plan fosters collaboration between students, teachers, parents/carers, and specialists, creating a unified approach to support children and promote consistency in responses to behaviours.
5. **Tracking Progress:** the plan allows for monitoring the child's progress over time, helping adults adjust strategies in a responsive manner when reviewed in collaboration with SEMH tracker information and celebrating improvements.
6. **Supporting Emotional Well-being:** the plan aims to enhance the child's ownership and understanding of emotional well-being, contributing to their overall development and achievement.

At Aspris Telford the Behaviour Support Plan is essential in creating an inclusive educational environment where children with SEMH and other needs can thrive. The following strategies and approaches are involved in positive behaviour management:

- **Open Communication:** Establish clear and consistent communication with the student. Use language they understand and give time to process. Encourage them to express their feelings, thoughts, and concerns. Make time for regular check-ins, allowing them to feel heard and valued.
- **Build Trust:** Create a safe and supportive environment where the student feels comfortable taking risks. Be consistent and fair in your interactions to build trust over time.
- **Personal Connection:** Take the time to learn about the student's interests, strengths, and challenges. Show genuine interest in their lives to form a deeper connection.
- **Collaborative Goal Setting:** Involve the student in setting BSP targets. Work together to establish realistic and meaningful targets, fostering a sense of ownership in their progress.
- **Positive Reinforcement:** Recognise and celebrate small successes. Positive reinforcement can motivate students and build their confidence in their ability to manage their behaviour.
- **Modelling Behaviour:** Demonstrate the behaviours you want to see in the student. Model emotional regulation, problem-solving, and positive social interactions to provide them with concrete examples.
- **Consistent Implementation:** Ensure that the strategies outlined in the BSP are applied consistently. Regularly review and discuss the plan with the student to keep them engaged and informed about their progress.

- **Parent/Carer Involvement:** Engage with parents or carers to create a team approach. Sharing updates and strategies helps reinforce the support system both at school and at home.
- **Reflect and Adjust:** Regularly reflect on the effectiveness of the BSP and adjust it as necessary. Involve the student in this reflection process, encouraging them to share their thoughts on what works and what doesn't.

4. Training

All staff are required to complete the on-line Aspris Positive Behaviour Support module which provides important background information and guidance to inform our approach. The Headteacher has consulted with staff on this policy and checked understanding of the reasons for the use of a trauma informed way of working. Team Teach training for de-escalation and RPI is a requirement for all Aspris school staff. Agency staff will not have had this training and must not attempt RPI. Any staff awaiting a Team Teach training session must not attempt RPI.

Several explanatory articles on attachment and trauma informed practice have been shared with staff and TIS training for all staff is underway in 2024-25. (Links in Appendix 2).

5. Behaviour follow up and consequences

Our focus, following negative behaviours, is to support regulation and repair, encouraging understanding of an incident. Several of our students who exhibit behaviours related to trauma or attachment difficulties experience shame following a behaviour event and need a sensitive debrief to move on. Increase use of restorative practice and ensure that debrief is recorded clearly.

For more resilient students, there is a place for encouraging greater independence in seeking out what they need to regulate, recognising that their behaviour has an impact on others and that reparative actions may be asked of them to put things right.

Where a student is not engaging with learning despite recommended strategies being used, they will always be given opportunities and time to make a different choice. In order to encourage understanding of consequences, a student may be told that a privilege could be lost later in the day/week. E.g. they will only be allowed to attend an off-site activity viewed as a 'treat' once they have completed a defined amount of work.

Staff work in collaboration with parents/carers who, following communication with school, will often support by putting in place consequences at home for poor behaviour in school e.g. phone confiscation for the evening.

Due to the profile of our student body, fixed term exclusions (suspensions) are almost never used. Most students – particularly those who are Looked After - have some level of attachment difficulty, making suspension an extremely negative experience which can lead to a damaging breakdown of trust in school staff.

Nevertheless, the Headteacher will consider suspending a student for behaviour which jeopardises the dignity, wellbeing, and safety of others. Please see below a non-exhaustive list of behaviours for which the Headteacher will consider exclusion as a consequence:

- Persistent bullying – *refer to anti-bullying policy
- Physical assault
- Bringing drugs, alcohol or other prohibited substances into school
- Providing drugs, alcohol or other prohibited substances to other students
- Bringing a weapon into school
- Sexual harassment
- Child on child abuse
- Use of 'slurs' which target Protected Characteristics

The school follows Aspris and national guidance on use of suspension and exclusion from school.

[Suspension and permanent exclusion guidance May 2023.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115442/suspension_and_permanent_exclusion_guidance_May_2023.pdf)

6. Use of Phones and other devices

SLT are aware of the following government guidance related to banning or reducing access to mobile phones in school. [Mobile phones in schools - GOV.UK](#) We agree with the principal aims underpinning this drive which are to improve concentration in school and to reduce the negative impact on children's wellbeing which is linked to excessive screen time. We also explain to students regularly that the rule about handing in their phones exists to safeguard us all.

Our rule is simple and the same for all students. They must either leave their phone at home or hand in their phone to support staff or their form tutor as they come into school. Phones are placed in a box securely locked in the First Aid room. If by 9.30am the phone has not been handed in to a keyworker or their tutor, SLT will intervene to explain the expectation to the student. If the student continues to refuse, parents/carers will be called and asked to lend support by messaging or speaking to their child and, as a last resort, to come into school and take the device home. Persistent refusal to follow the rule causes disruption to the school day and represents a safeguarding issue for our vulnerable students. For this reason, suspension may be considered as a last resort where students will not comply with this rule.

Students are not allowed their phones offsite or on educational visits – the only exception to this is when it is used as part of a therapy session with the recommendation of the therapist. Staff are not permitted to use their phones for personal communication during lesson time. They keep their phones on their person to access IT authenticators or for use in an emergency when off site.

Vapes

Schools across the country are facing the challenge of controlling the use of vapes by children – they are easily available, cheap, very easy to conceal and quick to use – no need for matches or a lighter and no lingering smoke or issue with smoke detectors. The sweet 'flavour' which CYP seem to prefer is noticeable but not dissimilar to certain body sprays.

Again, our rule is simple. Vapes are not to be brought into school. Using a vape on or in the school premises including in school vehicles is unacceptable. Students will receive a warning, and, on a case-by-case basis, particularly where vapes are being provided for other students, suspension will be considered.

7. Rewards

In the moment praise is extremely important for our students, many of whom have experienced intense feelings of failure at school. Staff aim to catch students getting it right and reinforce good choices by giving plenty of affirmation even for little wins.

Students earn tokens for successful sessions in school. They aim to meet an individualised set target each week and, if they are successful, can exchange their tokens weekly for a £5 voucher. Students also have the option, in discussion with their tutor, to identify a longer-term goal and 'save up' their tokens for an item or treat of greater value. *See Appendix 2 for details of the Tokens Reward system.*

Where a student is seen to be losing motivation over several lessons or days, staff may discuss an incentive outside the tokens system e.g. 'if you complete these three lessons then we can use the nail painting kit'. It is important that the expectation for work is clear and that other staff working with the student are aware of any additional arrangement in place.

8. Debrief & restorative work

Following a more serious incident the Headteacher and Deputy follow up with staff affected both individually and in a group briefing. We recognise that, due to the size of the school, it is likely that everyone is affected to some extent by a serious incident. Strategies for debriefing the student and restoring relationships where needed after an incident are outlined in individual Behaviour Support Plans. Debrief notes also form part of the

Engage MIS log for behaviour incidents. See note above – improvement needed.

9. Behaviour support recording and monitoring

- Daily calls to student homes are an opportunity to discuss both small changes in presentation and to review serious incidents. Feedback is then shared with the whole team for further preparations.
- Behaviour is a standing item on meeting agendas and all staff are involved in planning to offer support which effects change.
- Staff record low level behaviours and follow-up actions on individual chronologies to enable tracking and identification of any patterns. Form tutors review and send a weekly overview email to parents/carers. SLT also review this at least weekly.
- Staff record high level behaviours on Engage MIS.
- SLT monitors recording on Engage MIS and quality assures responses and follow up.
- The OD is informed of significant incidents and/or new patterns of behaviour in the weekly HT report.
- A Reporting Upwards referral (*Appendix 4*) is made for all serious incidents to keep managers and proprietors fully informed. Serious incidents and required follow up are reviewed by senior managers in a weekly meeting.

Appendix 1

Routines & Expectations for the day

| | |
|-----------------------|--|
| 8.55 | Punctual arrival to school. Phones are handed in. |
| 8.55 – 9.15 | Check-in takes place with tutors in allocated classroom or other space. Visual timetables have been updated. Check-in is offered in the kitchen area with breakfast and drinks where needed. The kitchen is checked and left tidy. |
| 9.15 – 10.45 | Lessons 1 & 2 At the start of each lesson, students are encouraged to make their way to the correct classroom on time. 'Right Place, Right Time'. |
| Break (15) | Social time in kitchen area and/or outside. Snacks and drinks available. The kitchen is checked and left tidy. |
| 11.00 – 12.30 | Lessons 3 & 4 Where students have off site activities planned, staff support prompt departure for these. |
| Lunch (30) | Social time in kitchen area and/or outside. Snacks and drinks are available. The kitchen is checked and left tidy. |
| 1.00-2.55 | Lessons 5 & 6 |
| End of the day | Phones are handed back once student transport has arrived. Staff supervise safe behaviour on the car park and safe departure. |
| In the car | <ul style="list-style-type: none">• Students sit in the back unless an individual Risk Assessment allows them to sit in the front seat.• Seat belts are always worn.• Child locks are switched on.• Calm and sensible behaviour which does not distract the driver is expected. |
| Outside | Play should not be too physical and should show respect for personal space. Put away any equipment used and pick up any litter. |
| On a walk | Students should stay within sight of the adult(s) accompanying them or tell them where they are going if they have permission to go briefly out of sight. |
| On a visit | As above. Follow instructions from the accompanying adults. Students are encouraged to be polite and respectful to other members of the public. Staff correct any use of bad language which may shock or offend others. |
| Use of toilets | <ul style="list-style-type: none">• Let a member of staff know if you are going to use the toilet in school.• Leave the toilet as you would like to find it. Use waste bins provided. |

| | |
|-------------------------------------|--|
| Out of bounds | Do not go beyond the school gate without permission from an adult. Drivers often drive fast along the road outside school, and we want everyone to stay safe in the local area. |
| The office and adults' desks | <p>Adults have work to do in the school office and at their desks. We are always pleased to see you but might sometimes be in the middle of a private conversation or meeting. Be patient and we'll follow up with you as soon as we can.</p> <p>Be respectful of everyone's working space and always ask before touching any personal belongings which may be on desks.</p> |

Appendix 2

Tokens reward system

You have Check-In and 6 lessons which means 7 chances to get a token every day.

How do I get a token?

- Be in the Right Place at the Right Time as often as possible for you.
- Use your BSP strategies.
- Have a go at the activities and tasks set by staff.
- Ask for help if needed.
- Be kind to others

You can also be nominated by your TA or teacher for a Gold Token from SLT. These count as two normal ones so even if you have had a bad lesson or a bad day you can still meet your target.

What tokens mean:

If you achieve your weekly target, you earn a £5 voucher. If you have an opportunity to spend these during school time, where you spend it will be supervised by a TA and/or Teacher. If you prefer to work towards a bigger reward, you can save up your vouchers for up to one half term, (max 8 weeks). Jess will keep a record of how much you have saved. It can't be used on anything that under 16s are not legally allowed to buy!

I don't always attend for full days

A fair and realistic target is set by your form tutor and Jess. It will always reflect how much time you are in school.

Appendix 4 – Aspris Reporting Upwards

Reporting Upwards: Escalating Significant Incidents

When a **significant incident** occurs at a site, the table below **must be used immediately** to inform key people of the event.

Significant incidents are:

- those which will result in Notifications to an external regulator,
- those which involve any external agencies (including police, paramedics, A&E, LADO, Safeguarding, HSE),
- Any incident that affects the business continuity of the service eg fire, flood, outbreak
- any incident likely to result in adverse media coverage.
This includes:
 - all Running Away and Missing Incidents where the police are notified,
 - all incidents where a 'ground hold' is used
 - All exclusions whether fixed-term or permanent, of students/pupils from Aspris Schools or Colleges
 - any incident resulting in staff suspension WITHOUT providing any details of the staff member(s) concerned in suspension/HR elements

| | | | |
|---|---|--|----------|
| Home/ School/ Service name/type | | | |
| Incident status (Tick as appropriate) | New | Update | Resolved |
| Date incident started | | Time incident started | |
| Initials of children/ young people involved | | Ages of children/young people involved | |
| Placing Authority of children/ young people involved | | | |
| Student Visa (overseas student)? | Yes | No | |
| If the Child/young person attends school at, or lives at, another Aspris site please give site name | | | |
| <u>Brief</u> summary of events | | | |
| External parties involved (e.g. Police, LADO) (Tick as appropriate) | PoliceLADOMASH CAMHSA&E Other (list): | | |
| Current status of those involved (location and safety) | | | |
| Current issues and risks | | | |
| Follow up actions | | | |

| | |
|--|---|
| taken and pending | |
| Is this a new placement? (within first month of placement commencing) | Yes No |
| If this relates to behaviours, is the behaviour a known behaviour, or something new? | New Known |
| Is the Placement at risk as a direct result of this incident? | Yes No |
| If Notice has been served please give date due to end | |
| If physical intervention was used did this include a ground hold? (Tick as appropriate) | Yes No N/A (no physical intervention) |
| If this was a Running Away/ Missing Incident please indicate duration of time missing so far (Tick as appropriate) | <6 hours6-12 hours>12-24 hours 1-6 days7-28 days28 days Episode included missing overnight |
| External Notification to regulator (Tick as appropriate) | Required Completed Not required (If a Notification is submitted, please send a copy of the Notification form to Regulatornotifications@Aspris.com) |