Behaviour Principles Written Statement and Policy

Updated: January 2026

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Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	March 2023	Initial Issue	K. Hurcombe	Headteacher
1	March 2024	Reviewed Amendments to: - Rationale - Rights Respecting School	K. Hurcombe	Headteacher
2	April 2025	Change of personnel	G Spencer	
3	January 2026	RRS Information and Core Values Updated	G Spencer	

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Rationale

At The Meadows School we believe that all members of the school community have rights and responsibilities.

The Meadows School is a UNICEF Rights Respecting School and aims to be a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they are able to thrive.

The Rights Respecting School Award puts children's rights at the heart of schools in the UK and is based on the principles of equality, dignity, respect, non-discrimination, and participation.

At The Meadows School, the United Nations Convention on the Rights of the Child (UNCRC) are embedded in daily school life to improve wellbeing and help all children and young people realise their potential so that they are given the best chance to lead happy, healthy lives and be responsible active citizens.

The following articles from CRC are especially relevant to this policy:

- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

- Article 28 (right to education) Discipline in schools must respect children's dignity and their rights.

- Article 19 (protection from violence, abuse and neglect) Ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

All adults who work at The Meadow School are Duty bearers. Duty Bearers are accountable for ensuring that children experience their rights.

At the Meadows School, our ethos is built on a foundation of communication, respect, independence, collaboration, growth, and well-being. These core values guide everything we do — from the way we teach and learn, to how we support one another and celebrate success.

Through following core values, we aim to promote positive behaviours, mental health and wellbeing for everyone by using whole school approaches, specialised and targeted support. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of our

learners with complex layered needs. This includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Condition, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

The Meadows promotes reflective practice ensuring everyone who enters the school community feels valued and can seek guidance and support from others when needed. We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate – it can arise for different reasons which are personal to the individual.

Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive physical intervention mut be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

Key Beliefs

At The Meadows School we believe that:

- Students want to behave well.
- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately.
- With support and intervention, students can learn to improve their behaviour and manage periods of dysregulation.
- Mistakes are part of the learning process and we recognise that all of our students are at different stages of the developmental process
- All students have learning difficulties, which, may impact on how they manage their feelings and emotions effectively
- All adults can learn strategies to help support students to improve their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support individuals to self-regulate and manage their behaviour in a positive manner.

Staff can support students in our school by:

- Building respectful and trusting relationships with each other and students.
- Reflecting and being committed to continuously improve on the quality of our provision.
- A well-informed insight and understanding of their needs reflecting with parents and carers and other professionals.

- Evaluating and planning the "scaffolding" we put in place to support students to learn self-regulation skills.
- Observation, evidence gathering and analysis on behaviour data– so that our interventions and strategies used are well informed and planned according to the needs of each individual within the context of their class.
- Working in close partnership with parents, carers and multi-agency professionals and other professionals working with them e.g., occupational therapists, educational psychologists, CAMHS etc.
- Investing time, allowing students to practise and make mistakes encouraging self-correction from which they can learn, develop and grow.
- BEING RESILIENT

The resources, interventions and learning consist of:

- Individualised and accessible modes of communication
- Clear and realistic expectations
- Class Rules and Boundaries.
- Routines
- The language of choice
- Rewards and consequences.
- Therapeutic Rapport wherever possible and appropriate.
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

We believe that:

All students want to behave well. We believe that our students are happy when their needs are understood and met allowing them to self-regulate and behave well, and their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. Students are able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and many of our learners are pre- or non-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Learners with profound and complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our students to get it right. We take a non-judgemental, empathic approach and support our students in working on positive behaviours.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to behaviour based on a combination of personal and professional experiences and training and experiential learning.

At The Meadows School we encourage class teams and support staff to reflect and identify antecedents that trigger behaviour in learners, and to think about ways of responding that challenges in a non-judgemental and supportive way. All staff must effectively record and monitor negative behaviour incidents using SLEUTH online software, in order to develop accurate and meaningful data to support our students and inform day to day practice. All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring through the Student Support Team, reflective practice and peer support improves performance and professional competence.

Some of the strategies The Meadows has trained staff in, include:

- Social Stories
- Sensory Circuits
- Zones of Regulation
- Emotion Coaching
- TEACCH.
- SCERTS
- Positive Behaviour Support
- Enabling Environments
- Communication Training
- Safety Intervention Training.
- Curiosity / Attention Autism

Rights Respecting Classroom features which support students' behaviour at The Meadows

- Students and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- Students have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also, to comment on what might hinder their learning.

- Students have opportunities to make choices in their learning.
- There is a strong emphasis on mutual support and collaboration between students and adults who support.
- Teaching staff make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn.
- Everyone recognises and respects the rights of all to their education.
- All adults model positive behaviour strategies which support rights respecting behaviour.
- pupils respect and value each other's similarities and differences and support each other; Incidences of negative behaviour, name-calling, racist or sexist comments are very rare and dealt with effectively.

Supporting Self-Regulation and Positive Behaviour:

The quality of our relationships

Our relationships with each other are supported and developed by our Positive School Ethos. They provide a framework to help provide good models of behaviour at all times for our students.

The quality of our relationships with our students are crucial. Each member of staff is a significant adult for our students. To foster successful, enabling relationships we need to:

> - Behaviour influences behaviour as per the crisis development model, this needs to be taken into consideration in staff approaches.
> - We should have high expectations for all students and when we demonstrate our belief in them, it supports them to succeed.
> - We treat all students with dignity and respect at all times, by communicating carefully and clearly in a way that is accessible to them and their current level of need in a way that is accessible and appropriate.
> - Adults should listen respectfully to the student, and make a judgement about how/when to respond.
> - Invest in your relationships with our students and have fun together.
> - Consider what might be behind the behaviour; why the student is behaving in this way. There will always be a reason: the behaviour is the result of something that we need to identify and address.
> - Identify the strengths in each and every student – identify these with the students and build on. If a student is not able to do this, advocate for them within the team or professional group.

➢ Apologise if you make a mistake – you are modelling this for the student and this will support you to build trust and respect.
➢ Name and manage your own emotional reactions to behaviours i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings.
➢ Hold appropriate boundaries for the students.
➢ Seek support from wider professional networks to problem-solve challenging behaviour.
➢ We are always respectful to students; we do not talk about them over their heads or in front of other students.
➢ We are non-judgemental about life experiences, but we use evidence to inform for our planning.

The quality of our relationships with parents and carers. It is important we work closely and plan with parents and carers to ensure consistency in our approaches between home and school. We recognise that parents play a vital role in the promotion of appropriate interaction in school and the importance of positive home/school liaison, encouraging opportunities to discuss students' individual needs with carers. Positive behaviour plans are created for students and shared with parents and regularly reviewed. This includes any form of restrictive physical intervention used to keep a student safe during the school day.

The quality of our relationship with other professionals/ MAST. It is important to ensure we work collaboratively with other therapists and professionals working with students to ensure their input into planning and strategies e.g., occupational therapists, speech and language therapists or CAMHS etc. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling learners to regulate and managing their behaviour in different contexts, lessons and environments.

The quality of our provision:

If we are able to meet each student at his/her point of need, it is more likely that challenging, harmful or self-injurious behaviour will decrease or stop.

To do this we need to:

• Have functional communication systems in place and readily available when the student is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.

- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess individual needs including gaining professional support from multi-agency including occupational therapist, speech and language therapist and educational psychologists during EHCPs, reviews or any meetings around the student.
- Plan to meet the range of needs specific to the programmes drawn up by their professional group e.g., equipment, staffing, sensory needs.
- Support students to develop high levels of resilience and have high but realistic expectations for every student.
- Support students to develop high self- esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low-level undesirable behaviours. Focus on what you want the student to do.
- Know what motivates each student and use this as a positive reinforcement.
- Personalised learning to ensure that we meet each student at his/her point of development
- Where appropriate, include the students in the target setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give students feedback on progress in a supportive way that is appropriate to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise all students for their specific achievements, in line with class reward systems which are relevant to individual needs.
- Actively teach students behaviour for learning.

Organising the classroom for effective communication and behaviour

This guidance is offered to class teams to reflect on how they can support our students needs and support students self-regulate and manage their own behaviour successfully.

Whole School Approach to Behaviour

Positive behaviour is reflected in the schools' values which promotes readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged. This then requires positive reinforcement when expectations are met.

At The Meadows our behaviour curriculum defines the behaviours that we expect around school, rather than only a list of prohibited behaviours. The PSHE/RSHE curriculum at The Meadows is centred on positive behaviour and defines it clearly for students. Students are taught the desirable behaviours through PHSE lessons, discrete focused topics representing key skills and routines required by students. Appropriate behaviours are 'threaded' through students' daily timetables and staff encourage positive behaviour at all times.

Routines

Routines support our students to understand expectations, manage anxiety, mentally and physically prepare themselves for their day- allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our students to understand. Staff should seek support from multi agency professionals where appropriate, to ensure visual timetables and transition cues are being used effectively to meet the needs of specific students. Routines support behaviour for learning. Changes to routines will occur and should be practiced using appropriate visual resources to allow our students to learn that changes can be managed in a positive manner.

Class Rules and expectations support positive behaviour. These rules and expectations should be:

- Few in number, clear and consistent
- Where developmentally appropriate, agreed with students
- Communicated in a way that the students can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going do e.g. Have kind hands
- Regularly referred to by all staff with students with a consistent use of language
- Appropriate to the activity and developmental range

Communication and social interaction difficulties

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to a familiar routine) to develop effective self-regulation skills that enable them too positively manage their behaviour throughout the school day. Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or in distress we should aim to

understand the function of the behaviour e.g., what is causing the student to become distressed. Class teams need to have strategies in place to support students to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our student's ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our students to have a voice, make choices and express their needs.
- That our students often need time to process information.
- Some of our students have difficulty with non-verbal and verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty in understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding others' emotions.
- Difficulty predicting what will/ could happen next- this can cause anxiety
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should use visual resources and other Augmentative and Alternative Communication systems as:

- Visuals are permanent- spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g., between home and school, or when going off-site.
- Visuals are helpful when students become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory Processing Needs

Sensory Processing difficulties can impact our student's ability to self-regulate and manage their behaviour. Sensory processing is the ability to register,

discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly with visual cues and signposts (written information, symbols, object of reference etc.)
- Speak clearly and slowly and give pupils time to respond ensuring any questions are communicated at the correct level.
- Any sensory processing issues should inform suitable learning environment adjustments and support understanding student actions.
- Ensure students sensory needs are supported through embedding sensory diets and movement breaks into their daily routine, and ensure they have access to sensory equipment to support self-regulation (chew's, fidget toys, adapted seating, vibrating pillows, weighted vets etc.)
- Teach students to recognise when they are becoming dysregulated (using zones of regulation) so they are able to ask for a break or an appropriate self-regulatory strategy to support them.
- Take social demands of working with other learners into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Staff at The Meadows can be supported with Sensory Processing difficulties through the schools Occupational Therapist. Referrals are initiated by school staff due to sensory difficulties impacting upon a student's occupational performance. Parental consent is gained prior to assessment taking place. Following information gathering and assessment, strategies are implemented into a student's daily routine within the school environment. Advice is typically provided through sensory diets or sensory ladders. Sensory diets are a tailored plan of physical activities to support the pupil to ensure they receive the right type and frequency of sensory input throughout their day. This may include use of sensory equipment and access to school facilities such as the Sensory Integration room. Sensory ladders are a way to support pupils and the adults around them to understand behaviours and how we can implement sensory, behavioural and communication strategies to help them to regulate themselves more effectively. Strategies are shared with parents/carers and effectiveness is monitored and reviewed.

Understanding self-injurious behaviour

Self-injurious behaviour is when a student physically harms themselves. It's sometimes called self-harm. This could include head banging on floors, walls or

other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants or feelings. Students may present these behaviours for a number of reasons; frustration, communicating wants, work avoidance, anxiety or excitement, boredom or discomfort. When this behaviour is presented, staff should work collaboratively with the learner, parents and carers and other professionals to attempt to find ways to prevent or replace this behaviour.

Staff should:

- Respond quickly and consistently when a student self-injures. **<u>Never</u>** ignore self-injurious behaviours.
- Keep responses low: managing verbal and non-verbal communication, considering communication through touch and all forms of paraverbal communication.
- Reduce demands: the learner may be finding the task too difficult or overwhelming.
- Remove sensory and physical discomforts – consider their processing difficulties and sensory diets.
- Redirect: state and tell: tell the student what they need to do instead of the self-injurious behaviour using visual or picture symbols to support.
- Provide light physical guidance: If the student is struggling to stop the behaviour, provide light physical guidance, e.g., gently guide their hand away from their head, using as little force as possible. Immediately redirect attention to another activity. Use this approach with extreme caution as it may escalate the behaviour or cause the student to target others.
- Use barriers: Place a barrier between the learner and the object that is causing harm e.g., pillow or a chew.

The language of choice

This is part of helping our students to take responsibility for their behaviour. We actively encourage them to choose the right thing to do make positive/good choices and, where appropriate, explain the consequences of their choices, both positive and negative.

We use descriptive praise when we see them making a good choice- we can never do too much of this.

This communication:

- Increases students' sense of responsibility
- Regards mistakes as part of learning

- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to manage their own behaviour
- Increases their independence

Rewards

All teaching groups have individualised reward systems that are consistent with the needs of their students. Students throughout the school have a wide range of motivators and differing levels of understanding, therefore it is appropriate that reward systems are developed to reflect this.

Rewards will include;

- Descriptive and social praise
- Symbolic rewards i.e., stickers, certificates
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g., sensory room, bike, IPAD, choosing time)

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Limit Setting and Fail-Safe Choices

At the Meadows School we do not believe in sanctions or punishment. It is important for our students to clearly link a specific behaviour with a choice.

e.g., if a student is refusing to take medication the end goal is that the student takes this. The options given are; would you like to take you medication before break or after etc.
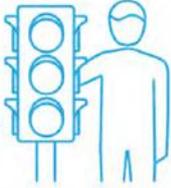
Respectful
Phrase limits in a positive way using effective non-verbal, verbal, and paraverbal skills.

Simple
Limit the number of words you use.

Reasonable
Connect the expectation to the person's circumstances and level of ability.

Therapeutic Rapport

This means to rebuild relationships when the student has reached Tension Reduction. Depending on cognitive level, this could be a discussion or simply having a drink and/or completing a sort simple task to ease back into the daily routine.

We believe that students should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the student's mind on the punishment, rather than what s/he did. This frequently leads to individuals feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support students to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even those with complex difficulties can be supported to repair: we can't make assumptions about what students feel. Unresolved difficulties can make students very anxious and this can cause behaviour to escalate or become habitual.

Students with exceptional behavioural needs

The majority of students at the school will respond positively when class teams and staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this policy
- Putting in additional support, tailored to the specific needs of each learner.
- Parental and family support to discuss changes in the implementation of strategies.
- Multi-agency liaison and review
- Medical investigations to ensure the student is not in pain or unwell to identify what maybe impacting on emotional well-being or mental health.
- Making routines/strategies more detailed
- Drawing on additional resources beyond the school, e.g., CAMHS, EP support, Children and Young People Disabilities Service (social care) and other medical specialists.
- Reviewing Positive Behaviour Plans detailing actions to be taken. This is shared with the student, parent and other staff professionals working with the learner.

We are also working collaboratively with our learners, their parents or carers, and CAMHS professionals to deliver Positive Behaviour Plans. PBS is a person-centred approach to supporting pupils who display or are at risk of displaying behaviours which challenge.

It involves understanding the reason for the behaviour and considering the person as a whole- including life history, physical health and emotional needs – to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learners needs, and teaching them new skills to replace the behaviours which challenge.

Some learners need very specific and detailed planning, which could include a shortened day or off-site education. When significant adaptations are made to a student, we always plan jointly with the parents and carers, Multi-agency Support Team, the Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

We do not tolerate bullying.

Bullying should never be ignored.

All instances of bullying must be recorded on SLEUTH and all cases of bullying are taken seriously and dealt with appropriately.

Parents and carers should be informed by staff via telephone or in face-to-face contact.

Every instance needs to be addressed, in line with this policy, with each student involved taking responsibility for his/her actions if cognitively able to do so, apologising and agreeing to stop/change the behaviour causing concern.

All students must be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Discriminatory language/incidents
Although quite rare, incidents that include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.

The Incidents should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team

The Incidents MUST be recorded appropriately, including all follow-up action

Some students' use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach students how to be respectful of each other

Further guidance is available in the school's Equalities Policy which is available on request from the school.

Inappropriate Sexualised Behaviour
It is worth noting for external viewers of this policy that students have learning disabilities that impede their ability to understand social cues, and impulse control.

Therefore, while The Meadows has a zero-tolerance approach to sexual harassment of any kind, we must pay respect to students' level of understanding and recognise that a 'light touch' approach to this behaviour maybe appropriate on the first occasion.

All incidents of sexualised behaviour are recorded on CPOMS to ensure that a coordinated response is implemented by the safeguard and student support team.

Inappropriate Sexualised Behaviour Risk Assessment
We may complete a risk assessment following a report of harmful inappropriate sexualised behaviour, considering all students involved in an incident. We will also consider all other pupils in our school and any actions that may be appropriate to protect them. Risk assessments will be regularly reviewed to

ensure they remain relevant and fit for purpose. Where appropriate, the affected student and their parents and carers will be invited to contribute to the completion and review of the risk assessment.

Please see Harmful Sexualised Behaviour Policy

Restrictive Physical Intervention

Restrictive physical Intervention (RPI) is the positive application of sufficient force to ensure, by physical means alone, that a student does no injury either to him/herself, a member of staff, another student, or property.

Any physical interventions will be used as a last resort.

- will always be least restrictive
- for the least amount of time.
- RPI will be used only after all other interventions have been exhausted
- RPI should always be led by trained staff.

Should only be used if the student is putting them self or others in danger and where failure to intervene would constitute neglect.

If Advanced Physical Intervention is applied, walkie-talkies for the student support team must be used seeking support.

Once the student has regained rationale and is regulating well, the class team need to consider debrief for staff and students and maintain a positive relationship with the learner.

If safety intervention is used, it must be recorded in the school's incident recording system using SLEUTH online

An Individual Risk Assessment as part of the Safety and Support Plan will need to be carried out – this might apply when an individual student/student needs physical interventions, using safety intervention strategies as a part of an on-going safety and support plan.

Staff need to be able to establish the possible consequences of using a particular Safety Intervention strategy of physical intervention when risk behaviour occurs.

Update the student's Positive Behaviour Plan including the Safety Intervention physical interventions which have been successful and share with relevant colleagues.
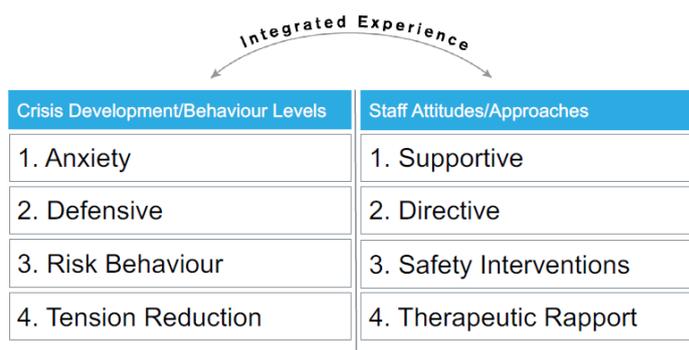
If RPI is used, parents/carers need to be contacted before the student arrives home and recorded on Sleuth.

Training

The Meadows have a dedicated Student Support Team (SST) who are available on site for immediate support if and when necessary. We have 3 accredited Safety Intervention trainers on the Student Support Team and a dedicated Intervention expert. We believe that physical intervention should be a last resort. Majority of staff across the school are foundation level safety intervention trained. Sleuth data is analysed during weekly behaviour support meetings, to provide relevant and accurate support to staff and students.

Our staff are provided with training on managing behaviour, including the correct use of RPI, as part of their continuing professional development. Training is provided by certified Safety Intervention instructors. The programme is the perfect solution for professionals working in health, social care and education who need to prevent and/or intervene in crisis situations. With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. We use the crisis development model to support identifying behaviour levels and the approach staff may use to de-escalate behaviour.

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

The training incorporates trauma-informed and person-centred approaches and identifies principles of trauma-informed care:

- Safety
- Transparency and Trustworthiness
- Choice
- Collaboration and Mutuality
- Empowerment.

Restricting Liberties and Seclusion

At the school, students may never be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink

- Denied access to a toilet
- Isolated in ways that they are unable to express or communicate needs including non-verbal cues.
- Prevented from leaving spaces or rooms unless it is for their own protection or to protect the immediate safety of others. The intervention should be proportionate, reasonable and necessary.

In exceptional circumstances a student may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a student is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority, or a consultation call with the MASH team (Multi-Agency Safeguarding Hub) if the student is not known to the Disabled Students Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The student's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the Governing board.

Corporal punishment is illegal and is never used at the school.

Monitoring and Reporting

Recording and reporting incidents of behaviour is integral to the reflective culture of the school. Effective recording enables data to be analysed and appropriate strategies to be implemented in order to improve behaviour and engagement of students. The reporting system that the school uses is Sleuth.

All incidents should be recorded within 24 hours of them happening. Staff should use their professional judgement as to whether an incident is to be recorded on sleuth and should consider the possible reasons (antecedents) for the incident taking place.

On Sleuth incidents have been categorised as:

- Victim
- Self
- Students
- Staff
- Other Adults
- Property

The behaviours are monitored daily and analysed weekly by the student support team and actions set if needed. Any staff having challenges with accessing sleuth should e-mail Graham Spencer for log in details.

When an incident has occurred that has required a physical intervention staff **must** inform parents and carers to inform them that a physical intervention has taken place. This incident must then be documented on Sleuth.

Debriefs

We recognise that incidents where Physical Intervention has been required can be distressing and impact on the wellbeing of all involved. Debrief opportunities will be available for staff in order to:

- Reflect on the incidents that have taken place.

- Discuss what went well and possible opportunities for improvement.

- Future strategies to try and prevent the incident from happening again.

Exclusions

Suspensions (when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion)'.

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the student, other students or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the student.

Exclusions can also be managed internally and a student may be removed from class for a fixed period of time.

Permanent exclusions (when a pupil is removed from the school permanently and taken off the school roll.)

It is extremely rare for us to permanently exclude a student at The Meadows School.

In the event that The Meadows School is not able to meet the needs of an individual student, we will always aim to work with the student and student's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing board, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Students.

Please see Suspension and Permanent Exclusions Policy.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from their normal curriculum.

Removal from classrooms will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by identified members of staff and will be removed **for a maximum of 2 days.**

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher (or the deputy head teacher in their absence).

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Behaviour Team interventions
- Use of learning support practitioners
- Individual behaviour support plans

- EP involvement and assessment
- Multi-agency assessment, etc.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil.

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Appendices

Appendices 1-Student Friendly sensory diet

Behaviour	Strategies					
Biting arm	Redirect	Chewy bangle	Trampoline	SI Room		
Throwing	SI Room	Redirect	Weighted Ball	Water play	Fidget toys	Body Sock
Dysregulated	SI Room	Throwing ball	Weighted backpack	Fast walk	Body Sock	Trampoline
Playtimes	Weighted Jacket	Play equipment	Consistent response	Redirect	Scooters/Bikes	
Toilet routine	Regular Prompts	Positive Reinforcement	Reduce attention			
Everyday	Movement Breaks	SI Room	Messy Play			

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Appendices 2 - Sensory Circuit in the Integration room

Sensory Circuits Activities.

Alerting	Organising	Calming
Hopping	Balancing around ball pool	Hiding under the balls
Fast swinging	Building a tower	Ball squash on back

Sensory Circuits Activities for Wheelchair Users

Alerting	Organising	Calming
Fast Swinging	Throw ball into bucket	Massage
Move in between cones	Gymnastic Ribbon Exercises	Squeeze a gym ball

Appendices 3- Zones of Regulation

Appendices 3: Social Stories

What are Social Stories?

Social stories are short stories that are personalised for an individual to break down something they are finding challenging into smaller steps that are more manageable. Social stories are highly descriptive to encourage the person to reflect and be able to deal with this challenge in an appropriate way, acknowledging emotions they may feel and strategies to cope with this. Other strategies have usually been used prior to a Social Story being created, however the individual's challenge is still reoccurring and causing anxiety so a more personalised strategy is needed.

How can Social Stories be used?

Social stories can be used as an additional aid to strategies already in place to support the individual to recall previous discussions, and to remind them an appropriate way to deal with their challenge. Social stories help a pupil to understand the situation more clearly, and can help to re-focus their thinking. A social story should be read with an individual at least twice before expecting them to understand and relate to. The story should be accessible to the individual at all times, and should be re-read leading up to, and immediately before the event/situation the person is finding challenging occurs to support the individual to remember the strategies and coping methods discussed.

Social stories often support in answering open questions an individual may repeatedly ask if they are anxious about something. Staff should re-direct the pupil to their social story to support the pupil in answering their own question and to give a consistent response. Social stories are most successful when information personal to the individual is used to enable them to relate and understand that the situation in the story is about them e.g. family names, specific places etc.

Where can I find out more information?

If you would like more information or support to create a social story, please speak to a member of the Speech and Language team or Student Support Team. If you require more information about an individual that is finding a situation challenging, speak to the staff that know this pupil best. Class Teachers, support staff who have worked with this pupil, previous teachers and Key Stage Leaders may be able to give you further information and support.
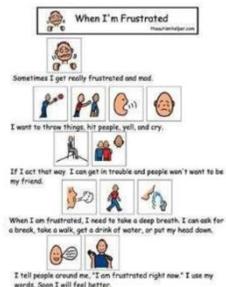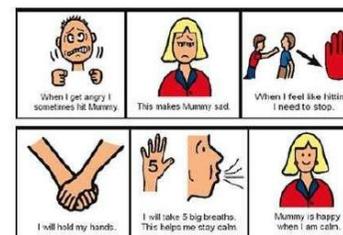
Appendices 4- **The Meadows School Positive Behaviour Plan**

Positive Behaviour Plan

Student Name: _____ Class:_____ Year Group: _____ D.O.B:_____

Teachers:_____ Date Implemented: _____ Date to be reviewed: _____

Individual Risk Assessment ☐   Medical Considerations ☐   If so, what:_____

Supportive Environments *Please highlight:*	Work Card	Now/Next Card	Visual Timetable	Reward System	Zoning	Work Station

Mode of Communication *Please highlight:*	Speech	PECS	Makaton	Symbols	Communication Aid	Objects of Reference

Antecedent (Trigger)	Signs of Escalation	Behaviour	Consequence
•	•	•	•
•	•	•	•
•	•	•	•

Likelihood of behaviours

Rarely (low)	Regularly (medium)	Frequently (high)

Strategies to support learning and behaviour			
Supportive (an empathetic non-judgemental approach. E.g. listen and allowing time)	**Directive** (Decelerating an escalating behaviour. E.g. Limit Setting)	**Physical Intervention** **(LAST RESORT RESPONSE)**	**Theraputic Rapport** (Re-establish Communication)

Class Team:	
Student Support Team:	Date:
Assistant Headteacher:	Date:
Parents/carers:	Date:

Appendices 5- Sleuth -behaviour incident form for LTS and Agency Staff

Sleuth

Behaviour Record Sheet
For LTS and Agency Staff

Reported By	
Event Date	

Event Time		Event End Time	
Location		Subject	

Pupil(s):_____

_____

Behaviours (What did the student do?) (Highlight all that apply):

To Property	Damage IT Equipment		Damage Property		Throwing items	
To Self	Masturbation		Self-Harm		Swearing	
	stripping		Refusal to transition		Bodily fluids	
To Staff	Biting	Grabbed	Head Butting	Hitting	Kicking	
	Pinching	Pulling Hair	Punching	Pushing	Slapping	
	Scratching	Sexual Behaviour	Spitting	Strangulation	Swearing	
	Verbal Abuse ( )	Throwing an Item	Bending fingers	Targeting glasses		
To Student	Biting	Grabbed	Head Butting	Hitting	Kicking	
	Pinching	Pulling Hair	Punching	Pushing	Racial Abuse	
	Scratching	Sexual Behaviour	Spitting	Strangulation	Swearing	
	Verbal Abuse	Throwing an Item	Bullying	Victim		

Antecedents (What was the cause?) (Highlight all that apply):

Actions of another pupil	Anxious	Change in Routine	Home issues	Change of staff
Lack of Sleep	Noise	Not getting own way	Other pupil behaviour	Over stimulated
Pressure Seeking	Previous Incident	Relationships	Staff Absence	Thirst
Transition	Hunger	Medical issue	Under stimulated/Boredom	No trigger identified

Action (What actions did the staff take?) (Highlight all that apply):

1:1 with key adult	Activity to regulate	Calm talking	Change of face	Change of environment
Change of task	Distraction	Notify ML or SLT	Humour	Loss of free time
Loss of reward	Medical check	Notify class teacher	Phone call home	Physical Intervention
Reduced verbal	Safe space used	Placed staff body in front	Timeout	Visual Support

Sleuth

Ignore Bad behaviour	Mode of communication	Guide hand away	Physical intervention	

Actioned By	

Action Start Date		Action End Date	

Comments
Add comments to describe what happened. Keep to the facts such as Student X was in the classroom and started showing behaviour Y.

Signed_____Date_____

Appendices 6- Enquiry and Reflection form

Enquiry and Reflection Form Guidance

Name of Student:
Issue(s):

Communication	Relationships (social Interactions)	Underlying Medical Conditions
• Mode of communication • Level of understanding	• Psychosocial factors • Past experiences • Culture • Age • Cognitive ability	• This could also relate to biological influences like hunger, thirst, fatigue, sensory needs. Medicine • Sleep deprivation/ Patterns.
Resilience Mental and Emotional Well-being	**Sensory Needs**	**Implicit Learning/ Attention/ Executive function**
• Past Trauma • Ability to regulate emotions • Able to rationalise • Psychosocial factors • Episodic behaviour	• Difficultly modulating sensory input • Do they seek pressure? • Do they have to move? • Do they require low sensory environment?	• Implicit learning is about a student's ability to understand and learn things automatically. • Executive function is a difficulty with time, sequencing and organisation. • Attention- does the student have sticky attention? Only focused on details and not the whole concept? • Does the student have Restricted or repetitive behaviours?

Appendices 7- TEACCH- Class Team-Design/Implement Interventions Template

OBSERVED BEHAVIOR	EXPECTED BEHAVIOR

REASON FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM	VISUAL SUPPORTS, TEACHING STRATEGIES, AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR

TEACCH® Autism Program

Appendices 8-Procedures Flow chart

Stage	Details
De-escalation Techniques Exhausted	• Staff to ensure the students BSP is followed to follow the Crisis Development Model is followed.
RPI	• When considering restrictive interventions, use them as a last resort and ensure they are: Reasonable, Proportionate and Least Restrictive. • Physical holding is carried out to maximise safety and minimise harm.
Tension Reduction	• Students emotional and physical control is regained and Therapeutic Rapport can be gained.
Medical Assistance	• Ensure Student or staff receive the appropriate First aid and correct forms completed.
SLEUTH	• Staff to de-brief and discuss information that needs documenting on SLEUTH.
Informing Parents/Carers.	• Staff to contact appropriate adults, to make them aware of why they were held, could result in a meeting to discuss further. • Record on safeguarding software and SLEUTH.
Class Team Review	• Class Team to consider amendments on BSP and if the student requires further support, discuss with Student Support Team. • If this behaviour is a new or unknown behaviour, record on safeguarding software and ensure an email is sent to raise with Student Support Team.

Supporting a student through their Dysregulation

Procedures

Crisis Development/Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

Anxiety Student shows a change in typical behaviours Typical behaviours students may exhibit: Pacing Picking fingers Rocking Closing eyes Fingers in ears Facial expressions	**Supportive** Staff respond in and empathic, non-judgmental approach deploying known strategies to support the student to regulate. Consider communications: Verbal (speech), Paraverbal (how you say something e.g., it's not what you say it's how you say it!!) and Non-verbal (body language, make sure we are communicating respect, maintaining everyone's safety, non-threatening). e.g. Zones of regulation Total communication Approach: Short, Simple, Clear, Respectful and Positively phrased. Routines Sensory support Here we also need to be thinking about past experiences for the students. These need to be considered when working with individuals <u>do</u> we don't become a precipitating factor (the cause of a negative behaviour occurring)
Defensive Protecting oneself from a real or perceived challenge.	**Directive** Providing clear direction or instruction. Here verbal communication may include Questioning: Give a rational response, downplay the challenge and stick to topic.

	Refusal: Begin to set limits: if and then, when and then. (Respectful, Simple, Reasonable.) Allow the student to vent. Intimidation: Take all threats seriously, seek assistance. Tension Reduction: Establish Therapeutic Rapport.
Risk Behaviour Behaviour that presents an imminent or immediate risk to self or others.	**Safety Interventions** Non-restrictive and restrictive strategies to maximise safety and minimise harm.
Tension Reduction Decrease in physical and emotional energy. Typical ways our students may show these: Crying Apologizing	**Therapeutic Rapport** Re-establish the relationship. Staff again should be non-judgmental and empathic, the aim is to rebuild rapport, it's ok to be upset, thanking for apologies and move on.

Very important to remember, especially when working with new students, BEHAVIOUR INFLUENCES BEHAVIOUR, how we react can escalate or de-escalate a behaviour.
Also, not all levels of the above may be exhibited, a student can be in the anxiety stage and progress straight to risk behaviour, they may also become defensive from the beginning but then regain rational and reach tension reduction, there is no set way someone may display challenging behaviour, however as we get to know each student, we should feed anything learnt back into Behaviour Support Plans.