

# The Meadows School



## Behaviour Principles Written Statement and Policy

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Ratified by Governors: Pending

### Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	9/04/2019	Initial Issue	R Byatt	Headteacher
1	27/09/2019	Terminology – Positive handling plan to become behaviour plan (p7) P7 – addition of therapy specialists P8 - Formatting within 'Bullying' P8 Change himself to them self P13 – Change of name and date of Physical Intervention Policy P16 – delete Head of KS sig.	S Adams	Headteacher
2	12.12.19	Reformatted	G Barham	Headteacher

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## **1. Rationale**

This policy has been adopted and written in relation to The Behaviour Policy at the Meadows School and should be read in conjunction with the LAs Policies and Procedures and any DfE Policy, Statements and Guidelines.

## **2. Aims:**

This policy aims to:

- Provide a consistent approach to behaviour management
- Outlines our values and approaches to behaviour support
- To provide an inclusive model for our understanding of behavioural needs
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## **3. Legislation and statutory requirements**

3.1 This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

3.2 It is also based on the Special Education needs and Disability (SEND) code of practice

3.3 In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a schools duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **4. Behaviour approach at The Meadows School**

4.1 Our approaches and procedures are to create and maintain an environment which is designed to support students to:

- Be happy, manage their lives and learn effectively
- Develop self-worth, respect and a tolerance of others
- Develop positive relationships

4.2 At The Meadows School we provide education for a wide range of students including a significant number of students who display severely challenging behaviour. We seek to do this bearing in mind our duty of care to:

- All students, including those who display challenging behaviour and those who are particularly vulnerable;
- All staff
- Visitors

- 4.3 In all but the most exceptional circumstances, observing this behaviour policy allows the school to offer an appropriate education to students who display challenging behaviour while maintaining a safe environment for staff and students and maintaining continuity of education for other students within the school.

## **5.Key Beliefs**

- 5.1 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 the right support and intervention, students can learn to improve their behaviour and manage well
  - Mistakes are part of the learning process and we recognize that all of our students are at different stages of the developmental process
  - All of our students have learning difficulties which impact on how they learn to behave
  - All adults can learn strategies to support students to improve their behaviour
- 5.2 Staff can support students in our school by:
- The quality of our relationships with each other and them
  - The quality of our provision
  - A well-informed understanding of their needs
  - The scaffolding we put in place
  - Observation, evidence gathering and analysis – so that our interventions are well informed and planned
  - Working in close partnership with parents, carers and multi-agency professionals
  - Investing time to allow students to practise and make mistakes
- 5.3 The scaffolding consists of:
- Accessible modes of communication
  - Clear, consistent and realistic expectations
  - Rules
  - Routines
  - The language of choice
  - Rewards and consequences
  - Descriptive praise
  - Fair and predictable responses to both negative and positive behaviour

## **5.4 KEY BELIEFS EXPLAINED**

We believe that:

### **5.41 All students want to behave well**

- We believe that our students are happy when they behave well and when that behaviour is 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.
- Mistakes are part of the learning process. We don't make a judgement about it – instead we support our students to get it right.

#### **5.42 Behaviour and Communication**

- how students behave gives us important information about how they are feeling.

- Supporting students to effectively communicate is a very important part of supporting our students to behave appropriately. Behaviours are seen as attempts to communicate; we try to work out what the student is trying to communicate and then teach them the means to communicate their wants and needs in a more appropriate way.

#### **5.43 A well informed understanding of needs**

- All of our students need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

- As adults, we must consider the learning styles and needs of students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.

- Most of our students learn in small, incremental steps over a very long period of time.

#### **5.44 Working in Partnerships**

- Our approach is to try to discover when and why students show these behaviours. We then work with multidisciplinary teams and families to try to prevent the behaviours happening in the first place and to plan how to respond when they do. The patterns of behaviour have usually developed over a long period of time. Thus, our students need positive, sustained and consistent support from others to provide them with alternative skills and ways of interacting to maximise their life chances. All our students will be treated with dignity and respect at all times.

#### **5.45 Strategies and Provision**

- All adults can learn strategies to support students' 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.

- All adults must effectively record and monitor negative behaviours 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, reflective practice and peer support improves performance and professional competence.

#### **5.46 The quality of our relationships with each other and them**

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

b) The quality of our relationships with our students. These relationships are crucial. Each member of staff is a significant adult for our students.

To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- 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 e.g. by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- 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 individual is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened
- Identify the strengths in each and every student – identify these with them and build on it. 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 ie 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 our planning for them

#### **5.47 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 or unhelpful behaviour will decrease or stop.

To do this we need to:

- Accurately assess individual needs
- 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 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.
- 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 makes sense 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.

#### **5.48 The scaffolding we put in place – by this we mean all the things we do to support our students to manage their own behaviour successfully**

#### **5.49 Rules and expectations** support positive behaviour. They 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 to 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

#### **5.50 Routines**

Routines support our students by fixing desired behaviours in their minds. 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. 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.

#### 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 and, where appropriate, explain the consequences of their choices, both good and bad.

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

### **6. Rewards and Consequences**

#### **6.1 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 (eg sensory room, bike, IPAD, choosing time)

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

## **6.2 Consequences**

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 its consequence.

The consequence needs to be a natural consequence, which makes sense to a student.

It is also important for adults to review what has happened. Was there anything that could have been done differently to support this student to manage?

## **6.3 Reparation**

Reparation means repairing relationships, or 'making good' in some way. 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.

## **7. Behaviour support**

We encourage our students to develop appropriate interaction through our whole school ethos, values, policies and curriculum.

These include:

- Classroom management. Teaching and support staff are responsible for setting the tone and context for positive behaviour in the classroom.
- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop a positive relationship with students.
- Establish expectations and routines at the earliest opportunity.
- Provide a personalised framework for all students. Which includes individualised outcomes, behaviour support plans and intervention.

### **7.1 Students with exceptional behavioural needs**

The majority of students at the school will respond positively when staff work within these guidelines but some of our students need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each student.
- Accurate data collection using sleuth online recording system to monitor and review behaviour
- Multi-agency review



- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the student is not in pain or unwell
- Drawing up a Risk Assessment and Behaviour Plan (that incorporates a positive handling plan) detailing action to be taken when identified behaviour occurs. This is shared with the student, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, EP support, Disabled Students Team and therapy and medical specialists
- Parental and family support to implement changes in strategies

## **8. Bullying (including Cyber-bullying)**

- 8.1** We do not tolerate bullying
- 8.2** Bullying should never be ignored
- 8.3** All instances of bullying must be recorded
- 8.4** Parents and carers should be informed by staff via telephone or in face to face contact
- 8.5** Every instance needs to be addressed, in line with this policy, with each student involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- 8.6** 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

Further guidance is available in the school's Anti-Bullying Policy which is available on request from the school.

## **9. Discriminatory language/incidents**

- 9.1** 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
- 9.2** They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- 9.3** They MUST be recorded appropriately, including all follow-up action
- 9.4** Some students' use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach students how to be respectful to each other

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

## **10. Restraint**

- 10.1** Restraint 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.
- 10.2** Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised MAPA training, and this is up-to-date
- 10.3** Should only be used if the student is putting them self or others in danger and where failure to intervene would constitute neglect
- 10.4** If used, it must be recorded in the school's incident recording system using sleuth online
- 10.5** An Individual Risk Assessment and Positive Handling Plan as part of the Behaviour Support Plan will need to be carried out – this might apply when an individual

student/student needs physical interventions, using MAPA strategies as a part of an on-going behaviour support plan.

**10.6** Staff need to be able to establish the possible consequences of using a particular MAPA strategy of physical intervention when difficult behaviour occurs.

**10.7** Update the student's Behaviour Plan including the MAPA physical interventions which have been successful and share with relevant colleagues

**10.8** If restraint is used, parents/carers need to be contacted before the student arrives home

## **11. Restricting Liberties**

11.1 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

11.2 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.

11.3 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.

11.4 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.

11.5 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.**

## **12. Time out**

12.1 Time out is not giving a reward or response to inappropriate behaviour. For example, a behaviour is ignored, or a student is given a place to sit away from the group. Some students require a change in environment and /or time alone in order to calm.

### **12.2 Time-Out Strategies**

12.21 Time-out strategies are included by some schools in their school behaviour policies for use when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the student/student to demonstrate appropriate behaviour.

- Time-out strategies are not to be used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

- A time-out strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.
- Procedures for the use of time-out strategies should be communicated to all students, parents and carers and school staff and must include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of time-out strategy.
- Any use of a time-out strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon:
  - the seriousness or frequency of the behaviour
  - level of disruption to learning
  - risk of harm to the student or others
  - risk of damage to property
- Procedures for the use of time-out strategies should include clearly articulated steps to be followed if a student does not comply with the time-out strategy, or if the use of the time-out strategy has not been successful in managing the behaviour of the student.

12.3 Time out of curricular activities is only used to enable a student to calm sufficiently and is not used as a punishment. Staff will at this time empathise with the student to help them calm as quickly as possible. Student's during this time will still eat their meal and have appropriate toilet visits this will be co-ordinated by the team to keep all safe. When the student has been calm for an appropriate amount of time they will return to their usual class. As soon as possible after the incident alternative responses will be taught through reflection time. Students are only withdrawn from planned educational visits when a risk assessment concludes that it is unsafe for them to join in. Before this action is taken it is discussed with the Head of Key stage or SLT, parents or carers.

**13. Contingent touch** may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context

13.1 Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the student is led away by hand/arm/around shoulder (using MAPA practices) or for younger students it may mean more direct physical support – cradling or hugging. Students with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

#### **14. Monitoring**

14.1 We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the student; this is partly achieved via monitoring and reflection.

14.2 All staff must follow the whole school system used to monitor and review negative incidents. Sleuth online software provides a central database for analysis, review and information sharing. Data is reviewed by the senior leadership team on a regular basis.

14.3 This behaviour policy will be reviewed by the Headteacher and Governing board every year. At each review, the policy will be approved by the Headteacher.

14.4 The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing board every year.

## **15. Fixed-term Exclusions**

- 15.1 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.
- 15.2 In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully.
- 15.3 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
- 15.4 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.
- 15.5 Exclusions can also be managed internally and a student may be removed from class for a fixed period of time.

## **15.6 Permanent exclusions**

- 15.7 It is extremely rare for us to permanently exclude a student at The Meadows School.
- 15.8 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.
- 15.9 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.

## **16. Student Transition**

- 16.1 To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff hold transition meetings to pass on relevant information and programmes to support students.
- 16.2 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **17. Training**

- 17.1 The Meadows have a dedicated behaviour team who are available on site for immediate support if and when necessary. Fortnightly behaviour support meetings are offered to all staff across the school, multi-agency professionals will support as and when necessary. Sleuth data is analysed during fortnightly behaviour support meetings, to provide relevant and accurate support to staff

and students. Regular key stage meetings support consistent approaches throughout the school.

- 17.2 Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development. Training is provided by MAPA (Management of Actual or Potential Aggression).

## **18. Responsibilities**

### **18.1 Responsibilities - School**

The school recognises its responsibility for the safety and well-being of their staff. Where they are involved in an activity that could result in personal injury or high levels of stress, the school evaluates the situation and minimises the risk. The school endeavours to ensure that staff are not exposed to unreasonable risks or debilitation while at work and recognises that staff responses to physical danger and psychological stress differ in individuals. The support available reflects these needs.

- The school ensures that students' achievements are positively recognised
- The school informs parents of any concerns they may have about a student's behaviour with a view to working with them to promote positive change
- The school supports staff in the maintenance of good classroom management skills
- The school adopts a programme of positive behaviour support in which students are given a clear expectation of appropriate behaviour. This is supported by attention to the effects of the physical environment and teaching strategies
- The school monitors and maintains records of incidents of physical restraint and/or time out for students
- The school informs parents when it requests advice from outside agencies, e.g. educational psychologists, social services etc.
- The school offers training to classroom staff in attitudes and approaches to behaviour support and on physical interventions
- The school appoints a member of staff to co-ordinate meetings of MAPA® trainers and to review policy and practice in respect of challenging behaviour

### **18.2 Responsibilities – staff**

All staff work within school policies and work together as a team, communicating effectively and in a professional manner.

- When there is evidence that a student is experiencing significant interaction difficulties, staff intervene at the earliest appropriate time, recognising that early intervention often prevents the development of further problems, whilst recognising that there may be underlying causes, e.g. medical, social, etc.
- Staff do not use physical interventions that are unwarranted, excessive or punitive
- Staff act as models for acceptable behaviour, thus promoting clear expectations of student behaviour
- Staff make every effort to understand the importance of individual behaviour plans and the need for risk assessments
- Staff do not participate in physical intervention or restraint without training from a qualified MAPA® instructor unless it is to avert serious injury or danger in the most exceptional circumstance
- Staff participate in the development of any behaviour support plans for students that they are working with and follow the agreed plan

- Staff support one another and are open enough to discuss difficulties honestly with a commitment to seeking a resolution

### **18.3 Responsibilities – parents and carers**

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. The school expects parents and carers to:

- Inform the school of behavioural problems they experience at home.
- Inform the school of any health issues or medication that affect a student's behaviour.
- Inform the school of any trauma that affects a student's performance or behaviour.
- Inform the school if they seek external advice or support for behavioural difficulties.

### **19. Links with other policies**

- Safeguarding Policy
- Touch policy
- Physical Restraint Policy
- Classroom Expectation Policy
- Teaching and Learning Policy
- Code of Conduct
- CPD policy

### **20. BIBLIOGRAPHY**

Department for Education (2016) Ref: DFE 00023 -2014. *Behaviour and discipline in schools*

Department for Education (2013) Ref: DFE-00295-2013. *Use of reasonable force in school.*

Department for Education and Skills (2002). *Guidance on the use of restrictive physical interventions for staff working with studentren and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders.*

Department for Education and Skills (2003). *Guidance on the use of restrictive physical interventions for students with severe behavioural difficulties.*

Department for Education and Skills. *Improving behaviour and attendance: guidance on exclusion from schools and student referral units.* Available online [www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance)

The Loddon School, *Physical Intervention Schedule*, PROACT-SCIPr-UK ®.

The Meadows School Policy for the use of Physical Intervention (March 2018)

## **21. Appendix 1**

### **Written Statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students home life

The Governing board also emphasises that violence and threatening behaviour will not be tolerated in any circumstances.

This written statement of principles is reviewed and approved by the Full Governing board every year.

**22. Appendix 2 - The Meadows School**  
Behaviour Support 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
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**Mode of Communication**  
Please highlight:

Speech	PECS	Makaton	Symbols	Communication Aid	Objects of Reference
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Antecedent (Trigger)	Signs of Escalation	Behaviour	Consequence
•	•	•	•
•	•	•	•
•	•	•	•

**Likelihood of behaviours**

Rarely (low)	Regularly (medium)	Frequently (high)
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23.

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 <b>(LAST RESORT RESPONSE)</b>	Therapeutic Rapport (Re-establish Communication)

<b>Class Team:</b>	
<b>Behaviour Team:</b>	Date:
<b>Deputy Headteacher:</b>	Date:
<b>Parents/carers:</b>	Date: