

Education Services

CONSISTENT and POSTIVE APPROACH TO BEHAVIOUR POLICY & PROCEDURE

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 1 of 21

Policy Control/Monitoring

Version:	1.0
Approved by: (Name/Position in Organisation)	Carole Harder CEO
Date:	
Accountability: (Name/Position in Organisation)	Chief Executive, Percy Hedley Foundation
Author of policy: (Name/Position in organisation)	Dr Sue Fisher Executive Head Teacher
Date issued:	September 2016
Revision Cycle:	Annual
Revised (Date):	
Target audience:	Education staff
Amendments/additions	
Replaces/supersedes:	All previous policies and procedures

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 2 of 21

Associated Policies: (insert hyperlinks)	Safeguarding Policy (including Child Protection) Anti-bullying Policy Moving and Handling Policy Health and Safety Policy Curriculum – PHSCE
Associated National Guidance	
Document status	This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet for the most up to date version.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
Chief Executive	Overall responsibility to ensure this policy conforms to current guidelines and best practice. Ensuring resources and infrastructure are available to allow its implementation.
Director of Human Resources Department	Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.
Head of Service/Head of department	Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 3 of 21

CONTENTS

1. Introduction

Children and young people within the Percy Hedley Foundation (PHF) Educational Services may present with a variety of difficulties relating to their behaviour which stem from their underlying issues with communication. It is the duty of all staff to maintain high levels of care and good control of pupils and students at all times. All children, young people and staff are entitled to learn and work in a safe, secure and relaxed environment without fear of the actions of others.

Within the Percy Hedley Foundation Educational Services we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well.
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process.
- All of our pupils and students have learning difficulties which may impact on how they learn to behave.
- All adults can learn strategies to support children and young people to improve their behaviour.

A consistent and positive system of managing behaviour is essential. PHF Educational Services adopts the Non-Abusive, Psychological and Physical Intervention (NAPPI) approach in which all staff working with pupils are trained to an appropriate level. We believe that we can support the children and young people in our schools and college through:

- The quality of our relationships with them and each other.
- The quality of our provision.
- A well-informed understanding of their needs.
- The scaffolding we put in place to help them learn.
- Observation, evidence gathering and analysis so that our interventions are well informed and planned.
- Working in close partnership with parents and carers.
- Investing time to allow children and young people to practise and make mistakes without fear of harsh sanctions.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 4 of 21

2. Purpose

- To prevent injury or damage to pupils.
- To prevent injury or damage to staff.
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

3. Definitions:

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm that may cause harm, injury or distress.
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.
Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restraint	The positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

4. Roles and Responsibilities:

The consistent approach to behaviour is the shared responsibility of all staff working with pupils. Staff work together to ensure all relevant staff understand the individual needs of each pupil and their targets.

5. Procedures:

Procedures are based on our beliefs about behaviour.

5.1 Children and young people want to behave well:

- We believe that children and young people are happy when they behave well and when that good behaviour is recognised by adults and their peers. Children and young people are able to behave well when their needs are well met in school, at home and in the community.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 5 of 21

5.2 Behaviour and Communication:

- How children and young people behave gives us important information about how they are feeling.
- Supporting children and young people to communicate is an essential part of helping them to behave appropriately.
- Children and young people with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

5.3 Children and young people can learn to improve their behaviour:

- Our pupils and students find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- As adults, we must consider the learning styles and needs of children and young people and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.
- Our children and young people learn in small, incremental steps over long periods of time.

5.4 Mistakes are part of the learning process:

- Mistakes are not judged but we support our pupils and students to get things right.

5.5 All adults can learn strategies to support children and young people to improve their behaviour.

- Most adults have evolved ways of responding to children's and young people's behaviour based on a combination of personal and professional experiences, training and experiential learning.
- Within PHF Educational Services, we encourage all staff to reflect on what may be the underlying issues which drive or trigger behaviour in children and young people and to think about ways of responding to challenging behaviour in a positive, non-judgmental and supportive way.
- The Educational Services have adopted a consistent approach to working with children and young people who have challenging behaviour. The Non- Abusive, Psychological and Physical Intervention (NAPPI) approach is used across all sites.
- All education and therapy staff are trained at Level 1 and selected teams are trained at levels 2 and 3 as appropriate (please see Appendices).
- We recognise that managing challenging behaviour can be very difficult particularly if a child or young person is targeting himself or others in a very aggressive way.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 6 of 21

Within educational services, we support staff to develop their own emotional resilience through professional and peer support.

- All staff must be committed to developing their practice, reflecting on their own behaviour and sharing their skills and experiences.

5.6 Adults can support children and young people through:

- The quality of our relationships with each other. Fostering close team working, acceptance and trust amongst the staff team provides good role models of behaviour for our pupils and students at all times.
- The quality of our relationships with our children and young people. It is essential to build strong, positive relationships with pupils and students. To succeed with this we need to:
 1. Actively build trust and rapport – we earn the trust of children and young people.
 2. Have high expectations for all children and young people. When we demonstrate our belief in them it supports them to succeed.
 3. Treat pupils and students with dignity and respect at all times, e.g. by thanking them, communicating clearly and positively at all times at an appropriate level and listening to them with respect. We do not talk about them over their heads and confidentiality is always maintained.
 4. Reflect on what lies behind the behaviour and why the child or young person is behaving in this way. There is always a reason and a trigger, which needs to be identified.
 5. Act consistently and see things through. If there are consequences to behaviours, whether positive or not, they must happen.
 6. Always keep our word. If a commitment to a child or young person cannot be honoured, we must communicate clearly and honestly about why this has happened.
 7. Apologise if we make a mistake. This is an excellent model for the child or young person and will build trust and respect.
 8. Identify the strengths in the child or young person. These should be identified with them and built upon.
 9. Quietly, firmly and consistently set and hold appropriate boundaries for all children and young people.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 7 of 21

10. Be non-judgmental about the life experiences and backgrounds of children and young people but use the knowledge sensitively to inform planning and intervention.
11. Manage our own emotional reactions to children and young people's behaviour and act positively at all times. If we are finding this difficult then support should be sought.
12. Actively seek support from wider professional groups as soon as needed – e.g. CYPS teams.

5.7 The quality of provision:

If we can accurately identify each child or young person's needs and meet them, it is likely that challenging behaviour will decrease or stop. To do this we need to:

1. Complete an accurate and thorough assessment of needs.
2. Draw up a comprehensive plan to meet needs, which will be specific and personal to them, looking at equipment, sensory needs, staffing levels etc.
3. Support children and young people to be resilient and have good levels of self-esteem so that they believe they can succeed.
4. Provide frequent and positive reinforcement when things are going well and minimal feedback for low-level, undesirable behaviours.
5. Focus on what we want the child or young person to do, not what we do *not* want them to do.
6. Praise children and young people for specific achievements so that they are clear what they have done well and when.
7. Find positive motivators for all pupils and students.
8. Deliver personalised learning programmes to match each child or young person's stage of development.
9. Where possible, include the child or young person in target setting, planning and evaluation of outcomes using language and methods appropriate to them.
10. Be clear about progress and what needs to be done to achieve further progress.
11. Actively teach children and young people the behaviour for learning.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 8 of 21

5.8 The structure we put in place:

The things we do to support our children and young people to manage their own behaviour successfully are key to a positive ethos and environment.

- **Rules** support positive behaviour and should be:
 1. Few in number,
 2. Agreed with children and young people as far as possible.
 3. Communicated in an appropriate way e.g. through visual cues, sign, symbol etc.
 4. Positive – things we are going to do.
 5. Regularly referred to by everyone.
 6. Appropriate to the setting, activity and developmental level of the children and young people involved.

- **Routines** also support children and young people. They should be:
 1. Explicitly taught in all situations.
 2. Consistent.

- The **language** we use is part of helping children and young people to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.
 1. Language is always linked to action and consequences are always linked to choices.
 2. Descriptive praise is used when children and young people are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked', 'Thank you for putting your ball back straight away'*.
 3. Positive and consistent communication will increase children and young people's sense of responsibility and remove the struggle for power.

- **Rewards and Consequences/ Sanctions:**

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

 1. Descriptive and specific praise.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 9 of 21

2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable, e.g. sensory room, computer time, outdoor play outside of usual break times.

Sanctions must also be able to be delivered and must be appropriate but not harsh or removed from the behaviour that we wish to decrease. They may include:

1. Having a break from the situation, supported by an adult to reflect on behaviour.
2. Having a learning break linked to a sensory need that may be triggering the behaviour.
3. Losing a preferred activity or privilege.

Adults should reflect on the incident that has led to a sanction and consider if something could have been done differently to support the child or young person.

- **Reparations:**

We believe that children and young people should be given the opportunity to repair relationships following a behavioural incident and that they want to do this.

Punishment is not a concept that we feel is positive as it focuses the child or young person's mind on the punishment rather than what led to it.

This can lead to them feeling angry about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support children and young people to take responsibility for what they have done and repair it with other people affected.

We cannot make assumptions about what children and young people are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

5.9 Children and young people with exceptional behavioural needs:

The majority of children and young people within educational services will respond positively when staff work within the guidelines detailed above. However, some of our children and young people present with significant levels of challenging behaviour, which are deeply embedded and require additional support to diminish.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 10 of 21

This is done by:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each child or young person.
3. Drafting a comprehensive Consistent and Positive Approach Plan (behaviour management plan) to ensure that all support and strategies are clearly documented and staff know how to manage each situation as it arises. This plan should be drawn up with parents, carers and significant staff and agreed with the Senior Management Team. Risk assessments should also be completed to ensure safety in all situations.
4. Working closely with parents to support them to implement strategies and changes of approach.
5. Putting in place additional staff training where needed e.g. NAPPI Levels 2 and 3.
6. Prompt involvement of external agencies such as Children's and Young People's Services (CYPS) teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving medical services to ensure that there is no underlying illness or unresolved pain.

Some children and young people may require very specific and detailed planning. This could include a shortened school or college day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

5.10 Physical Intervention and Restraint:

All staff working with children and young people who present with significantly challenging behaviour will be trained at the appropriate NAPPI level.

NAPPI teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the child, young person or intervening adults. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. It must only be used by staff who have had the recognised level of NAPPI training and where this is up to date. Yearly refresher training is mandatory.
2. It should only be used if the child or young person is putting himself or others in danger and where failure to intervene would result in harm and constitute neglect.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 11 of 21

3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged (see below) and parents and families informed before the child or young person arrives home from school or college.
5. An individual Consistent and Positive Approach Plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, written within the next two days.
6. Consistent and Positive Approach Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated and previous versions removed from circulation.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

5.11 Deprivation of Liberty (DoL):

Within school or college children and young people must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil or student may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately.

Seclusion must be documented as part of the Consistent and Positive Approach Plan and agreed as a strategy by all involved. It must be regularly reviewed and plans made as soon as possible to move on to other strategies as appropriate

Incidences of seclusion must be logged using the schools' and college recording system.

5.12 Touch:

Corporal punishment is illegal and will never be used within school or college.

Contingent touch may be used appropriately in the appropriate context e.g. a pat on the arm or shoulder for reassurance but staff must know how the child or young person is likely to react as some may misinterpret this.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 12 of 21

Holding (e.g. through arm walking etc.) may only be used as part of the NAPPI levels 2 and 3 approach by staff who are trained to this level and under the circumstances described in paragraph 5:10.

Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in sensory profiles.

5.13 Fixed Term Exclusions:

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.
3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to exclude children or young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally and the child or young person may be removed from class for a fixed period of time.

In the event that Percy Hedley Foundation Educational Services are not able to meet the needs of an individual child or young person, we will always work with families and local authorities to identify a suitable placement for a managed transition.

5.14 Reporting and Recording Incidents:

Any behavioural incident must be recorded on CPOMS. This must include antecedents to the incident, the behaviour displayed by the pupil (in line with the Lalemand scale), the intervention used and the pupil's response to the intervention. Any injury to pupil, staff or property must also be included. If a physical intervention was required, staff and pupils must be debriefed. SLT will then complete a record of all incidents to identify trends where necessary. Parents must be informed of any physical intervention necessary. The pupils Consistent and Positive Approach Plan will be amended if required.

Training in recording and reporting incidents is part of the NAPPI approach.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 13 of 21

6. Monitoring & Review

Overall responsibility for the operation of the policy and procedure lies with the Chief Executive. The effectiveness of the policy and procedure will be formally reviewed and monitored as a minimum on a 12 monthly basis, to ensure that it continues to meet the requirements of The Foundation, the specific service areas and that it reflects best practice and statutory legislation as appropriate.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 14 of 21

At Percy Hedley School:

It is often the case that pupils, when attending PHS for the first time may often have habitually high levels of anxiety and, as a consequence, frequent dis-regulated behaviour. To help ameliorate this, PHS places an extremely strong emphasis on a **highly structured environment** and **'bespoke' curriculum** to provide support, consistency and feelings of achievement and purpose from the very outset in pupils' lives at PHS.

A highly structured environment

This may include:

SCERTS

The SCERTS Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD and related disabilities. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any programme, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.

SCERTS provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships.

SPELL

The SPELL framework recognises the individual and unique needs of each child and emphasises that planning and intervention be organised on this basis. We believe that a number of interlinking themes are known to be of benefit to children on the autistic spectrum and that by building on strengths and reducing the disabling effects of the condition, progress can be made in personal growth and development, the promotion of opportunity and as full a life as possible.

Structure

The importance of structure has long been recognised. It makes the world a more predictable, accessible and safer place. Structure can aid personal autonomy and independence by reducing dependence (e.g. prompting) on others. The environment and processes are modified to ensure each individual knows what is going to happen and what is expected of them. This can also aid the development of flexibility by

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 15 of 21

reducing dependence on rigid routines. Structure plays to the strengths of a sense of order and preference for visual organisation commonly associated with the autistic spectrum.

Positive (approaches and expectations)

It is important that a programme of sensitive but persistent intervention is in place to engage the individual child, minimise regression and discover and develop potential. In this respect it is important that expectations are high, but realistic, and based on careful assessment. This will include the strengths and individual needs of the person, their level of functioning and an assessment of the support they will need. We seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

Additionally, many people with autism/speech and language impairment may avoid new or potentially aversive experiences, but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

It is essential to see the world from the standpoint of the child on the autistic spectrum. This is a key ingredient in the 'craft' of working with children with autism. We must begin from the position or perspective of the individual and gather insights about how they see and experience the world, knowing what it is that motivates or interests them but, importantly, what may also frighten, preoccupy or otherwise distress them.

To make every effort to understand, respect and relate to the experience of the person with autism will underpin our attempts to develop communication and reduce anxiety. In this, the quality of the relationship between the person and supporter is of vital importance.

Effective supporters will be endowed with the personal attributes of calmness, predictability and good humour, empathy and an analytical disposition.

Low arousal

The approaches and environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible. Some individuals may require additional time to process information, especially if this is auditory. They have additional sensory processing difficulties;

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 16 of 21

they may need extra time to process information or we will need to pay attention to potentially aversive or distracting stimuli, for example noise levels, colour schemes, odours, lighting and clutter. Information is given with clarity in the medium best suited to the individual with care taken not to overload or bombard.

Some individuals may be under responsive to sensory experiences and actually seek additional sensory sensations. Again this is best achieved with an approach where the input can be regulated.

Low arousal should not be confused with "no arousal". It is of course desirable that individuals are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled.

Links

Strong links between the various components of the person's life or therapeutic programme will promote and sustain essential consistency.

Open links and communication between people (e.g. parents, teachers and therapists) will provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented approaches.

The SPELL framework can be applied across the autistic spectrum, including Asperger Syndrome. It provides a context for and is complementary to other approaches, notably TEACCH (Treatment and Education of Autistic and related Communication Handicapped children.)

TEACCH

TEACCH developed the intervention approach called "Structured TEACCHing", which is based on understanding the learning characteristics of individuals with autism and the use of visual supports to promote meaning and independence.

Principles of structured TEACCHing:

- Understanding the culture of autism
- Developing an individualized person- and family-centred plan for each student, rather than using a standard curriculum
- Structuring the physical environment
- Using visual supports to make the sequence of daily activities predictable and understandable
- Using visual supports to make individual tasks understandable

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 17 of 21

A 'Bespoke' Curriculum:

The 'Experiential Language Topic Based Approach' (ELTBA) has been designed specifically as a modified National Curriculum to meet the needs of children from Key Stage 1 to Key Stage 3 who have complex and significant speech and language impairment. These pupils have significant difficulties with both acquiring and understanding language spontaneously and understanding and generalising skills and concepts outside of the 'here and now'. The ELTBA curriculum is designed to place a strong emphasis on the pupils being involved in meaningful, everyday experiences resulting in the specific teaching of targeted vocabulary and concepts, in a variety of different contexts, in order to aid generalisation.

Once pupils have responded positively to the highly structured environment and anxiety levels and emotional regulation is successful, the school focus is on moving from a behaviour management approach to a more proactive role of behaviour modification where the pupil begins to take control and responsibility for their own actions. This involves a loosening of the highly structured environment and the setting of personal targets with close adult/peer support. Liaison with school is particularly important at this stage.

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 18 of 21

Stepped Approach to Positive Behavioural Development

When a pupil is admitted to Percy Hedley School, they may have experienced significant failure and have struggled to manage their behaviour in a school environment.

At Percy Hedley we believe that in order to learn effectively pupils need to feel safe in order to access learning opportunities. However, over time, pupils need to learn how to manage their behaviour for themselves; therefore, a stepped approach for all pupils has been devised.

Step 1

The environment is ordered, predictable and secure. Low stim classrooms, order and routine aim to minimise stress and anxiety and maximize pupil engagement in learning opportunities. Consistent approach plans capture and effectively share each child's individual needs, and consider how to achieve the high expectation of Step 3.

Step 2

Regular review of each pupil's consistent approach plan (at least half termly) considers aspects of this approach that can be changed, routines that can be altered or environmental changes that can be made to prompt the pupil to take more personal responsibility for their behaviour. Staff work collaboratively to consider how to 'stretch' each pupil towards ownership of their feelings and actions.

Targets will be set within EHC plans and progress tracked towards Step 3.

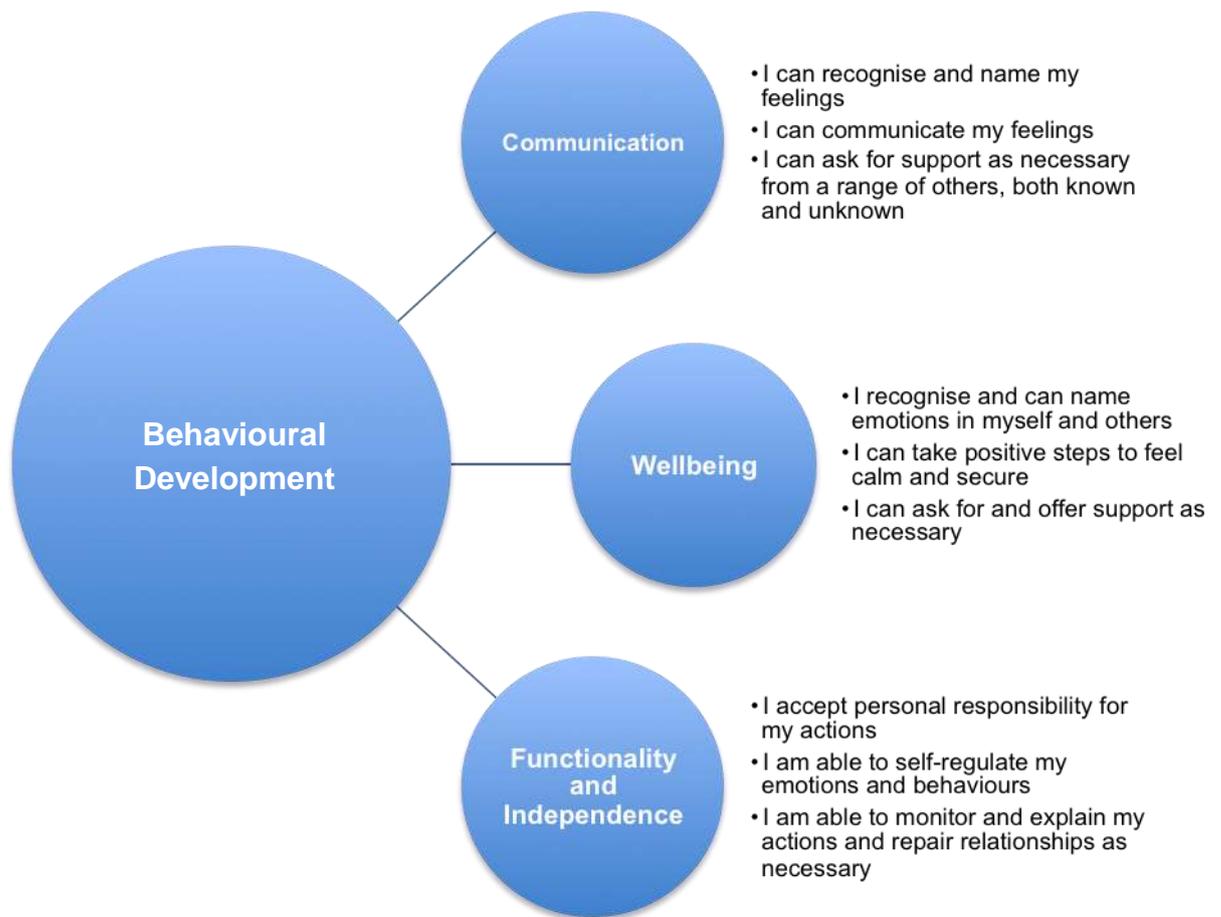
Step 3

Each pupil has ownership of his or her behaviours and actions in a range of contexts. They accept personal responsibility and feel a sense of efficacy to seek support to affect change as necessary.

Key Drivers

Percy Hedley School focuses all its work through three Key Drivers: Communication, Wellbeing and Functionality and Independence. With regards to behaviour, we aim to optimise outcomes for all pupils in the following ways:

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 19 of 21



Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 20 of 21

Behaviour Policy/procedure:	Issue date: September 2016	Version No: 1.0
Status: <i>Approved</i>	Review date: September 2017	Page 21 of 21