

**Behaviour Policy**

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**Policies and Procedures**

**This policy should be read in conjunction with**

* Anti-Bullying Policy
* Safeguarding and Child Protection Policy.
* Vulnerable Adults Policy
* Time Out Policy.
* Physical Intervention Policy.
* PIPS: Pupil Information Packs. Including Risk and Behaviour Plans and Behaviour Support Plans

1. **Rationale**

The Governors and staff of Ysgol Y Deri believe that positive behaviour and good discipline are essential if the school is to achieve its mission statement. It is necessary to establish a whole school approach to maintain an orderly, caring atmosphere where effective teaching and learning can take place. The creation of an organised atmosphere enables the establishment of a whole school ethos in which:

• every individual feels safe, valued and supported.

• caring and respect for others is promoted and encouraged.

• all are committed to actively discouraging anti-social behaviour.

• respect is shown for the fabric and structure of the school, its environment and its resources.

At Ysgol Y Deri, we emphasise a positive approach of praise, encouragement, incentives and inducements, however, we acknowledge the fact that we will occasionally need to employ other techniques to safeguard all pupils. We recognise that all pupils react well to praise and positivity and that there are always opportunities to praise every pupil.

Functions of behaviour may include communication, regulation of emotions, sensory processing, vulnerabilities and engagement in adaptive skills. For children who display unconventional or problem behaviours, the emphasis is on determining the function of the behaviour and supporting the development of more appropriate ways to accomplish those needs. There is also an emphasis on how staff interact with pupils and how this can affect behaviour. If challenging behaviours are present, an immediate consideration should be made in respect to the staff’s behaviour and the presence or absence of specific supports.

Each pupil in our school may behave in a particular way. There is a reason for this: it may be a form of communication, or a way of coping with a particular situation.

1. **Aims**

* To recognise potential, provide opportunity and secure achievement.
* For all pupils to learn through creativity, challenge and fun.
* To offer a school experience that is safe, interesting, rewarding, unique and tailored to each pupil.
* To promote self-esteem, sense of identity and self-efficacy.
* For all pupils to live full, active and independent lives according to their capability.

1. **Objectives**

* To develop a proactive approach throughout the school.
* To promote a positive working environment that rewards appropriate behaviour.
* To ensure consistency of approach when dealing with behaviour throughout the school.
* To understand that behaviour usually has a communicative function.
* To support pupils in developing appropriate, socially acceptable behaviours and/or self-regulation strategies where appropriate.
* To create conditions for learning built upon mutual respect, cooperation and equal opportunities, which enable each individual to become a self-confident, valued, respected member of the community.
* To enable all members of the school community to have a clear understanding of unacceptable behaviour.
* To work in partnership with outside advisory professionals.
* To train all staff to use pro-active and positive reactive strategies to assist in the management of challenging behaviours.
* To develop teaching and learning strategies that encompass each individual pupils learning style.

***In addition, Ysgol Y Deri sets out to maintain best practice by:***

* Setting good habits early, focus on behaviour as soon as pupils begin school by setting boundaries within a structured environment using a consistent approach by all school staff
* Rewarding achievements, positive recognition of individual pupils, class or group achievements in relation to good behaviour
* Individual behaviour strategies to be used if necessary. These will be recorded on Behaviour Support Plans and shared amongst all staff and parents.
* Involving pupils: pupils help to reinforce school behaviour policy through active involvement in anti-bullying policy and contributions in class group work and assemblies.
* Commitment to equal opportunities, the school has an equal opportunities policy and is committed to providing equality of opportunity for all pupils.
* Identifying underlying causes, inappropriate behaviour may often be linked to pupils’ individual disabilities or difficulties. As a school we aim to identify these issues through liaison with parents, other professionals, and monitoring of a pupils’ inappropriate behaviour.
* Staff training, to develop a whole school approach to behaviour support and Intervention.

1. **Responsibilities**

It is the role of the governors to ensure the head teacher has procedures in place to promote and evaluate all aspects of behaviour management in school.

It is the head teacher’s responsibility to ensure that the governing body is fully involved in the decision-making processes that relates to positive behaviour management. It is also the role of the head teacher and senior management team to ensure all policies are implemented and evaluated.

It is the responsibility of the Director of Support Services and Behaviour Support Manager under direction from the Senior Leadership Team (SLT) to monitor and feedback back to the SLT the use of positive behaviour management throughout the school.

It is the role of the department leads and teachers to follow the school’s behaviour policy, implement and monitor appropriate Risk and Behaviour Plan (RAB) and /or Behaviour Support Plans (BSP) and direct Learning Support Assistants (LSAs) in the use of behaviour strategies. Also to communicate any concerns regarding pupil’s behaviour to the Behaviour Support Team, Director of Support Services and or/the Senior Leadership Team. It is the responsibility of teachers to complete behaviour watch in a timely manner.

It is the role of the LSA to follow the behaviour policy and be aware of pupils’ individual RAB or BSP and to implement and monitor behaviour strategies with direction from the teacher. It is also the responsibility of all staff to feedback to a pupil’s class teacher any new behaviours noticed and any reactions to strategies used. It is the responsibility of LSA to complete Behaviour Watch in a timely manner.

Other responsibilities may lie with other professionals based at school i.e. the school nursing team, Occupational Therapists, Speech and Language Therapists (SALT) and with outside agencies such as social services, educational psychologists etc. This detail is outlined in the Pupil Strategy Pathway. (Appendix A)

**5. Curriculum and Learning - how they are developed to positively affect behaviour**

Children and young people with learning disabilities are less likely to display challenging behaviour if they are provided with motivating, stimulating learning activities that are at the correct developmental level. At Ysgol Y Deri, all pupils 3-19 follow a curriculum that has been carefully planned to ensure learning is motivating, meaningful, practical and fun.

All pupils aged 3 to 14 follow the Ysgol Y Deri Curriculum, a purpose written, thematic approach suited to their age and developmental stage. Each whole school theme is planned at 3 different levels, for a full term, to ensure connected learning i.e. developing skills and knowledge by making powerful links between subjects. We endeavour to plan themes that will engage and interest our pupils.

Pupils aged 14 – 19 follow an appropriate qualification pathway that includes carefully selected courses to meet their needs. There are three tiers of pathway to meet pupil requirements. Qualifications range from very practical, life skill based activities to more academic units.

ICT is an area of strength and highly motivating for many of our pupils and is therefore an integral part of the Ysgol y Deri Curriculum and our qualification pathways.

At **Ysgol Y Deri** we value creativity and provide many opportunities, as part of LaunchPad, for our pupils to build their confidence and self–esteem through the development of their creative skills. The Ysgol Y Deri Curriculum and Qualification Pathways are supplemented by opportunities to work on pupil led projects using the media of film, ceramics, wood, fabrics, jewellery and collage and outside in our sensory garden. LaunchPad referrals are made following wellbeing assessments and/or referrals triaged by the Head of Department. Launch Pad joins with Behaviour Support Team, Learning Coaches and Health Professionals to consider referrals and prioritise interventions. They may also signpost to other interventions within the school.

**6. Behaviour Management/Approach Strategies**

***a. Behaviour Pathway:***

School staff are led by a multidisciplinary team approach following the Pupil Strategy Pathway. Parents are informed initially of any concerns and are involved throughout the process. Staff initially have informal internal discussions between Education and Health to gather information and then identify the best approach for that pupil. This may progress onto a wider professional circle in the form of a multi-disciplinary team meeting.

***b. Classroom management:***

Whole school environment – We adapt our surroundings and conditions to positively affect behaviour. In line with our proactive approach to behaviour management, at Ysgol Y Deri we try to ensure that our whole school environment is as conducive as possible to engage our pupils and obtain the best possible outcomes. Pupils at Ysgol Y Deri are grouped in classes according to their academic and social needs and this allows the staff to adapt the classroom to meet the particular requirements of their group.

Young people with complex medical needs, learning difficulties and or autism can be very aware of their immediate environment, and can be oversensitive to issues such as light and sound. The classroom will provide an acceptable sound and light level. There will also be enough space within the classroom to allow for some ‘movement break’ that will help some individuals self-regulate.

Those individuals that respond to a TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren , will have appropriate visual structures in place. The timetable will be produced in view of the individual needs, either in a written or symbol format. Pupils will play an active part in daily planning using whichever format they are capable of. Opportunity for working individually without the distraction of other pupils will also be a method that is used to reduce challenging behaviour. Transition times between activities will be carefully planned for and where necessary supported by visual cues to ease anxiety. Changes that are at times unavoidable will be managed with understanding and sensitivity.

***c. Communication:***

Ensuring that pupils can communicate their needs as effectively as possible is key to proactively managing behaviour. Speech and language therapists assess pupils at Ysgol Y Deri and where necessary pupils are provided with a communication plan. The school follows the “consultative model” whereby staff who work closely with the pupils in class are trained by the speech and language therapists in order to be confident in delivering their pupils communication plans. The “consultative‟ model of therapy, therefore, ensures that everyone that comes into contact with a child understands his or her communication needs.

Providing pupils with the appropriate communication tools (objects of reference, Picture Exchange Communication System (PECS), Communication Aid, eye gaze opportunities) will increase pupils’ ability to communicate and therefore reduces the incidence of behaviour. Communication skills can be variable dependent on the environment, levels of anxiety and demand.

Pupils need support to:

* Express their needs
* Express their choices
* Communicate appropriately to gain attention
* Avoid or refuse items, people or demands
* Understand and express their emotions.
* Follow instructions and rules

Where a pupil meets the criteria for SALT input, an assessment will be carried out and a communication profile implemented if required. Advice will be given on how to develop the pupil’s skills as well as strategies to support the child’s communication across the environment.

**d. Occupational Therapy/Sensory Difficulties:**

Pupils at Ysgol Y Deri experience difficulties in coping with sensory information and this can be directly associated with a deterioration in behaviour. The occupational therapy team at Ysgol Y Deri adopt an integrated approach, which provides calming sensory experiences throughout the pupils’ school day, which helps them to learn how to self-regulate. This includes:

* Access to a wide range of specialist sensory equipment e.g. weighted equipment
* Playground equipment that provides enhanced calming sensory inputs
* OT resource rooms with specialist equipment to promote self-regulation
* OT programmes for the school gym
* Input into P.E and creative curriculum lessons
* Staff training on sensory processing

Where required a pupil may have an individual ‘sensory passport’. This identifies their sensory processing difficulties and details strategies that are implemented in class and the school environment. This combined with the integrated approach aims to reduce the negative impact that sensory processing difficulties can have on behaviour.

**e. Motivators and Rewards:**

Finding the correct motivation for some pupils can be difficult is some cases. Preferred activities may not always be deemed appropriate, or may be obsessional. There is a place for the use of ‘obsessions’ to gain motivation, but they are used within reason, such as a ‘reward’ after the expected work is completed. Clear guidelines through the use of visual clues are used to indicate the expectation of each task.

At Ysgol Y Deri we follow a positive disciplinary process. This is built on praise and encouragement. When inappropriate behaviour occurs the adult approach should be constructive and include guidance as to how to improve the behaviour that is inappropriate. It is essential that staff separate the inappropriate behaviour from the pupil.

Praise can be given in many ways. The reward should be ‘meaningful’ to the pupil.

* Rewards may take the form of:
* Use of facial expression and body language.
* A written or graphic representation as a positive comment on the pupil that is directly and clearly attributable to some notable achievement of the pupil.
* Star pupil assembly.
* Connecting the good behaviour to a reward/activity that motivates that pupil.
* A visit to a more ‘senior’ member of staff for commendation
* A public word or sign of praise in front of the class
* Special responsibility.
* Praise cards.
* Use of school reports and home school diaries/emails to comment favourably, but always factually on behaviour and attitude.

Whenever possible, we aim to be positive in our approach and notice and **reward good behaviour,** rather than take it for granted. Making a list of pupil motivators helps staff remember and be able to share information and promote continuity with all staff that may come in contact with our pupils.

Ysgol Y Deri promotes a wide variety of rewards/motivators in order to promote and show pupils the consequences for good and appropriate behaviour.

***A small selection of rewards is listed below. For each pupil rewards will differ depending on what motivates them:***

* Use of stickers/stamps and smiley faces.
* Assessment for Learning strategies.
* Star pupil.
* Additional time on activities that motivate pupils.
* School interventions, time in the gym, visits to the coffee shop, LaunchPad and other such school based activities.
* Certificates.
* Positive behaviour postcards.

***f. Consequences***

Although the school sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. This may involve consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use and type of consequences applied will depend on the individual needs of the pupils and their level of conceptual development.

***g. Educational based Interventions:***

Ysgol Y Deri employs a number of different educational based interventions. The interventions in place are:

* LaunchPad
* Physical Curriculum
* Yoga
* Play therapy
* School of Rock
* Music Interventions
* Coastal Connections
* Surfing and SUP
* ELSA trained Learning Coaches
* School Counsellor
* Educational Phycologist
* Clinical Phycologist

These educational based interventions aim to target those pupils who need:

* Motivating outside the busy environment of the classroom.
* To learn new skills to transfer back into the classroom environment so that they can behave appropriately in their surroundings.
* A reward system in place that is highly motivating.
* Their confidence and self-esteem built up through the learning of new skills.
* Sensory regulation.
* Time for additional 1:1 in an area that they are highly motivated in.

All educational based interventions are adapted to suit each pupil’s motivators and specific needs. The staff at Ysgol Y Deri make pupil referrals to the interventions panel at the start of every term or through the Pupil Strategy Pathway. Each application is assessed on the pupils’ needs and allocated to an interventions team member to work on an agreed interventions program. The outcomes are assessed at the end of every term which determines the next course of action.

**7. Staff Training**

Ysgol Y Deri staff receive regular training to continually develop their understanding of individual pupil’s needs. Staff are skilled in observing pupils’ behaviour and in providing positive and proactive strategies in the first instance.

Staff are provided with a range of training that covers positive behaviour management training, Incredible Years, Positive Handling, DCRT and other tailored pupil packages for specific class teams, for example, Primary Prevention, Social Role Valorisation, Person Centred Planning for Positive Behaviour Support. The Behaviour Support Team also attend departmental meetings and run micro training sessions for staff.

**8. Risk and Behaviour Plans (RAB)**

Every pupil has a RAB. This highlights potential risk factors in the areas of health, personal care, mobility, behaviour and safety. For each area recognised as a potential risk, preventative strategies, adult interventions (strategies) and follow up are recorded. These are updated on a needs led basis and reviewed on a termly basis. If behaviour is a significant area of concern the pupil will have a Behaviour Support Plan in addition to a RAB.

**9. Behaviour Support Plans**

At Ysgol Y Deri when behaviour significantly interferes with a child’s learning, quality of life, ability to follow his/her daily routine, or ability to function as part of the school community, we gather information, make observations, access the function of the behaviour and record findings. Once all the information has been collected a behaviour plan may need to be developed. These individual pupil plans at are called *Behaviour Support plans*(BSP)

The plan will include:

* An accurate description of behaviour.
* Prevention Strategies.
* Strategies to replace the undesired behaviour.
* How to deal with the behaviour if or when they do occur.
* Monitoring progress.
* Communication. **(Read in conjunction with pupil communication profile)**
* Procedures for when strategies are not successful**. (Read in conjunction with Physical Intervention/Timeout policy)**

**10. Behaviour Support Team**

**T**he Behaviour Support Team (BST) work to support the school in bringing about positive change in the behaviour of pupils who are experiencing difficulties with behaviour, emotional and social development. Our aim is to improve behaviour and enable the pupils to access and further their education.

All of this is underpinned by commitment to Person Centred Thinking and Planning to ensure that the culture of service provision is the best it can be.

The BST use a Positive Behaviour Support (PBS) approach to supporting individuals and staff. The BST undertake functional assessments and from this information recommend appropriate intervention strategies designed to reduce challenging behaviours with the aim of improving an individual’s quality of life. The team assist staff in defining and measuring behaviours, understanding the principles of reinforcement, teaching new behaviours and strategies and how to implement them through staff training and active support. The BST also conduct initial assessments of complex individuals, make referrals to consensus services whilst working with Clinical and Educational Psychologists in order to develop specialised on-going support aimed at helping those individuals achieve the outcomes that are most important to them.

The BST provide ongoing active support for staff and pupils throughout Ysgol y Deri. Focusing on helping with engagement and supporting pupils to participate in meaningful activities.

The BST analyse data from behaviour watch to inform interventions and to track pupil progress in behaviour. The BST have created a Traffic Light System to identify pupils who require differing levels of support (Appendix B). The Traffic Light system is used to effectively used to evaluate progress in behaviour across the school.

Ysgol Y Deri has a multi-disciplinary Behaviour Support Team that works together with class staff to develop appropriate strategies for pupils’ behaviour support plans. This Multi-Disciplinary Team is made up of a combination of:

* The On-call Behaviour Support Team
* Behaviour Support Manager
* Parents
* Senior Management Team
* Occupational Health Team
* Speech and Language Team
* School Nurses and Doctor
* Director of support Services.
* Educational and Clinical Phycology
* Social Services
* Other external agencies involved with child ie Education Welfare Officer

The Multi-Disciplinary Team and Behaviour Support Team follow the Pupil Strategy Pathway, advising and supporting on:

* Communication
* Sensory processing
* Environment review
* School/class environment
* Health
* Behaviour strategies/functional assessments
* Behaviour recording/monitoring/observations
* Digital observations and feedback
* Integration of new pupils
* Positive Handling strategies (See Restraint policy)
* Referrals to external professionals and further external support

Members of the Behaviour Team are available throughout the school day via a pager system to support Ysgol Y Deri’s highly skilled teaching and LSA staff. Each classroom has a Dial Assist button to call for behaviour support team or the nurses. (See Appendix C). The team has developed an affective working pathway with our internal health and external health professionals sharing working practices, protocols and discussing pupil's individual support needs.

Staff follow the Pupil Strategy Pathway. Behaviour support is led by the Director of Support Services and managed by the Behaviour Team Manager in conjunction with the Senior Management team.

The Behaviour Support Team works closely with the school’s Intervention Manager to identify interests and motivators for pupils who are in need of additional support or who have started to disengage from their education. Understanding our pupils enhances their opportunities to learn and experience all the unique things Ysgol Y Deri has to offer.

The BST supports pupils in a range of daily activities and experiences, helping them understand social situations, emotions and supporting pupils to access their education. The BST support staff with strategy options while identifying avenues of support.

**11. Dignity Care Responsibility Training (DCRT)**

DCRT is a training provider for managers and staff working in Education, Health and Social Service settings, specialising in managing challenging behaviour. The aim is to provide effective, practical and theory training through high quality, interactive courses, which are delivered sensitively by expert practitioners.

DCRT use risk assessments and consultation to plan and tailor dedicated training packages to address the specific circumstances of the organisation. To ensure quality, practitioners who are specialists in their own area, for example health care, education, social work and mental health run each course. All staff working full time at Ysgol y Deri have training in DCRT level one and are trained to use positive handling and restraint as a last resort. Members of the on-call behaviour team are trained at level two DCRT and would only access level two restraint procedures when all behaviour strategies and level one procedures had failed and no other options are available. Any use of restraint is reported to the Local Education Authority, on Behaviour Watch and written up in the schools bound Restraint book, which is kept in the Behaviour Support office.

*(See Physical Intervention Policy)*

**12. Monitoring and recording**

Ysgol Y Deri employs a variety of monitoring and recording systems:

***Behaviour Watch:***

Behaviour Watch is an advanced web-based system, which allows Ysgol Y Deri staff to monitor and record behaviours of the pupils. When incidents are logged the system automatically alerts the relevant staff and has the ability to analyse and identify areas of concern. The information gathered can recognise patterns in behaviour both negative and positive.

***Informal class meetings:***

Class teams meet regularly to discuss individual pupils progress, behaviour, class environment and other areas that need an information sharing approach. These meetings are either lead by a general classroom activities or whole school topics.

***Digital observations:***

With parental consent behaviours may be recorded to support analysis of behaviours and the development of possible strategies.

***Positive Behaviour Support (PBS)****:* gives staff a new way to think about behaviour. PBS is based on understanding why problem behaviours occur - the behaviour's function. This approach to behaviour can occur on a school-wide level, in a specific setting, classroom, or with an individual pupil. PBS is the application of evidence-based strategies and systems to assist schools to increase educational performance, increase safety, decrease problem behaviour, and establish positive school cultures.

***Multidisciplinary pupil observations:***

Detailed observations and records by teachers, the Behaviour team, OT, SALT and the SMT team help to identify behaviours and their functions.

***MDT meetings and minutes:***

Multidisciplinary meetings to discuss pupils needs help to identify strategies to support pupils and in the process track the progress of the strategies implemented.

***Incident and Accident forms:***

These forms are used to record potential accidents and injuries. The forms are found on the school server and with the LSA Managers and are sent off to Health & Safety weekly.

***Communication with parents:***

Behaviour support plans are sent home and opportunities are given to read and discuss. Parents then sign and return. School staff will liaise with parents as and when necessary regarding difficulties, strategies and progress made.

***Home/School book/email:***

Each teacher shares relevant information on routines, behaviour strategies and feedback through either home/school book, email or a phone-call.

**13. Resources**

Specialist resources may be requested via Behaviour Support Team and or Director of Support services. Any use of protective wear will be written up in the behaviour support plans. School procedure for this should be followed.

**14. Equal opportunities**

The governing body will comply with relevant legislation: race relations, sex discrimination; age discrimination; disability discrimination; religion or belief. The governing body will promote equality in all aspects of school life.

**15. Parental involvement**

Parents will be sent a copy of their child’s behaviour support plan to read and sign. They will be notified of any changes. Parents will be invited to discuss their pupil’s behaviour support plans three times a year at parents evening and at the Annual Review held annually.

***Phone calls home:***

Parents may receive a phone call to discuss any behaviour that may have occurred during the school day.

Parents will always be contacted on the same day if restraint was required.

School staff will liaise with parents as and when necessary regarding difficulties, strategies and progress made. Staff will seek input from parents to establish the sharing of good strategies.

Parents will be invited to discuss their child’s progress three times a year at parents evening and at the Annual Review held annually.

**16. Review and evaluation**

The Behaviour policy is reviewed annually as part of the Ysgol y Deri’s self-evaluation process. RABs and BSPs are continually reviewed by staff working with individual pupils and data gathered to determine future goals and support and obtain best possible outcomes.

SMT monitor the implementation of this policy and guidance document through the following:

* Monitoring educational settings to ensure appropriate policy and processes are in place;
* Providing updated information to schools/educational settings regarding approaches to behaviour management.
* Working proactively to develop appropriate recording and reporting mechanisms;
* Collating and using information regarding the use of behaviour management to effectively share good practice and target support;
* Evaluation of recording information provided by schools

**17. Definitions:**

***Challenging behaviour:***

Behaviour of such intensity or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary facilities (Emerson)

***Dignity, Care, Responsibility Training (DCRT):***

Pupil positive handling and restraint in the form of ‘Dignity, Care, Responsibility Training Restraint is only used as a last resort and as part of an agreed Behaviour Support Plan, Positive Handling or Restraint may be used as a last resort after all other strategies have failed or only adopted to safeguard pupils within the context of a positive, child centred approach.

[*www.dcrtraining.co.uk*](http://www.dcrtraining.co.uk)

***Behaviour support plan:***

A Behaviour Support Plan is a written document that is created so that everyone involved with that pupil will have a CONSISTENT understanding approach of why the behaviour may be occurring, its function and the actions that need to happen.

***Appendix:***

A: Pupil Strategy Pathway

B: Traffic Light

C: Dial Assist

*This policy was last reviewed and ratified by the Governing Body: September 2016*

**Appendix B**

|  |  |
| --- | --- |
|  | Traffic Light System Key |
|  |  |
|  | **RED**   1. **New pupil: Assessment period.** 2. **Non-school attendee identified.** 3. **Pupil identified for external MDT Pathway.** 4. **Behaviour escalation: change in challenging/physical behaviour.** 5. **Self harming.** 6. **OCD** 7. **Idenified high or unacceptable risk through Behaviour Risk assessment.** 8. **BST/Behaviour Watch identify physical behaviour pupil.** 9. **Display of inappropriate sexualised behaviour.** 10. **Exclusion/returning** 11. **New/change of medication Monitoring.** 12. **C/P (These pupils will not be listed here)** 13. **Physical Intervention used.** 14. **School Leaver** 15. **Alternative teaching environment** |
|  | **AMBER**   1. **Second half term new pupil monitoring.** 2. **Non-school attender returning.** 3. **Post Physical Intervention monitoring.** 4. **Enhanced external placement application** 5. **BSP needs changing to support a behaviour** 6. **Identified through Nbar/** 7. **On going BST monitoring/support** 8. **Post crisis monitoring** |
|  | **YELLOW**   1. **Identified through Behaviour Watch** 2. **Identified through Behaviour Support Team** 3. **Bereavement** 4. **Safeguarding** 5. **BSP needs monitoring and Assessing** 6. **On going support** 7. **Leavers** 8. **Monitoring of support in place by the BST** 9. **Additional ASD support/work** 10. **Interventions: Referral identified through Behaviour Support to:**      1. Learning Coach     2. Launch Pad.     3. Physical Intervention     4. Counselling     5. Sex education |
|  | GREEN   1. General classroom strategies. |

**Use of Traffic Light Monitoring System (TLMS):**

* **Pupils are identified through:**
  + Behaviour Support Team
  + Behaviour Watch
  + ARM system
  + MDT Pathway
  + Health Teams
  + Safeguarding
  + SLT
* **Each item listed in each category has a code. This code is made up of:**
  + The first letter of the colour.
  + The number it has been assigned on page number one.
    - ***Example: Red 4 = R4***
* **Using the category lists on page one/two, identified pupils are placed in RED, AMBER or YELLOW. GREEN refers to those pupils who are successfully accessing classroom strategies.**
* **Support requested for classroom management will be referred back to teachers and Heads of Department and logged under green.**
* **Newly identified pupils are added to the top of the list.**
* **Pupils identified and placed on the Traffic Light monitoring system are reviewed half termly.**
* **At the start of each term a copy of the Pupil TLMS is placed on the Behaviour Server before reassessing pupils for the next half term. This enables the BST to track and monitor pupil.**

**Appendix A**

**Pupil Strategy Pathway: Tier One**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tier** | **Lead** | **Process** | **Resources** | **Referrals** | **Review** |
| One | Class teacher | * Ensure effective communication system in place * Ensure self-regulation strategies in place. * Discuss with Parents * Review pupil documentation * Ensure logged on Behaviour Watch * Discuss with previous teacher * If possible, ask pupil. * Discuss with BST/OT/SALT/ Nurse/ Transport/ Social Worker * Ask BST to print Behaviour watch * Class meeting to discuss. Clarify the problem. Fact finding class meeting to discuss. Collectively answer. Min meeting and actions. * Implement agreed actions * Class meeting to review progress after agreed time scale. * Note: If applicable follow Safeguarding Policy. | * PIP * Statement of Educational Needs and Annual Reviews * Behaviour watch data * Nbar Results * Fact gathering phone call to parent/guardian. | Check with SALT/OT/  Physiotherapy if required.  Check Occupational Therapy and Physiotherapy if required | **Problem solved → Update BSP/RA**  **Feed back to parents**  **Problem continues**  **↓**  **Tier 2** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tier** | **Lead** | **Process** | **Resources** | **Referrals if applicable.** | **Review** |
| Two | Teacher and BST | * Class team and BST meeting to discuss information from Tier 1. Review fact finding questions with BST. Analysis of Behaviour Watch * Video footage if possible * BST observations * Implement agreed actions * Class meeting with BST to review progress after agreed time scale. * Note: If applicable follow Safeguarding Policy. | * Behaviour watch analysis * Fact finding questions class team. * Consultation   With BST   * Camera | * Launch pad referral which may include: * Physical Curriculum * Learning coach * ELSA * Counsellor | **Problem solved → Update BSP/IBP/RAB**  **Feed back to parents**  **Problem continues**  **↓**  **Tier 3** |

**Pupil Strategy Pathway: Tier Two**

**Pupil Strategy Pathway: Tier Three**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tier** | **Involvement** | **Process** | **Resources** | **Referrals** | **Review** |
| **Tier**  **Three** | Teacher/  BST/  HOD | * Class team/ BST /HOD meeting to discuss information from Tier 2. * Discuss with parents * Functional Analysis by BST * Video footage if possible * Internal MDT with school staff including OT/SALT/Nurses. Discuss and set actions. * BST supporting implementation of the BSP necessary * Implement agreed actions * Class meeting to review progress after agreed time scale. * Minutes to be taken by admin. | * Behaviour watch analysis * Behaviour Team observation. * Solution Focused Reflecting * Camera * Teacher & BST consultation with Educational Psychologist   Previous tier information collated and current BST/RA/RAB and additional evidence to be taken to consultation. | * Possible Educational Psychologist referral. * Play Therapy * Launch pad * Learning Coach * Counselling * ELSA * Play therapy | **Problem solved → Update BSP/RA**  **Feed back to parents**  **Problem continues**  **↓**  **Referral to Clinical Psychologist**  **Tier 4** |

**Pupil Strategy Pathway Level Four**

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| --- | --- | --- | --- | --- | --- |
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| Four | SLT Lead | * External MDT meeting with parents and (social worker) to review previous findings. Possible Actions set * Implement agreed actions * Functional Analysis by BST from Tier 3 * Video footage if possible * BST supporting implementation BSP if necessary * External meeting to review progress after agreed time scale. | * Behaviour watch analysis * Camera * BST Functional analysis | * Referral to Clinical Psychologist * Launch pad * Learning coach * ELSA * Play Therapy * Play Therapy * Counselling | **Problem solved → BST BSP**  **Feed back to parents**  **Problem continues**  **↓**  **Tier 5** |

**Pupil Strategy Pathway: Tier Five**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tier** | **Lead** | **Process** | **Resource** | **Referral** | **Review** |
| Five |  | * External meeting with parents social worker, Psychology, Local Authority LEA representative to review previous findings. Possible Actions set. * Implement agreed actions * Functional Analysis by BST * Monitor and review BST BSP * Video footage if possible * External meeting to review progress after agreed time scale. | * Behaviour watch analysis * Camera * BST Functional Analyses * Referral forms for Educational Psychologist * Referral to Clinical psychologist | * Referral to clinical psychologist * Launch pad * Learning coach * ELSA | **Problem solved → BST BSP**  **Feed back to parents.**  **Problem continues**  **↓**  **Review provision against exit criteria** |

**Appendix C Assist Button**



D.

C.

B.

A.

|  |  |
| --- | --- |
| **Buttons** | **Function** |
| **A. RED BUTTON** | Medical emergencies only. |
| **B. YELLOW BUTTON** | Behaviour Support Team |
| **C. GREEN BUTTON** | Call button cancellation |
| **D. INFRA-RED** | Infra-red for portable alarm detectors |

To access the buttons, place your fingers at the top of the units cover and apply pressure, then pull the cover up. Without applying pressure to the top of the panel it will snap off.

Once a device is activated, the LED on the unit will flash and a tone is generated to inform the user that their call has been sent and the relevant staffs have been alerted.

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| **A. RED BUTTON** | On pressing the red button, the Nursing team with be notified of the emergency location. The alarm will also sound in the school’s reception area. Reception will notify a member of the SLT. Further to pressing the red button, those teams that have been issued with radios for use in medical emergencies, alert the medical team to who is in need of their assistance.  **This button is not to be used for requesting first aide.** Please use your wireless apt on your phone or iPod to request first aide assistance. From a trained first aider. |
| **B. YELLOW BUTTON** | On pressing the yellow button, the Behaviour Support Team will be notified of the location of where support is required. |
| **C. GREEN BUTTON** | When pressed the green button cancels the call out request. On pressing the green cancellation button it will beep and the LED light on the unit will stop flashing. Only press the cancellation button when support arrives. |
| **INFRA-RED**  **BUTTON** | This is for the portable call systems and can be used for individual pupils to support transitions if and when needed. |