



Behaviour Policy

Autonomy, Independence and Enjoyment

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Approved by: FGB

Date:

Last reviewed on: December 2024

Next review due by: January 2026

Uffculme Behaviour Policy 2024/2025

Contents

1. Policy Aim
2. School Mission
3. Key Beliefs
 - Supporting self-regulation and positive behaviour
 - The Quality of our Relationships
 - The Quality of our Provision
4. Other Behaviour Support
5. Rewards and Sanctions
6. Behaviour Which Occurs Outside the School Premises
7. Restrictive Physical Intervention
8. Power to Search Students Without Consent
9. Anti Bullying Strategy
10. Child on child abuse
11. Malicious Allegations
12. Self-Injurious Behaviours
13. Definitions used and understood at Uffculme School

Appendices:

- Appendix 1: Graduated Response Pyramid.
- Appendix 2: Behaviour and Wellbeing Checklist
- Appendix 2a: Communication and Environment Checklist
- Appendix 2b: OT Checklist

The content of this policy will be shared with all stakeholders and will be reviewed annually.

Uffculme Behaviour Policy 2024/2025

1. Policy Aim:

This Policy aims to:

- Detail a generalised whole-school approach to supporting students to express their feelings, thoughts, and emotions so that they can safely regulate their behaviour.
- Create an awareness of needs led behaviours and how to best respond.
- Provide a supportive framework to staff working with students with specific needs and/or mental health needs.
- Create an ethos where the entire school community feels safe, valued, understood, and respected.
- Be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

2. Our School Mission

“TO ENABLE ALL YOUNG PEOPLE TO LEAD A MEANINGFUL AND ENJOYABLE LIFE.”

At Uffculme School we aim to ensure that every student is supported in a fair, compassionate, safe, and dignified way.

3. Key Beliefs

At Uffculme School we want our Behaviour Policy to reflect insight and understanding of the complex and varying needs of our students. We recognise how these needs contribute to students' ability to self-regulate and how they impact on a student's ability to manage their behaviour so that they can engage with their learning and life in and out of school. We seek to incorporate a needs led, whole person, holistic approach to our work so that we ensure that we are reflecting and planning for the needs of our students. All students at Uffculme school have a primary diagnosis of Autistic Spectrum Condition with additional learning difficulties.

We consider that behaviours which challenge happen for a reason. Sometimes it is the only way a student can communicate. Behaviours which challenge occur for different reasons and are personal to the individual. This is why the response, reinforcement, redirection, or challenge employed will vary dependent upon student need. Consistency of approach is achieved through careful understanding of student need, rather than by using the same approach or deriving the same response for each student or student behaviour.

Students who display or are at risk of displaying behaviours which challenge might need support as detailed in the graduated response pyramid (see appendix 1). Any response to behaviours which challenge must be in the best interests of the student and must be legally and ethically justified at all times.

Uffculme Behaviour Policy 2024/2025

At Uffculme School we believe that:

- Our Students want to behave well: Our students are happy when their needs are understood and met. This allows students to self-regulate. Their effort to manage themselves and their behaviour should be acknowledged and recognised by adults and peers alike.
- Behaviour is a means of communication: All students must be supported to communicate their needs safely and appropriately using their words, actions and/or preferred communication system. How students behave provides us with important insight into how they are feeling. Uffculme school has a wide range of different communication styles, and we have many pre or nonverbal students. Many of these students use 'Augmentative and Alternative Communication' (AAC) systems to communicate their physical and emotional needs.
- With the right understanding and intervention, we aim to support all students to self-regulate and manage their own behaviours.
- Mistakes will be made. Mistakes are part of the learning process; we recognise that our students are all at different stages of the developmental process. We don't make judgement about it, instead we support students to get it right next time.
- Crisis is an opportunity to learn and grow.
- All our students have a diagnosis of ASC which will impact on how they learn to regulate their behaviour. Students at Uffculme school can find learning difficult. Learning new behaviours is a task just like learning to read and write.
- Teachers and school staff must also be given the opportunity to learn, understand and have insight into why our students become dysregulated and reflect on why/how this may impact on their behaviour. As adults we must consider the student needs and have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours. Staff at Uffculme School are encouraged to reflect on underlying issues that may drive or trigger behaviours in learners and to think about ways of responding in a non-judgmental and supportive way.
- This can be very difficult at times especially if a student is targeting or focusing on others with aggression. As a school we support staff to develop their emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond; Debriefs, Mentoring, Behaviour Surgeries, SLT, Educational Psychologists, Forward Thinking Birmingham. The greatest progress is achieved when we collaborate with parents/carers and other professionals to develop holistic strategies to support students to manage their behaviour safely and in a positive manner.

All adults at Uffculme school must be committed to developing their knowledge and practice and should be willing to share their skills and experiences with others.

Supporting Self-Regulation and Positive Behaviour:

➤ The Quality of our Relationships

1. Our relationships with each other are a key component in supporting students to understand safe appropriate behaviours and healthy relationships. Our Staff Code of Conduct details these expectations.
2. Achieving good, solid, professional relationships with our students is crucial. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport with students
 - Have high expectations of all students. Being ambitious for our students demonstrates our belief in them and supports them to succeed.
 - Always treat each student with dignity and respect by communicating carefully and clearly in a way that is accessible and appropriate.
 - Consider the function of the behaviour; staff should ask themselves 'why is the student behaving in this way and what need is not being met?'
 - Identify the strengths of the student. Identify these with the student and build on these strengths if possible. Where necessary advocate for the student.
 - Apologise if you make a mistake. You are modelling this for the students, and this will support you to build trust and respect.
 - Name and manage your own emotional reactions to students' behaviour. Demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a student.
 - Quietly but firmly hold appropriate boundaries.
 - Work as a team to get it right for the student, hearing colleagues perspectives and offering the same without judgement.
 - Seek support from wider professional networks to problem solve behaviours that challenge.
 - 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 student life experiences.
 - We use behavioural data to inform interventions and planning for them.

If it is felt that a student behaviour is not being effectively managed or supported, it is essential that individuals communicate this quickly to attract support from colleagues. Staff are aware that this is a sign of professional strength.

Ongoing issues should be referred to the Head Teacher.

Uffculme Behaviour Policy 2024/2025

Relationships with Parents/Carers

Uffculme School promotes working with parents, carers and family units. Parent/Carers should be kept informed of both positive behaviours and behaviours that challenge. We know that students are more likely to succeed if parent/carers and the school team work together. We recognise that each student has a unique set of circumstances and needs which require us to respond to them as an individual. Similarly, we understand that each family has their own dynamics and will be open and honest in our engagement with them, in order to reach the best outcomes for the student.

➤ The Quality of our Provision:

If we can meet each student at their point of need and developmental stage, it is more likely that behaviours which challenge will decrease or stop. Staff should have in depth knowledge of student need as detailed in their EHCP.

Students benefit from small class sizes within three curriculum pathways. Carefully differentiated/personalised learning within these three pathways, additional pastoral support systems and good quality teaching and resources enable students to have success. There is a strong emphasis on the use of positive language, modelling, and encouragement to build student's self-esteem and relationships. The school environment should be kept tidy, well maintained, and bright, with displays that promote positive engagement from students and value their achievements.

Communication systems should be in place and readily available for students. Staff are expected to know each student's sensory processing needs and have appropriate strategies and resources available to support the student to regulate and/or de-escalate.

Students will be praised appropriately at Uffculme School, recognizing that some of our students find praise difficult to accept. Staff will actively seek to grow students' self-esteem and empower them to succeed. Staff will provide feedback to students in a sensitive and supportive manner.

Our curriculum is creative, innovative and seeks to equip our students with the skills needed to make their own choices (Autonomy), have control over their lives (Independence), and to make safe choices in their leisure (Enjoyment). The environment, curriculum and staffing allocations are under regular review to ensure that we can provide a wide range of graded responses to students needs. All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a Nationally accredited behaviour management and physical intervention strategy.

The management of risk is the responsibility of all staff members. It will be expected that staff act proactively to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will

Uffculme Behaviour Policy 2024/2025

make a dynamic risk assessment and act with the student's best interests at the centre of their decision making at all times.

Staff should use:

Appendix 1: Graduated Response Pyramid.

Appendix 2: Behaviour and Wellbeing Checklist

Appendix 2a: Communication Checklist

Appendix 2b: OT Checklist

To support and promote a positive, safety focused ethos and culture Uffculme School uses site/class specific, needs led reward and monitoring strategies which encourages and rewards students who make positive behaviour choices. Uffculme school monitors the effectiveness of these strategies and uses student feedback at group and individual level along with headline data to ensure relevance.

4. Other Behaviour Support

It should be recognised that there is not always an easy way to manage students who present needs led behaviours which can, at times, be unsafe. Student needs, circumstances and context will influence how staff respond to a situation and the level of danger/risk perceived. The school expects that staff will make every attempt to de-escalate behaviours which are potentially dangerous.

Staff are expected to communicate calmly with the student and present themselves in a considered and controlled way. Any language used should be simplified and offer students opportunities to deescalate.

Staff should offer, alternatives or 'way's out' where possible to support the student to de-escalate. A healthy, trusting staff/student relationship is a key component when seeking to support a student who has been triggered and is escalating. Other techniques used may consist of diversion, distraction, reassurance, offering choices/time out, change of face, limit/boundary setting, humour, identification of emotions, prompting, caring gestures, proximity, directive statements.

Some students may be assigned a specific risk reduction plan (RRP). Parent/carers will be asked to contribute to the cocreation of the RRP. RRP's detail student needs and associated behaviours. It details how the environment should be adapted and how staff should communicate to best support to keep the student and others safe. The RRP's should be available to all staff. RRP's will be reviewed on a termly basis and/or following a significant incident.

All staff should seek to understand the underlying cause of a student's behaviour and whether any additional support is needed. Staff have access to a variety of resources and personnel to support their understanding. To support with this Uffculme school Staff have regular training on behaviour management. There is a wealth of material available at the school to support staff to develop their knowledge, understanding and practice.

Uffculme Behaviour Policy 2024/2025

Staff can seek peer support, support from SLT or attend regular behaviour clinics.

5. Rewards and Sanctions

Sometimes, despite best efforts the focus on positive regard may prove ineffective. As a result, sanctions may need to be put into place to support some students to understand the impact and/or consequence of their choices and to scaffold students to make better choices in the future. It is our intention that sanctions are reasonable, proportionate and are appropriate with an individual's age and specific needs. This will be considered along with any relevant Health and Safety considerations.

When contemplating a sanction staff must consider whether the student:

- Has an understanding of the instruction or expectation (eg safety)
- Was unable to act differently at this time as a result of their SEND (eg sensory dis-regulation)
- Has a tendency to act aggressively or erratically due to their SEND (eg control, fight, flight)

If any of these conditions are true, then advice should be sought from SLT before issuing any form of sanction.

If a student is sanctioned, then reasonable adjustments will be made to the sanction to account for any identified needs and/or disabilities.

Sanctions can only be issued by a permanent member of school staff who is familiar with and to the student.

Sanctions can only be awarded on the school premises or while the student is under the lawful charge of a member of staff.

Sanctions may take the form of:

- Withdrawal from the larger group and/or community
- Being spoken to by a member of the senior leadership team
- Telephone call with parent/carer
- Report/monitoring card or equivalent
- Internal time away. Student remains in school and completes work away from their class/group/community.
- Detention. With permission from parent/carers the student remains in school at the end of the school day or at break/lunch time to complete work as appropriate
- In some circumstances, following a Health and Safety assessment/dynamic risk assessment, certain activities may be untenable, e.g., swimming, after school club or off-site events.

Uffculme Behaviour Policy 2024/2025

- In the event of behaviours or actions being so extreme that the above sanctions are not deemed appropriate or sufficiently proportionate, it may be necessary to issue a student with a fixed term suspension or permanent exclusion. This can only be agreed by the Headteacher.

Some examples of behaviours that may result in suspension include:

- Continued high levels of aggressive, threatening, and disruptive behaviour.
- Serious and targeted assault of a member of staff
- Serious and targeted assault of a peer
- Serious and purposeful damage to the school and/or equipment/property
- Bringing weapons into school with the intention of using them to commit violence.
- Bringing illegal items or illegal/inappropriate substances into school with the intention to use or supply.
- Arriving at school in an intoxicated/drug impaired state
- Unfounded, malicious allegations about staff or students
- Bullying
- Refusal to address/remove gang related adornments or hairstyles.

Uffculme school acknowledges its legal duties under the Equality Act 2010 and in terms of safeguarding and supporting students with SEND. We collect behavioural data which is analysed. This information is used to identify any emerging patterns and/or trends, support individuals or groups of students, who require a particular proactive intervention. Dependent upon the types of behaviours identified interventions may include 1:1 pastoral session, specific therapies, group workshops and/or a referral to external agencies for support.

Behavioural overviews and detailed analysis of headline behaviours are reported to the Head Teacher on a termly basis.

6. Behaviour Which Occurs Outside the School Premises:

It may be necessary to sanction students for poor behaviour that occurs outside of school premises, where it is reasonable to do so. This includes behaviour that:

- Happens online.
- Occurs when taking part in any school-organised or school-related activity.
- Occurs when travelling to or from school.
- Occurs when the student is wearing school uniform or is in some other way identifiable as a student at Uffculme school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.

Uffculme Behaviour Policy 2024/2025

- Could adversely affect the reputation of the school.

All cases relating to 'behaviours outside the school premise' should be reported to SLT for their consideration prior to any action being taken.

7. Physical Interventions

Sometimes it may be necessary to use a restrictive physical intervention to keep students and others safe. This may happen if a student is about to hurt themselves or someone else. Any restrictive physical intervention used should reduce the potential and actual risk.

Restrictive physical intervention (RPI) should only ever be used as a last resort, it should be reasonable, proportionate, in the best interest of the student of a minimum amount of time. All RPI's should be recorded on Impero within a 24-hour period (or as soon as practicable) and in the Bound Book by the person who led the intervention. This system will be rigorously monitored throughout the year and findings will feature as a regular agenda item at SLT meetings. Reports should be 'concluded' (i.e., all participants have made their contributions) for review within 2 working days of an incident.

Numbers of restrictive physical incidents are reported by the head teacher to the Governing Body throughout the academic year.

Parent/carers should be notified by phone as soon as practicable if their child has required an RPI.

Uffculme School does not use seclusion or isolation as a means to managing behaviour. However, we recognise in extreme circumstances this may be necessary to keep the student/students safe. Any use of seclusion/isolation should be reported immediately to SLT and recorded on Impero within 24 hours of the incident. A summary of seclusion/isolation will be provided to governors via the Head Teachers written report. Any incident which is considered 'significant' because of the levels of violence used, amount of damage caused, police involvement or the time spent in seclusion will be reviewed within 24hours.

Parent/carers will be notified within 24hrs if any form of seclusion or isolation has been used.

Staff are trained to use 'Team Teach' techniques as the preferred positive behaviour management and physical intervention strategy. The following statement reflects the working realities and potential consequences when individuals are involved in an incident involving use of force.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews, Team-Teach Director)

Useful guidance documents regarding the 'Use of Reasonable Force' can be found here:

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/positive-environments-where-children-can-flourish)

Uffculme Behaviour Policy 2024/2025

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

[Uffculme physical intervention policy](#)

8. Power to Search Students Without Consent

In addition to the general power to use reasonable force described above, The Head Teacher and authorised staff only can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- illegal pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. It is expected that staff in these circumstances verbally communicate that the items are not appropriate or suitable for school and that they should be ‘handed in’. Staff need to be mindful that any further sanction or actions undertaken must be reasonable and proportionate.

Following series case reviews (Child X), Uffculme school SLT will ensure that in the unlikely event that a student needs to be physically searched, parents/carers must be contacted before any search is undertaken.

The Head Teacher will be notified of any unlawful item found. Unlawful items will be confiscated and stored securely. Where appropriate the Head Teacher will notify the Police and request collection and disposal of the item.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search. All searches (including negative searches) must be recorded on Impero.

Additional information can be found by following the link below:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](#)

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](#)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

Uffculme Behaviour Policy 2024/2025

[Equality Act](#)

9. Anti-bullying strategy

The aim of the anti-bullying aspect of the behaviour policy is to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Definition

The main types of bullying are:

- Verbal - name calling, racist remarks, sarcasm, spreading rumours and teasing.
- Indirect - spreading rumours, excluding someone from social groups.
- Emotional – being unfriendly, excluding, and tormenting (hiding books, threatening gestures).
- Physical – pushing, kicking, hitting, punching or any use of violence, racial taunts, nicknames, graffiti, gestures and theft.
- Sexual - unwanted physical contact or sexually abusive comments, taking images without consent.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Cyber bullying – all areas of the internet, such as email and internet chatroom misuse; mobile threats by text messaging & call; misuse of associated technology, e.g., camera & video facilities.
- Race, Religion and Culture – culturally insensitive names or images.
- Special Education Needs and Disability – focus made on someone’s individual needs.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, lateness, taking unauthorised or unusual absences or clinging to adults, and in extreme cases, may lead to suicide.

There may be evidence of changes in work patterns, lacking concentration or absence from school.

Students must be encouraged to report bullying that takes place in school and outside of school. A third of all girls and a quarter of all boys are at some time afraid of going to school because of bullying and staff will be mindful of this. We do not tolerate bullying of any kind.

All staff should be alert to signs of bullying and should act promptly and firmly against it in accordance with the school protocols.

The main feature of the behaviour and anti-bullying policy for dealing with bullying is prevention rather than cure. Correct levels of staff supervision during all unstructured times of the day mean that there are few opportunities for students to have anything other than a few moments away from direct contact with staff. Risk assessments are used to minimise the times these areas are not overseen.

Uffculme Behaviour Policy 2024/2025

We have a legal duty under the School Standards and Framework Act to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents, and students.

We are mindful of and will comply with the Human Rights Act.

Roles:

Should it be established that bullying has taken place, the student/students identified as being involved, will be interviewed by the Deputy Heads of School or Head Teacher. The parents/carers of all students involved will be informed. A clear caution may be issued concerning any repetition of the behaviour.

Staff:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached/witnessed the incident.
- A clear account of the incident will be recorded and given to SLT, and it will be recorded on Impero
- A designated member of SLT will interview all concerned and will record the add this information to the initial Impero report.
- Class staff will be kept informed.
- Parents/carers will be kept informed.
- Appropriate sanctions will be used as appropriate and in consultation with all parties concerned.

Students:

Students who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice.
- Reassurance
- Continuous support
- Being offered workshops and learning in development of self-esteem
- Being offered counselling
- Every effort is made to strengthen the position of the victim.

Students who have been identified as 'bullies' will be supported by:

- Discussing what happened and why they became involved in such behaviour.
- Establishing wrongdoing and need to change.
- Needs appropriate intervention programmes.
- Informing parents/carers to help change the attitude of the student.

Uffculme Behaviour Policy 2024/2025

If the bullying does not cease - the following disciplinary steps may be taken (see sanction summary above):

- Official warnings to cease offending.
- Exclusion from certain areas of the school
- Reduced timetable
- Fixed term suspension
- Permanent exclusion

Within the curriculum, we will raise awareness of the nature of bullying through inclusion in Wellbeing/RSHE and SMSC lessons, class tutorial time, whole school assemblies, wall displays focus days and subject areas, as appropriate, in an attempt to eradicate such behaviour.

It is recognised that while our system of supervision allows few opportunities for systematic bullying to occur, there are occasions during the school day when considerable psychological pressure can be exerted. The intent or nature of this form of bullying makes a positive intervention difficult. All student reports of such practice are drawn to the attention of staff during regular staff briefings and teacher meetings.

We seek to demonstrate publicly that bullying is totally unacceptable.

10. Child-on-child abuse:

Any response to any child-on-child abuse concerns or incidents at Uffculme School are managed in line with our Safeguarding Policy.

All Uffculme staff should adopt an attitude of 'it could happen here'. They should address inappropriate behaviour, as this can help prevent abusive/violent behaviour further down the line.

This is explained in paragraphs 51 and 457 of KCSIE 2023.

Staff should understand:

- The school's safeguarding policy and procedures
- Their role in preventing child-on-child abuse and how to respond if they believe a child may be at risk.
- The indicators of child-on-child abuse, how to identify it and respond to reports.
- The importance of challenging inappropriate behaviour between peers.

Any child-on child concerns or disclosures should be referred to the DSL or Deputy DSL immediately and should be recorded on IMPERO.

A response will be:

- Decided on a case-by-case basis.

Uffculme Behaviour Policy 2024/2025

- Underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it will not be tolerated.
- A designated member of SLT will take the lead, supported by other agencies as required.

11. Self Injurious behaviours

We recognise that our students may exhibit self-injurious behaviours. Staff will record this on behaviour frequency charts to understand patterns and antecedents. Interventions will be implemented in discussion with parents.

12. Malicious Allegations:

Any malicious allegations will be dealt with using the 'Managing Serial and Unreasonable Complaints' Policy.

This policy complies with section 89 of the Education and Inspections Act 2006.

Definitions used and understood at Uffculme School

- **Seclusion/isolation** (*Isolation is used interchangeably in DFE and OFTSED documents*): Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored, and supervised.
- **Withdrawal**: Moving somebody (sometimes forcibly) to a safer place where they can be actively supported, monitored, and supervised.
- **Timeout**: Allowing a person some time and space to calm down in an area where they present low risk and can be actively supported, monitored, and supervised
- **Agency**: The capacity to act
- **Behaviour**: Everything that we do. Behaviour communicates our thoughts, feelings, emotions, and needs. Behaviour is selected and defined by the environment.
- **Behaviour which challenges**: Behaviour which can be experienced as challenging to another person.
- **Crisis**: Loss of control. Support may be needed to keep the individual and/or others safe. Crisis is believed to be an opportunity to grow.

Appendices

B4

B4: SLT/DSL (Appendix D: Accidents/Near Miss chart)

What: A behaviour/s or incident which puts the student in immediate danger or at risk of harm e.g. child on child abuse.

Who: report immediately to DSL/SLT/SENCO

Where next: IMPERO, appropriate external agency, contact with parent.

B3: Class staff plus two (Appendix C: Frequency chart)

What: Persistent behaviours creating learning barriers e.g. absconding, damaging equipment.

Who: Class staff/SENCO/ELSA/Behaviour team/External agencies i.e. OT referral or Educational psychologist looking at strategies to support.

Where next: contact with parent/carer, frequency chart, in class reflection using ABC chart, ongoing support from appropriate staff e.g. SENCO, OT, behaviour team

B3

B2

B2: Class staff plus one (Appendix B: ABC chart)

What: Low level recurrent behaviours which disrupt learning consistently/frequently e.g. work refusal. No risk or harm.

Who: Class staff/SENCO/Behaviour team referral/Internal referral

Where next: message to parent/carer, in class reflection using ABC chart/update behaviour plan. SENCO carry out universal offer observation. Feedback to class staff.

B1: Class staff (Appendix A: Universal offer)

What: Low level behaviours e.g. work refusal. No risk of harm or danger.

Who: Class staff/those present with the student.

Where next: message to parent/carer, in class reflective discussion leading to an action/s to reduce behaviours.

B1

- Pyramid to illustrate the expected frequency of behaviours i.e. the most serious types of behaviour at the top/fewest occurrences of them.
- Most frequent behaviours are low level and require the response of class staff and some support from one other area such as the SENCO or referral to the behaviour surgery which would result in a bespoke intervention. Recording of these behaviours on IMPERO or a frequency chart is not necessary. Staff to update a behaviour plan where appropriate.
- Impact measured by a reduction in the types of behaviour in each category which will be demonstrated in/by the 'where next' measures. Staff seeking to reduce movement of behaviours from one level to the next.
- For each 'where next' step - staff to question how relevant/useful is the measure/the recording in enabling positive behaviours?
- Appendices to support the decisions made at each level of the pyramid.

Appendix 2a

Appendix 2a: Communication and Environment Checklist

Inconsistent	little evidence of strategies used consistently and effectively.
Emerging	most strategies in place but not used consistently by all staff.
Secure	Appropriate strategies in place and used effectively by all staff

Class:	Teacher:	Date:	Observation/self-evaluation completed by:
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Focus	Inconsistent	Emerging	Secure	Comment	Action
Adults communication:					
• Reduced language					
• Use of symbols/visuals					
• Giving time for pupils to process information					
• Responding to pupil's communication					
• Time given for pupil to process information					
Communication environment:					
• Calm and quiet					
• Appropriate room layout					
• Symbols/visual support					
Pupils communication:					
• Opportunities to communicate a variety of communicative functions					
• Symbols available/ALDs					
• Opportunity to use the appropriate form of communication (words, gestures, pointing to low or high tech AAC.					

Appendix 2b Behaviour Checklist

Inconsistent	little evidence of strategies used consistently and effectively.
Emerging	most strategies in place but not used consistently by all staff.
Secure	Appropriate strategies in place and used effectively by all staff

Class:	Teacher:	Date:	Observation/self-evaluation completed by:
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Focus	Inconsistent	Emerging	Secure	Comment	Action
<u>Belonging</u>					
• Space for the child in class – table, coat peg, etc					
• Evidence of child’s work on the wall					
<u>Communication</u>					
• Class timetable visible and referred to.					
• Individual timetable available (where needed) and referred to when needed					
• Communication boards available (where needed).					
• Adult using appropriate language for the level of the child.					
<u>Environment</u>					
• Predictable structure in place – child knows what is expected of them at each point in the day.					
• Learning tasks are appropriate for developmental level					
<u>Relationships</u>					

Uffculme Behaviour Policy 2024/2025

• Child answers questions on a 1:1 basis.					
• Child contributes in class during whole class discussion					
• Child seeks out particular adult for support.					
• Child seeks support from all adults in the room.					
• Staff offer attuned interactions with the child, responding appropriately to the needs of the child at that time.					

Self-reflection: What is working well?		Any additional comments:
Individual pupil feedback and suggestions:		
One target:	Action plan: How will it be completed? What support is needed?	Outcome: (Discussed on.....with.....)
To be reviewed on:		
Any input from other services: OT, SALT, Behaviour support		

Appendix 2c – OT Checklist

Inconsistent	little evidence of strategies used consistently and effectively.
Emerging	most strategies in place but not used consistently by all staff.
Secure	Appropriate strategies in place and used effectively by all staff

Class:	Teacher:	Date:	Observation/self-evaluation completed by:
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Focus	Inconsistent	Emerging	Secure	Comment	Action
Movement and touch seeking behaviours. Pupil is finding it hard to be still and to focus on tasks.					
<ul style="list-style-type: none"> Regular movement breaks 					
<ul style="list-style-type: none"> Regular opportunity for touch input –e.g. fidget toys, messy play 					
<ul style="list-style-type: none"> Trial of giving increased individual movement breaks <ul style="list-style-type: none"> Use of rooms and equipment Walks around school Additional playground time Errands 					
<ul style="list-style-type: none"> Shorter duration of learning tasks 					
<ul style="list-style-type: none"> Staff notice when pupil is starting to move more and read this as a cue for needing a movement break 					
<ul style="list-style-type: none"> Staff understanding of the need to provide the type of movement or touch input the pupil is seeking e.g. pushing, squeezing, rocking, head upside down, touching things (various textures) etc. 					

Uffculme Behaviour Policy 2024/2025

Sensory Processing Differences Simple supports and environmental adaptations for sensory sensitivities					
<ul style="list-style-type: none"> Staff consider how the sensory environment is affecting the pupil (touch, smell, visual, auditory, temperature) and make simple modifications: 					
<ul style="list-style-type: none"> Reduce auditory and visual distractions <ul style="list-style-type: none"> reduce visual display on walls reduce talking and noise nearby 					
<ul style="list-style-type: none"> Turn lights on or off? 					
<ul style="list-style-type: none"> Ear defenders or hat covering ears trialled (if noise sensitive) 					
<ul style="list-style-type: none"> Stagger schedule to avoid noisier times of day / noisier pupils 					
<ul style="list-style-type: none"> Use of wide brimmed hat/cap or sunglasses outside (if light sensitive) 					
<ul style="list-style-type: none"> Opening / closing the door or window. Opening closing blinds. 					
<ul style="list-style-type: none"> Ensure pupil can see when they will be touched. Use of firmer touch rather than light tickly touch (if touch sensitive) 					
<ul style="list-style-type: none"> Consider position in classroom: Do they need a screen, separate table, be away from peers who trigger them? 					

