

Behaviour Journey at the Link Primary School – 2018-2019



BEHAVIOUR VISION

As a whole school community we will provide strategies and approaches that support our students to take ownership of their behaviour and self-regulation.

Where were we?

- ✚ When using SOLAR to record high levels of behaviour we have worked on exploring how different people rate or gauge an incident e.g. what one person sees as extreme another may see as medium → moderating our behaviour judgements is an ongoing project
We have got better at detailing the incidents in terms of who was involved – this will help us really see patterns of bullying. We have previously anonymised some of our reporting e.g. a child was hit.
- ✚ A traffic light system was used for behaviour including green cards for positive social interactions and red cards for inappropriate actions. This system was beginning to phase out as pupil needs changed. It was decided in the SMSC learning walk and review of behaviour policy that this system no longer worked or was appropriate for the school.

Where are we now?

- ✚ The majority of pupils are responsive to behaviour strategies and our school policy
- ✚ Strategies include:
 - Green cards – celebrating positive social interactions and behaviour
 - Individual reward systems in class
 - SMSC / PSHCE curriculum addresses friendships, bullying, co-operation, sharing, danger, personal space etc
 - Assemblies – praise and rewards as well as exploring themes such as Theory of Mind at a level appropriate (similarities and differences between me and my friends)
 - Social stories and comic book conversations to address individual issues and concerns
 - Zones of Regulation framework is used within most classes
- ✚ There are pupils for whom these strategies are either too complex or who are unresponsive to them.
- ✚ The Zones of Regulation framework has been introduced to encourage pupils to take ownership of their behaviour and response as well as manage their own sensory regulation needs. The framework has been discussed in assemblies as well as in individual classes. This is a new project which is developing.

- ✚ Some of these children are in our complex ASD group 'Willow' class and their behavioural drives are sometimes sensory. Their level of social understanding means that they cannot access the rewards / sanctions in place for the rest of the school. Finding appropriate methods of managing their challenging behaviour when it occurs is an ongoing area of exploration for us.
- ✚ 3 pupils who find the challenges of demand difficult are currently being provided for within a hub team using quieter and calmer learning environments rather than being in a class of many pupils. These pupils will have 1:1 support and a curriculum which is tailored to their interests and motivators to maintain full engagement in their learning and in turn should reduce behaviours that challenge.
- ✚ A new cohort of pupils with attachment disorder have entered the school and have displayed episodes of extreme challenging behaviour. These pupils are currently working with high levels of staff 1:1/2:1 and as individuals (not whole class based) to assess the appropriateness of placement.
- ✚ Whilst we have some pupils who display behaviours that physically or mentally challenge we also have pupils who are quiet, passive children who choose to disengage from the class and their learning and these pupils need to have careful planning to increase engagement.
- ✚ Child centred personalised learning is at the heart of our small school and this includes managing and dealing with the behaviour of each child as it presents.
- ✚ 1:1 discussion time is given by AHT with teachers to discuss low level disruptive class behaviour (however this system is not optimum at present and is dependent upon teachers approaching the AHT and can be very adhoc)
- ✚ Increasing emphasis in staff training on mental health issues in pupils with SEN / ASD including staff research projects
- ✚ Each child has an individual risk assessment. Pupils are measured on a scale of 1 → 10 in terms of how challenging their behaviour is. This is updated termly. Some children who are on the higher levels of risk assessments have Positive Behaviour Strategy plans which are developed and shared with staff. Pupils below this scale point can generally be managed with the approaches and strategies used within school.
- ✚ Low level behaviour records have been implemented across the school to show pupils who may be causing disruptive concern in class; these need to be reviewed as not consistently used across all classes in same manner.
- ✚ We record incidents of **serious** challenging behaviour on our SOLAR incident area online; we can see patterns emerging and analyse the behaviour in this manner.
- ✚ Skilled professional with expertise in challenging behaviour / PDA working alongside teachers in school
- ✚ Termly reporting on behaviour data and any patterns emerging (AHT to HT / DHT)
- ✚ Termly Summary of behaviour (overview for governors) using red / amber / green system
- ✚ Termly reporting on: exclusions / pupils taken off role and any internal isolation
- ✚ Pictures of Me work within 2 classes has encouraged students to understand their needs and strengths.
- ✚ Ongoing safeguarding training – including new staff
- ✚ Information sharing on children in morning meetings for consistency

Where do we want to be? (during 2018-2019)

1. Staff teams to be proactive and confident in managing low level behaviours within a classroom and develop behaviour support as needed.
2. Behaviour lead having a greater understanding of each individual pupil's needs and challenges
3. Staff confident in moving and handling pupils in Physical Intervention techniques if necessary
4. Consistent reporting of SOLAR and low level behaviour incidents.
5. Whole school approach to behaviour management and regulation including Positive Behaviour Strategy/Regulation plans

How will we get there ?

Target	Action	Lead	Timescale	Impact (by July 2019)
1. Staff teams to be proactive and confident in managing low level behaviours within a classroom and develop behaviour support as needed.	<ul style="list-style-type: none"> • Half termly behaviour clinics with each class team- Nic facilitating staff being able to discuss pupils of concern. • Nic to observe pupils in each class in the week prior to clinic • Nic to coordinate any agreed strategies; reviewing their successes and also advising OT/SALT of any support that is needed to support the strategies. • Staff teams reporting concerns as they appear adhocly throughout the term 	Nic Staff teams	Every half term 1 clinic per class As needed throughout the year	<ul style="list-style-type: none"> • Staff will be more confident to implement common behaviour strategies with pupils of concern. • Behaviour management within each team will be consistent and appropriate for each individual • Any new behaviours of concern are managed quickly and with pupil's best interests.
2. Behaviour lead having a greater understanding of each individual pupil's needs and challenges	<ul style="list-style-type: none"> • Nic to observe all pupils in each class regularly over the year. • Half termly behaviour clinics with each class team- Nic facilitating staff being able to discuss pupils of concern • Nic to maintain a record of matters discussed and approaches undertaken • Nic to review SOLAR entries once a week to maintain a clear monitoring of high level incidents 	Nic	Half termly Weekly	<ul style="list-style-type: none"> • Clear overview by AHT of the behaviours that challenge across school • Potential patterns in behaviour can be seen quickly and addressed • A behavioural journey can be developed for each pupil to track patterns, progress, areas for development and successes.
3. Staff confident in moving and handling pupils in Physical Intervention techniques if necessary	<ul style="list-style-type: none"> • CPD- TEAM TEACH- beginning with staff who work with pupils who have highest need for Physical Intervention 	Sue D to organised	As soon as possibly viable for INSET	<ul style="list-style-type: none"> • Staff confident in moving and handling pupils in Physical Intervention techniques if necessary • Health and safety of all pupils is of highest standard during incidents of high level behaviours that challenge
4. Consistent reporting of SOLAR and low level behaviour incidents.	<ul style="list-style-type: none"> • Discussions with T & T upon how and what to record on SOLAR • Discussions with T around how best to record low level behaviours that disrupt classrooms, without increasing workload of teachers and ensuring the information is effective in its reporting 	Nic	Autumn 18	<ul style="list-style-type: none"> • Consistent reporting of behaviours at correct level of intensity • Consistent reporting across the year of behaviour levels
5. Whole school approach to behaviour management and	<ul style="list-style-type: none"> • Half termly behaviour clinics with each class team- Nic facilitating staff being able to discuss pupils of concern. • Nic to coordinate any agreed strategies; reviewing their successes and also advising OT/SALT of any support 	Nic Nic	Half termly Half termly	<ul style="list-style-type: none"> • Behaviour management within each team will be consistent and appropriate for each individual • Information for specific pupils will be

<p>regulation including Positive Behaviour Strategy/Regulation plans</p>	<p>that is needed to support the strategies.</p> <ul style="list-style-type: none"> • Nic to continue to oversee the Zones of Regulation framework with OT and SALT input so that it is implemented school wide. • Additional Positive Behaviour Plans to be written for pupils who display behaviours that need specific strategies. • Regulation plans to be written for each pupil in school 	<p>Nic/OT/SALT</p> <p>Nic/CT</p> <p>Nic/OT</p>	<p>Autumn 18 and ongoing</p> <p>Half termly</p> <p>Spring 18</p>	<p>available for all staff who work with them through PBS plan</p> <ul style="list-style-type: none"> • Holistic approach to behaviour management • Zones of regulation framework will be common place across school and reflect in general behaviour management strategies • All pupils will have a plan which aids them or staff working with them to understand their regulation needs and the impact upon their behaviour management
--------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------