



Wellbeing (Behaviour) Procedure

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Approved by: Local Governing Body

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This document must be read in conjunction with the OHCAT Positive Behaviour Policy- Academies July 2020 and The Link Care and Control Procedure

Intent

At the Link Primary School we value each pupil as an individual and adopt child centred approaches to all aspects of the pupil's journey within our school in order to achieve their maximum potential

Pupils need support for their whole wellbeing in order to feel happy, safe and develop positive self-image so they can learn and develop skills for life. Behaviour interventions which seek only to control the behaviours of pupils instead of trying to understand the meaning are likely to stop individuals from making the most progress in line with potential. It is our aim to support our pupils to understand and develop appropriate behaviours, regulation and support strategies so that they can be safe and protected as members of the school and wider community

In order to meet this we look not just at behaviours that challenge others but at the whole wellbeing of the pupil and support systems that we can provide or teach our pupils.

Many of our pupils have barriers which can limit their wellbeing within school or the wider community and we strive to support them in the following ways:

1. Build communication skills
2. Develop regulation strategies for pupils so that they are in the best emotional state that they can be
3. Understand what function the behaviour pupils are displaying serves and to support the pupil in learning more socially acceptable ways of expressing their feelings.
4. Develop social skills
5. Develop safety awareness

Terminology and definitions used within the document

Well-being

A state of being comfortable, healthy or happy

"a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"- World Health organisation

Regulation (emotional regulation)

The ability to exert control over our emotions and our responses to emotions

Dysregulation/unregulated

A lack or altered state of regulation

Behaviour

The way in which one acts or conducts oneself

Dysregulated behaviour

Behaviours which show the pupil has poor ability to control their response to the emotion they are experiencing within an acceptable range of expected emotional reactions.

Physical Intervention (PI)

Any handling techniques which are restrictive to a pupil these may include blocking/prompts/guides/escorts/holds

Implementation

Promoting positive wellbeing

It is important to note that all behaviours (whether positive or of a concern) are a form of communication. Our pupils all have speech, language and communication needs (SLCN) and therefore will all have some form of need in regard to communicating and often will need people to read their behaviour as a communication strategy they are using where formal systems are not easily accessible for them. It is important to note that most people when they hear the word behaviour will instantly let their mind linger upon those behaviours that classically challenge such as physical or verbal aggression; however as a school we recognise that for some pupils this might include passive behaviours. We strive as a school to address all behaviours which become a barrier to our pupils learning, this is why we have a policy that addresses the well-being of the pupil rather than just behaviours of concern.

Provision for well-being is provided in many ways; some provision is standard to all pupils and some pupils may require additional bespoke support

Standard offer	Bespoke offer
<ul style="list-style-type: none">• Individual risk assessment which includes positive wellbeing support plan (PWS)• Zones of Regulation work through RHE spiral curriculum• Therapy provision• Whole class wellbeing clinics• Regular staff training upon wellbeing• Staff training in Team Teach philosophy and positive handling techniques	<ul style="list-style-type: none">• Additional therapy support• Bespoke wellbeing clinics• Positive Handling Plan• Parental support• External agency liaison

Staff code of conduct related to wellbeing

Governors will:

- Monitor behaviour data through data dashboard and challenge the SLT appropriately with any concerns they have regarding data and/or pupil and staff wellbeing in relation to behaviours that challenge
- Maintain up to date knowledge of wellbeing strategies used within the school and any development areas which relate to their Governor Portfolio areas.

Academy Senior Leadership Team (Link Primary) will:

- Model, communicate and embed the school ethos and vision and values of wellbeing to all students, staff, volunteers, families and stakeholders.
- Ensure all staff have regular training related to wellbeing of pupils and provide positive behaviour training regularly including assessing the need to provide physical intervention training and positive handling to staff where necessary.
- Provide staff with appropriate equipment and staffing levels to safeguard themselves when working with pupils who have behaviours which challenge.
- Ensure that reporting and recording of incidents of behaviour that challenge are up to date and monitored for quality and accuracy.
- Ensure staff are supported mentally and physically when they have been involved in incidents of crisis including immediate and follow up debriefings and access to OHC&AT occupational health support.
- Regularly report behaviour data to OHC&AT Executive Senior Leadership Team and Governors.
- Produce and maintain a Physical Intervention Procedure (Care and Control Procedure) detailing any named physical intervention technique(s) used at the Academy, including staff training and authority levels with regard to the deployment of physical intervention

All staff will:

- Recognise that all behaviour (desired or non-desired) is communication and support students with empathy and in a positive manner
- Model acceptable behaviour (as stated within Staff Code of Conduct, teaching standards and staff charter) preferably using CALM style of communication
- Be responsible for having read and adhering to a pupil's individual risk assessment and wellbeing plan.
- Be responsible for reading and adhering to any wellbeing plans- such as sensory diets, regulation plans
- Be responsible for reporting any deregulated behaviours of concern to the appropriate body ASAP and within 24 hours (i.e. teacher, SLT, parent- this will vary upon whom the staff member is that is needing to report)
- Undertake relevant CPD that ensures they support student's wellbeing including around deregulated behaviours that challenge.
- Attend any relevant meetings related to a pupil's wellbeing when invited.

Forbidden staff actions

The following sanctions towards pupils/students are always prohibited, either on or off the school premises:

- *Corporal (i.e. physical) punishment in any form, including rough handling.*
- *Excessive shouting.*
- *Deprivation of food or drink.*
- *Restriction or refusal of contact with friends or familiar adults, except where it is an agreed plan or for protection.*
- *Wearing of distinctive or inappropriate clothing as a punishment.*
- *Use or withholding medication or medical treatment.*
- *The locking of a pupil/student in a room at any time even when accompanied by an adult*

(OHCAT Positive behaviour policy- Academies July 2020)

Classroom environmental support

Careful consideration is given to the cohort of pupils within a class group to be able to provide the best physical and emotional environment for pupil needs. This may include structure of the room/s, pedagogy, staffing support and reward systems.

Each class is individual and all classes reflect upon their individual vision and values in regard to wellbeing and deregulated behaviours and this should be displayed for all staff and pupils to see. Reward systems will be individualised to each class and pupil as necessary.

Curriculum and ethos support

Embedded within the school curriculum all pupils have the opportunity to study the Zones of Regulation ® framework which develops their understanding of emotions within themselves and others, regulation needs and strategies. Some students are able to learn how to recognise and regulate their own emotions and behaviours through this framework whilst others may need further adult support to do so. The spiral RHE curriculum (Appendix 1) supports the discrete delivery of this framework however the strategy and philosophy of the framework runs through all aspects of the school day.

Praise is an effective and powerful tool for developing self-esteem and confidence but it is important to note that this may not benefit all. We aim to develop a welcoming, warm, positive ethos and attitude to work and regulation. All staff should find opportunities to daily recognise and acknowledge success within their class. Families are encouraged to acknowledge success at home by sending in special moments which are celebrated within an assembly once a week. Celebration of success within school takes place in a whole Golden Book school assembly once a week alongside work upon regulation and social skills.

Therapy provision

As a school we have a broad and skilled therapy team who all commit to the wellbeing of pupils whether as part of a standard offer or as a bespoke package dependent up pupil needs.

Occupational therapy team support -helps pupils independently participate in daily life, manage their sensory needs and they advise on environmental changes in order for them to grow, learn, have fun, socialise and play so they can develop, thrive and reach their full potential which gives the pupils confidence and a sense of purpose and wellbeing. Work may include providing sensory diets, regulation equipment or advising classes on environmental changes to support our pupils in their regulation.

SALT team support – the Speech and Language team promote positive wellbeing through all their work as they develop the communication for pupils which will enable them to communicate their needs in an appropriate manner which is understood by many such as speech work, signing or ACC development. They also provide additional strategies and programmes which aid further such as Smile therapy (functional communication skills), the circle programme, expressive language groups, social skills groups,

Additional therapy support- for some pupils deployment of additional therapists supports their well-being including Roundabout drama therapy, Nordoff Robbins music therapy and also a PAT dog.

Individual risk assessments

All pupils within the school have an individual risk assessment which is updated as needed and at a minimum termly (Appendix 2) and contains the following information:

- The **risk assessment** assesses the risks in 4 main areas :
 1. Medical risks
 2. General school based risks (including PEEP if needed)
 3. Community based risks
 4. Regulation/Behaviour specific risks
- The **wellbeing plan-**
 1. Strengths and interests
 2. Triggers which alter regulation levels
 3. What pupil looks like in each zone
 4. Proactive strategies used – day to day
 5. Active strategies- put into place when regulation levels start to change
 6. Reactive strategies- strategies put into place when a pupil is in crisis
- **Positive Handling plan-** this will only be relevant for pupils who need some form of physical intervention and suggest techniques to use and avoid.

Wellbeing clinics

To ensure we promote positive wellbeing for our pupils the wellbeing/behaviour co-ordinator meets with all classes and the team at least once a half term to discuss any concerns they have regarding wellbeing and behaviours that challenge within the class. These meetings should involve a multidisciplinary approach so all staff working with the pupil can have input including therapists.

Where needed additional bespoke wellbeing clinics may take place for individual pupils.

During these clinics staff will focus upon what are the current challenges in regard to deregulated behaviours and then assess how to triage these behaviours into 3 different headings. Staff will then draw up an action plan for planned intervention moving forwards. A follow up meeting will be planned to assess progress and any new interventions needed (Appendix 3)

Working with parents and external agencies

As a school we recognise that generalisation of skills is a high priority for our pupils and therefore any well-being work and support offered in school will be communicated to parents/carers and any external agencies that the pupil is involved with such as short breaks or behaviour consultants/CAMHS.

School liaises with agencies such as CAMHS, educational psychologists and behaviour support agencies to derive the best outcomes for pupils when needed.

If needed school offer wellbeing bespoke support to families in the home which include communication support (SALT), sensory or independence support (OT) or behavioural support. Behaviour support at home

is considered very carefully in terms of how the pupil will react to school staff being within their home environment and if needed external support may be more appropriate such as local authority behaviour support services.

When significant changes to behaviour or regulation occur or physical intervention is used parents will always be informed via a phone call or the home school diary.

Physical Intervention

"Physical intervention should only be used:

- *Rarely and as a last resort*
- *When all other possible alternatives have been considered*
- *As part of a 'total response' to the pupils' behaviour (i.e. not in isolation)*
- *When the purpose of physical restraint is to restore safety*
- *When it can be justified as being in the paramount interests of the child and/or when the child is considered to be in immediate danger of harming self or others*
- *By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in the schools' positive behaviour management policy*
- *When it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour"*

(OHCAT Positive behaviour policy- Academies July 2020)

All staff have a legal duty of care to all pupils and in an emergency situation they may need to use physical intervention which is not part of a plan as the pupil has never displayed the need for this before. Any form of physical intervention that is used within school must be able to be justified under the 3 categories of use; that it was **reasonable, necessary and proportionate**- was it in the best interest of the pupil? Following use of physical intervention for the first time a Positive Handling Plan (PHP) must be written and agreed with parents.

Staff CPD is offered for staff through Team Teach courses Level 1 or Level 2. Level 1 courses discuss the theory and philosophy of a 95% de-escalation approach to behaviour support. The Level 2 courses include this 95% de-escalation but extend knowledge to staff of how to use positive handling techniques as a physical intervention as part of 5% restraint support. It is key to note that all staff have a duty of care to maintain pupil safety and intervene if safety is compromised. Where staff have been trained in Team Teach they should use their knowledge and skills from these courses to guide them in positive handling.

Whilst all care is taken when working with our pupils it is important to note:

"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- Founder of Team Teach

Monitoring and recording of wellbeing and deregulated behaviours

Monitoring of pupil wellbeing is highly valued and important to be able to support our pupils. Multidisciplinary meetings are essential for promoting effective monitoring and at other times it may be necessary to make further observations which collect data and can be analysed for patterns

This may occur in a variety of ways:

- Observations of the pupil by wellbeing/behaviour lead or external agencies

- Regulation recording charts which track changes in regulation for pupils over time or days
- Low level disruptive behaviour data recording charts
- Using SOLAR to report behaviours and deregulation of concern which is new, of concerning level of intensity, caused injury or needed physical intervention.

The wellbeing/behaviour lead will work closely with classes to decide upon the best style of observations to use for each individual situation. They also monitor all data collected through the following systems

- Daily checking and monitoring of incidents reported upon SOLAR and providing feedback and advice as needed
- Regular monitoring of SOLAR alongside the incident reporting system of Sheasure with the Principal.
- Collecting data recording sheets to analyse for patterns or support that may need to be implemented and the success of any implementation.
- Termly reporting to Governors of levels of deregulated behaviour, occurrence of physical intervention and conclusions that can be drawn from the data and the steps forward to support needs of pupils.

Persistent deregulated behaviours

It is possible that some pupils may continue to present with persistent deregulated behaviours that challenge e.g. injuring staff or extreme dangerous behaviours, despite all of the intervention work that has been placed within their Positive Wellbeing Support plan. As a last resort a fixed term or permanent exclusion may take place at the discretion of the Principal. The decision to issue an exclusion is never made in isolation and is always used as a last resort and discussed with staff and parents/carers.

Discriminatory behaviour

Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged within our behaviour records.

- The school specifically teaches the importance of valuing and respecting each other, differences, similarities and the respect for other beliefs and cultures
- Pupils are taught that all forms of discrimination are wrong
- All incidents of discriminatory behaviour are monitored

Related Policies

- Safeguarding & Child Protection Policy – with reference to KCSIE
- Equal Opportunities Policy
- Link Primary School – Keeping Children Safe Online Policy
- The Link Primary: Care and control Procedure
- OHCAT Positive behaviour policy- Academies

Relationship and Health spiral curriculum

The spiral curriculum sees pupils study the same overarching topics each year building upon their skills and knowledge as they grow.

AUTUMN TERM

- Relationships of family and friends
- Respectful relationships - Prevent/British values
- Zones of Regulation

SPRING TERM

- Healthy/unhealthy relationships including Zones of Regulation
- Online relationships (for relevant classes)
- Healthy lifestyle

SUMMER TERM

- NSPCC PANTS rule
- E- safety
- Zones of Regulation

- Pictures of me (relevant pupils)
- Growing up work (Year 6 only)

Link Primary School Risk Assessment 2021-22

Name		Date of assessment						
D.O.B		Review dates and colour coding of changes						
Class								

The scale of behaviour					
1	2 - 3	4 - 5	6 - 7	8	9 - 10
No problem in class or school	A few anxieties – predictable triggers	Can present challenges in certain circumstances	Outbursts likely. Can be calmed with strategies and familiar staff	On the edge of meltdown most days and 1:1 always required	Behaviour is primary need. At crisis level constantly

Year	Autumn scale point	Spring scale point	Summer scale point
Reception			
1			
2			
3			
4			
5			
6			

Has pupil ever required any form of positive handling/physical intervention?	Yes/No
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In an emergency situation staff may need to use any appropriate handling to ensure the safety and well-being of the child as part of duty of care but must report it.	If yes please see Positive Wellbeing and Handling plan sections below
Does pupil need any form of intimate care?	Yes/No If yes then please see general school based risks section below

Medical risks		
Possible Risks	Possible Impacts	Ways to Mitigate Impact
		•
		•
General school based risks (including PEEP if needed)		
Possible Risks	Possible Impacts	Ways to Mitigate Impact
Refusal to move during emergency evacuation i.e. fire alarm		PEEP
Community based risks		
Possible Risks	Possible Impacts	Ways to Mitigate Impact
		•
		•
Regulation/Behaviour specific risks		
Possible Risks	Possible Impacts	Ways to Mitigate Impact
		•
		•

		•
		•

Positive Wellbeing Support plan

Strengths and motivators: <ul style="list-style-type: none"> • 	Triggers:
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What I look like in different zones

			Out of control/angry

Proactive Strategies	Always in place and occur daily What environmental factors & skills teaching can we use to support the Learner?
	<ul style="list-style-type: none"> •
	To be used when regulation levels are increasing towards a crisis Ideas for calming, distraction and diversion

Active Strategies	<ul style="list-style-type: none">
Reactive Strategies	<p>During crisis</p> <p>Appropriate physical intervention is the last resort and must be planned for separately using the Physical Handling Plan.</p>
	<ul style="list-style-type: none">

Positive Handling Plan

In an emergency situation any staff may need to use any appropriate handling to ensure the safety and well-being of the child as part of duty of care however the holds below can only be undertaken by staff who are trained in Team Teach Level 2.

All holds must be reported on SOLAR and to parents

Physical Intervention	Try	Avoid	Comments
Caring c guides			
Help hug			
Single person double elbow			
2 person small person hold			
2 person Small person beanbag hold			
2 person Friendly hold			
2 person single elbow			
2 person figure of 4			
2 person double elbow			

2 person single elbow in seats			
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Plan seen and agreed by parents

Name _____ Signed _____

Bespoke individual wellbeing clinic

Name			
Date			
Present			
What is working well			
Barriers/ concerns			
Triage	What is a low concern for change	What do we want to change in future	What do we need to change now
			• .
Actions	What needs to happen	Who by	When by and is it complete?