



The **GALLERY** TRUST

A community of special schools

Behaviour Policy

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1.0 Aim of this policy

The aim of this policy is to provide clarity and guidance on Bardwell School's approach to positive behaviour management.

2.0 Philosophy

At Bardwell School we are respectful of our student's challenges and feelings, we celebrate their achievements and foster a positive atmosphere of mutual trust. It is our belief that by building strong, trusting relationships, our school community can strive to meet their aspirations.

3.0 Our values

We aim to support everyone in our school community to lead happy, fulfilled lives, with high aspirations for all. We are led by our values: Kindness, Collaborative, Equality, Trust, Aspirational and Individuality. More information about our values can be found at <https://bardwell.oxon.sch.uk/about-us/aims-and-values/>.

4.0 Our Approach

Our approach is underpinned by recognising the importance of emotional regulation and wellbeing as we seek to nurture positive behaviour in our students.

At Bardwell we recognise that all behaviours serve a function. We are professionally curious in our approach to identifying what unmet needs a behaviour may serve to communicate, and what accommodations and/or strategies of support we can employ to meet the student's needs and build their trust.

We focus on all students as individuals and we work collaboratively with parents, professionals and students themselves to uncover a student's barriers to learning and then to develop personalised strategies so that they can become confident, well-rounded individuals, who celebrate their own and others' unique strengths and qualities.

Our overarching goal for all students is to support them to develop independence skills, self-advocacy and be able to utilise self-regulation strategies.

We are committed to consistent approaches being embedded across our school so that students understand expectations.

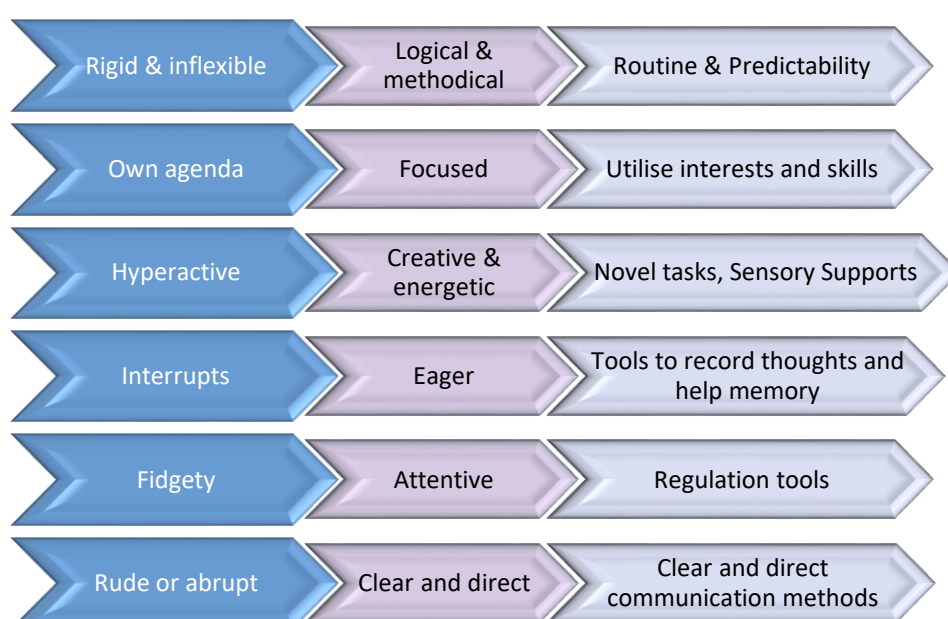
- Routines of the day (regulation time in the morning, communication of the daily timetable, discussing feelings / news from home, story time)
- Effective Communication
 - o Visual timetables
 - o Now and Next Boards
 - o Use of Total Communication Approach
- Processing and take up time
 - o Awareness of allowing time for pupils to process and consider instructions or direction.
 - o The principle that when regulated and engaged a minimum of 10 seconds will always be given for students to process information and requests.
 - o An understanding that when dysregulated, students processing is likely to be affected, and they may require greater processing time and may not be able to receive communication in the same way. Total communication approaches should be employed.
- Celebrating successes

- A culture of celebrating effort and achievement permeates our interactions.
- The end of each day is used to identify and share successes from across the day.
- 'Star of the Week' celebrates individual achievements across the week.

Staff use praise and encouragement and work collaboratively with students on work tasks to ensure success, gradually reducing the level of support given. At Bardwell we understand that whilst students may be motivated to complete a task when there is a reward at the end, their goal can easily become to complete the task as quickly as possible to earn the reward; this means they are less likely to explore, be curious, get creative, take chances or risks that might lead to not earning the reward. To enable pupils to be flexible, innovative and to learn to solve their own problems, our main aim is to build intrinsic motivation through support, encouragement and ongoing praise.

4.1 Respectful Language

At Bardwell School we use considered and respectful language when reflecting on behaviours, this underpins our solution focused approach. The table below shows (from left to right): commonly used descriptors, examples of descriptors we use at Bardwell School and what this may tell us about potential strategies and accommodations that may support students co/self-regulation.



4.2 Regulation Profiles and Planning

At Bardwell School we understand that when students are dysregulated, they will have 'Fight', 'Flight', 'Freeze' or 'Fawn' responses. Through observation and detailed regulation profile planning, staff support students proactively to avoid students getting to extreme dysregulation.

Where there are specific strategies required to support a student to be regulated, a Regulation Profile will be produced. The profile is produced in consultation with parents, school staff, other professionals and pupil voice. The profiles provide information on what

regulation looks like for an individual, functions of a behaviour, known antecedents and proactive strategies that have been identified to support the student's self-regulation or co-regulation and improve their quality of life. These are working documents and are reviewed following any changes that are observed in a child's regulation. Regulation Profiles are student focused documents which support staff to have high aspirations for each individual.

Planning at Bardwell School takes into consideration students Regulation Profiles, for example: movement breaks, positioning for activities, integrating movement into learning tasks, sensory supports, and environmental factors. Ongoing observations and dynamic risk assessment are also used, meaning planned activities will be adapted in response to a child's regulation. This could mean continuing a learning activity beyond the finish time for the lesson if a child is highly engaged and making great progress or changing focus if a child is disengaged and becoming dysregulated.

5.0 Touch and Restrictive Physical Intervention

At Bardwell School we recognise the importance of building trusting relationships and having secure attachments with caregivers. Our aim is for all children to have a stable base from which to explore, take risks and learn; this requires staff to be responsive to children's emotions and validate their feelings, particularly during times of dysregulation.

Touch is used in a very individualised way at Bardwell School, considering students: age, circumstances and needs; for example, a child who has sensory processing difficulties and may be tactile defensive to some forms of touch, would need a considered approach to supporting them when they are dysregulated. As with all aspects of our approach at Bardwell School, we pride ourselves on ensuring that behaviour support is carefully considered to meet each student's individual needs.

5.1 Contingent touch

Contingent touch is touch that responds to a child's cues and needs in a sensitive and appropriate way. Touch is the first sense that develops in the womb. Research has shown the importance of touch for children's cognitive, social and emotional development. Studies have also found that children who receive physical affection and feel safe, secure and loved; have lower levels of stress and anxiety and are more resilient in the face of life's challenges.

Appropriate contingent touch may include many different types of touch, therefore the below list is a summary but not an exhaustive list:

5.1.1 Contact touch through play – this type of touch is aimed at promoting positive relationships, intensive interaction, communication and high levels of engagement. Touch may include: catch and chase games; hand over hand / under hand support to physically access play such as building with blocks / cutting with scissors, placing a counter in a game; rough and tumble, physical support for actions songs/ nursery rhymes, holding hands for circle games. Staff consider age and developmental stages of students when engaging in play. Staff should not engage in touch games which mean taking a child's weight, lifting or carrying a child which could put both themselves and the child at risk.

5.1.2 Comforting touch – this is used when a child is distressed, anxious, frightened, sad, angry etc. This may be a hand on, or around a shoulder; a gentle pat on the back; squeezing and arm / hand/ foot, holding a hand, wiping a tear or sitting very close to a person. For young children this could be a hug, or sitting on a knee, although staff should consider the position of a child, so that they are side on and do not have full frontal contact. This type of touch is aimed at soothing and calming a child who is distressed.

5.1.3 Proprioceptive touch – this touch supports pupils to have better awareness of where their body is in space, be well-regulated and ready for learning. This may include body taps for counting / rhythm of songs; brushing programmes, massage, deep pressure; supporting the use of vibrating toothbrush for oral sensory seeking. Staff may work under guidance of an occupational therapist to provide individualised programmes of support.

5.1.4 Therapeutic touch – this touch supports pupils' physical development and can include passive stretches / helping a child to continue an active stretch to achieve their full range of movement as advised by therapists.

5.1.5 Encouraging touch – this type of touch is used to support children with understanding expectation, e.g. a guide towards the board if they are going up to take a turn in a learning task; a high five or fist bump to give praise or recognition, holding a hand / hand on a shoulder to reassure a child as they undertake a task. Encouraging touch can include holding a hand or a 'caring c' to support communication when moving between locations (i.e. from the school bus to the classroom, or from the classroom to the hall).

5.2 Restrictive Physical Intervention (RPI)

At Bardwell School staff are trained through Team Teach to be proactive, rather than reactive in their approach to managing behaviour. Staff use preventative strategies to support children to remain emotionally regulated. When a child becomes dysregulated, staff employ a range of de-escalation strategies to help students to co/self-regulate. Team Teach training includes a range of de-escalation strategies as well as RPI holds.

At times a child may be extremely dysregulated and demonstrate fight, flight or freeze behaviours which put themselves or others at risk. In these circumstances, staff may use RPI to support students to a place of safety. Staff must always consider whether the restrictive physical intervention is 'reasonable, proportionate and necessary' and they must only use RPI for the minimum time necessary.

In circumstances where a child requires RPI, staff report the incident to a senior leader and record the incident on CPOMS. Parents will be informed of the circumstances of the incident and the details of the RPI that has been used.

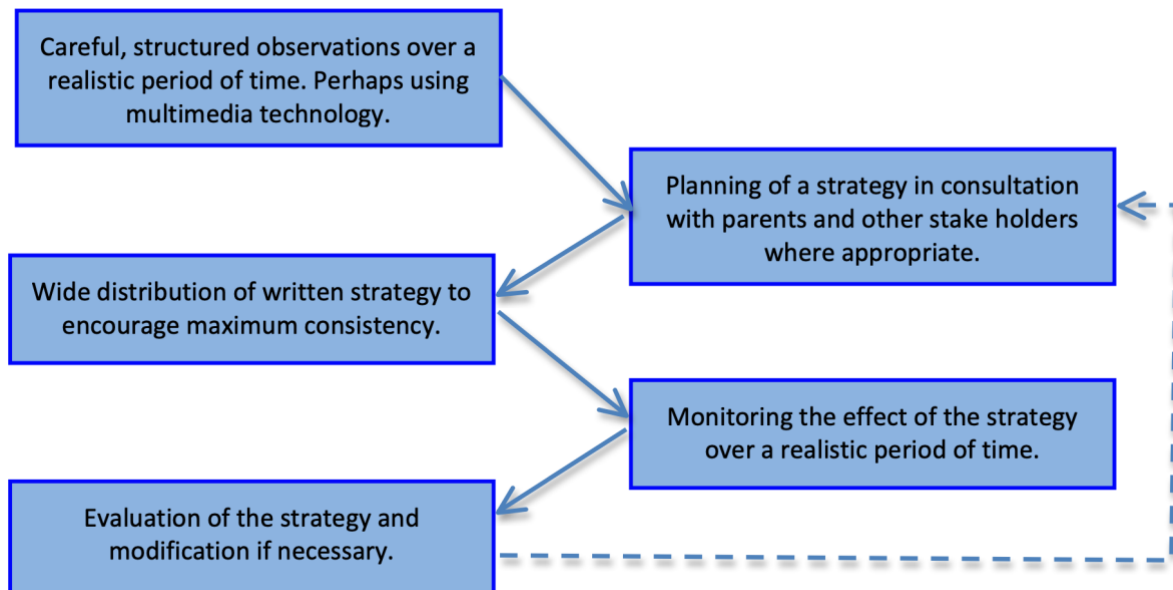
6.0 Recording and Analysing

All staff have access to CPOMS which is used to record behaviour incidents.

Senior leaders receive notifications of incidents recorded on CPOMS and any children showing increased episodes of dysregulation are discussed during senior leadership meetings. As required, senior leaders attend class team debrief to support the team on developing next steps to support the student. Communication with other stakeholders may also be required to provide greater understanding of the bigger picture (family, respite provision, social care, therapists, paediatrician, consultants).

Where a student is having frequent episodes of dysregulation and displays a range of behaviours, staff will be asked to complete an ABC or High Frequency Chart to log these behaviours. The information from these documents will be used to inform Regulation Profiles and plan supportive strategies.

7.0 Evaluating data and planning intervention



8.0 Implementation of this policy

The implementation of this policy throughout 2023/24 seeks to add further skills and knowledge to our staff team's toolbox. This will be achieved through training, guidance and modelling by leaders and staff across the school.

The school is moving from Individual Support Plans to Regulation Profiles; however, during this period, some pupils will continue to have Individual Support Plans whilst Regulation Profiles are being developed and implemented. Parents will be told when their child's Individual Support Plan is being withdrawn. Regulation Profiles are intended to be a working document which is reviewed following changes in behaviour. Regulation Profiles will be shared with all stakeholders during annual review meetings, following changes being made and during termly review meetings.