



Behaviour & Positive Engagement Policy

Date of last review:	2019	Review period:	Annually
Date of next review:	2020	Written by:	Brian Thomas
Type of policy:	Statutory	Committee:	FGB
Signature:			

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1. Introduction

At Wyre Forest School, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life. In essence we always strive to focus on how we can POSITIVELY ENGAGE our young people as opposed to simply focus on the presenting behaviours.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' and 'being safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

At Wyre Forest School, we recognise our legal and moral duty of care to protect our pupils and our staff and strive to achieve our mission statement of "providing a safe, happy environment in which all pupils can develop and achieve". We recognise that providing a safe environment where POSITIVE ENGAGEMENT is promoted is paramount. As Tom Bennet reported in March 2017, 'A more empowering and aspirational model is to understand that good behaviour surpasses merely minimising the negative and seeks to maximise positive behaviour, and...while increasing positive behaviour should be the aspirational goal of school leadership, this must be realised in conjunction with the reduction of negative ones.'

Wyre Forest School fundamentally believe that our focus needs to be on how we positively engage our young people in the curriculum and although we acknowledge that negative behaviours do happen it is our duty to identify how to reengage and support positive engagement within this pupil cohort.

The Equality Act 2010 acknowledges that the governing body has a duty in respect of safeguarding and supporting pupils with SEN.

We recognise that due to the needs of our pupils we will require a more sensitive and differentiated approach.

This also promotes our school values:

**Enthusiasm
Resilience
Honesty**

Teamwork Trust

Wyre Forest School is proud of our school ethos and approach to behaviour management that permeates our school environment. This is a development on our recent journey through the THRIVE approach model, incorporating Dan Hughes PACE model and adapted through the trauma informed schools model to gain a whole school understanding that it is the response of the adult supporting the young person that will impact on the repetition of the behaviour rather than adopting a more traditional punitive rewards and consequence approach.

In essence, the message is clear ... we want pupils, staff and visitors to know that Wyre Forest School is a **SAFE SPACE** and it is our responsibility to meet the pupil at the point of need and enable them to feel safe before we address any behavioural issues.

The governing body, Headteacher and SLT promote good behaviour and positive engagement and actively support this policy.

2. Behaviour As Communication

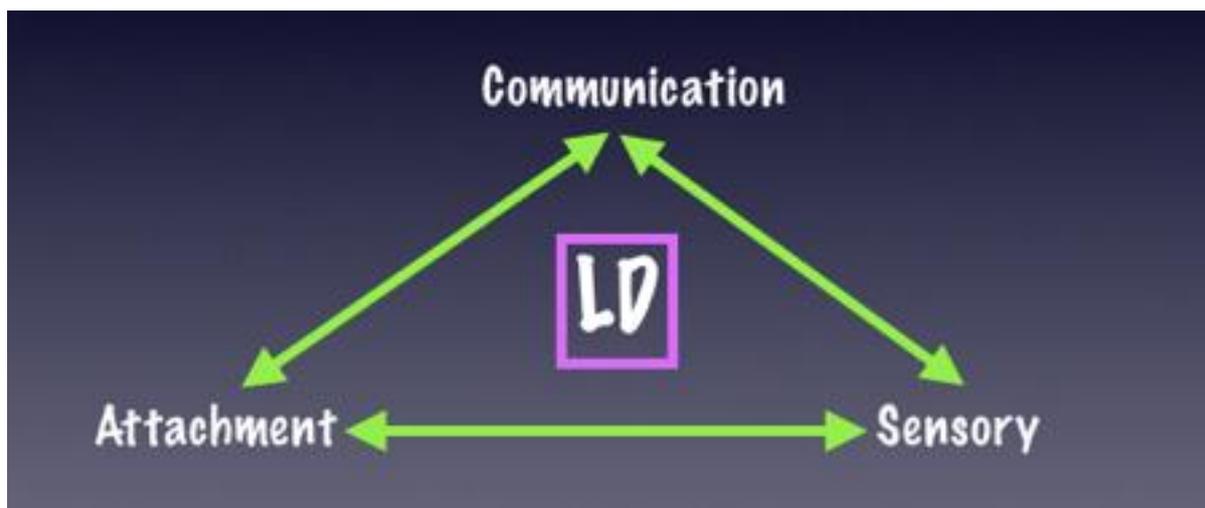
The Wyre Forest School behaviour culture is founded on the principle that we strive to ensure that all of young people are positively engaged and also understanding that ALL behaviour is a method of communicating emotions and feelings. We believe that feelings are closely linked to behaviour and emotions are key to the learning process.

EMOTIONAL READINESS IS FUNDAMENTAL TO ACADEMIC READINESS

Our school and residential curriculum also supports the development of emotional readiness with a comprehensive personal development programme being the catalyst for this. In addition, our commitment to British values highlights the importance of respect for each other and the importance of 'the law' in regards of 'challenging' and positive behaviour.

Our pupils are now much more complex than ever before and will display behaviours linked to complex neurodevelopment and neuropsychiatric disorders, co morbid developmental disorders and significant attachment and complex conduct disorders. We pride our work in this area and are continually reviewing and developing our practice to support our pupils with these new and highly complex disorders.

When considering pupil behaviours we use the following approach to identify the source of dis regulation and this can then allow us to focus our strategies around a focus area ...



3. Supporting Pupils to be Emotionally Ready

Wyre Forest School use four waves of intervention for behaviour to support pupils at differing levels of complexity of behaviour: classroom Culture, small group intervention and individual interventions and individualised curriculums. These are outlined in the table below:

Wave Number	What is it?	Examples
1	Classroom Culture	The class teacher manages the class in an empathetic way, addressing pupils' emotional needs. PET called to support class team in supporting behaviour with the key focus being on teams working with the young people to feel safe and able to remain in the learning environment.
2	Small group intervention	Pupils identified as requiring behaviour interventions are referred to the weekly pupil support meetings and also to the half termly intervention monitoring meeting.
3	Individual Intervention	
4	Individualised curriculum	In extreme situations where a young person finds it increasingly difficult to maintain positive relationships with peers an individualised curriculum may be devoted to support the young person more effectively.
<p>THE PRIMARY AIM OF ALL OF THESE WAVES OF INTERVENTION IS TO ALLOW A PUPIL TO BE "LEARNING READY" THROUGH PROVIDING ADDITIONAL SUPPORT FOR EMOTIONAL DIFFICULTIES</p>		

4. Celebrating Positive Engagement

All phases of Wyre Forest School (including Russell House) use clear and visual systems for recognising positive and challenging behaviours. These systems serve to embed what is “acceptable” behaviour and what isn’t and also encourage pupils to view positive behaviour as the norm. We passionately believe that ‘noticing’ and ‘responding’ to positive engagement is equally as important as focusing on the negative engagement and each phase has systems in place to support the recognition of engaging well. It is vitally important that our pupils are recognised for engaging positively and receive affirmation that their behaviour is the expected and approved way.

This recognition is graduated as the pupils move through school and becomes less tangible as the pupils grow older and the expectation is that pupils are able to self-regulate and conform to social norms in preparation for their transition into adulthood and beyond.

Russell House:

Pupils are supported to receive rewards at Russell House based around their personal likes. In addition, Russell House will nominate a ‘pupil of the week’ and a celebration event will be held to recognise this. For exceptional performance pupils can be referred to the headteacher who will present them with a headteachers award. In all situations where a reward is given to a Russell House pupil this must be recorded in the rewards booklet and saved on CPOMS as a positive behaviour.

5. Behaviour Support – Positive Engagement

In addition to the school systems for managing behaviours WFS also has a number of support mechanisms to enable pupils to self-regulate and develop awareness of their emotions. These include;

The Bridge Team – ‘The Bridge’ are a team of staff who are skilled in working with young people who disregulate on a regular basis. The team changes in size according to pupil need but will always have a minimum of 2 members of trained staff available to support pupils in crisis. ‘The Bridge’ is led by a teacher with a TLR responsibility who will liaise closely with the deputy headteacher for personal development, wellbeing and behaviour.

‘The Bridge’ and ‘The Cave’ – these are designated safe spaces staffed by ‘The Bridge Team’ and are an accepted ‘go to’ destination for pupils who require a space to ‘self-regulate’ away from the classroom or source of disregulation. This space is also the Positive Engagement TLR post holder’s office.

‘The Bridge’ is also a linking process that enables pupils to receive intensive emotional support packages whilst maintaining a connection with their class group.

School Therapists – WFS are proud to have access to a music therapist, a sensory integration therapist, an outdoors focused intervention teaching assistant and access to Riding for the Disabled that supports the needs of our most challenging pupils.

Emotionally aware staff – all staff have an awareness of the impotence of being emotionally ready before being academically ready and the school culture and ethos reflects this in the way pupils are supported in and around the classroom.

Pupil support meetings happen on a weekly basis and allow a class teacher to share behaviour concerns with a team of specialists and plan a response to behaviours and interventions to support the class in addressing the behaviours. This is attended by the headteacher, DHT for Behaviour, DHT for Teaching and Learning and also other specialists will be invited dependent on the need of the pupil. Further to this there is also a half termly intervention review meeting that reviews all positive engagement interventions and plans the next half terms intervention programme.

WFS also will commission specific pieces of work with Educational Psychologists as well as working closely with social care and health professionals including the CAMHS LD team.

6. Providing Clear Boundaries to Challenging Behaviour

Recognising and rewarding positive behaviour is vitally important but Wyre Forest School also recognise that pupils also require boundaries and limits to their behaviour in order to provide containment and security. It is important that pupils who intentionally contravene school rules or are persistent in displaying challenging behaviours have a clear system in place that serves to provide a boundary to this behaviour. It is important to recognise that due to the complexities of WFS pupils this approach has to be personalised from pupil to pupil but will ALWAYS be shared with the pupil prior to a situation happening so that pupils are fully aware of a given consequence. In addition, an important aspect of this process is the reflection time following an incident and the need to 'shine a light' on the behaviour to look at what could be done better in preparation for the situation occurring again. This is our simplified restorative approach.

Early Years:

Accessing communication strategies to support the needs of the pupils and providing the reinforcement of boundaries.

Lower and Middle School:

Some Lower and Middle School groups will use a zone board for some or all of their pupils. This is a decision based on pupil understanding of consequences and also the pupil's response to the zone board, e.g. our attachment focused pupils may see the zone board as a negative strategy that induces further shame and therefore will not be used for pupils in this situation.

Upper School:

As pupils move up through WFS we aim to adapt the response to behaviours to become more in line with the world outside of the school. Pupils are expected to be more aware of consequences within society for unsociable behaviours and strategies

for responding to behaviours will reflect this. Responses at upper and sixth form phase level will be more restorative and repairing to enable the pupil to recognise that negative behaviours do result in social consequences.

Sixth Form:

By the time our pupils reach the Wyre Forest School sixth form, we expect our pupils to display qualities of being an adult and the behaviour code is much more focused on self-regulation. This helps our sixth form students to prepare for adult life outside of school and encourages them to independently regulate their emotions.

Russell House:

School and Russell House work together to ensure consistency of approach across both settings. Residents may lose privileges and/or access to activities as a consequence of displaying negative behaviour. In rare cases of extreme behaviour it may be necessary to issue a short-term exclusion from Russell House or in cases where personal safety is compromised a resident's care package can be reviewed.

EXCLUSIONS

WFS pride ourselves on the fact that we do not permanently exclude pupils. In extremely rare situations when a pupils behaviour is repeatedly dangerous to other pupils and/or staff then an alternative and more appropriate education provision will be identified in conjunction with the local authority.

On rare occasions behaviour can be severe enough to result in a fixed term exclusion. This will only happen if it is in the pupils' best interest and will only be used to allow WFS to review the pupils existing curriculum and plan some modifications to the curriculum to meet the pupils needs more effectively. In situations where being excluded would risk an escalation of a safeguarding issue we will find an alternative strategy to support instead, e.g. internal exclusion off the school site.

7. Recording Behaviour

Wyre Forest School recognises that it is imperative that both positive and negative behaviour is recorded:

Positive behaviour is record on each pupils' profile on our 'CPOMS' management information system and can be used to produce an accurate picture of our pupils that can inform appropriate interventions and ensure that behaviour is positive. Over time, this also demonstrates the progress that our pupils are making towards regulating their emotions and moods in order to behave appropriately.

Challenging behaviour is also recorded in detail on each pupils' profile on our 'CPOMS' management information system. Where possible the following headlines should be used as guide to completing a CPOMS entry;

- any "antecedents" or "triggers";

- the nature of the behaviour and any effect that it has had (such as any injury or damage caused);
- the time and duration of the incident;
- the staff present and any witnesses;
- any consequence following the incident;
- the details of any debriefing offered to the pupil with details;
- the name of the staff member completing the form.

This information must be recorded within 24 hours of the behavioural incident occurring.

This information is automatically shared with the positive engagement team lead and staff can also include other key people into the incident report to share pertinent information.

Russell House staff must also complete the following records in addition to CPOMS following a significant incident with a resident; daily log, running log, message book, consequence book.

Risk Reduction Plans and Positive Handling

All staff employed at WFS will receive team teach training and in accordance with the positive handling policy and may have to use positive handling to keep pupils safe. This will only happen in 'last resort' scenarios when other strategies have been unsuccessful in reducing the intensity of the pupils behaviours. In the event that any positive handling has been used, the staff member involved in the positive handling must complete all sections within an incident report in the "bound-book". This is a legally binding record of the incident and response and must be within 24 hours of the incident occurring. The "bound book" is located in the reception office at Wyre Forest School and also within the staff office at Russell House and is required to be signed out. Any pupil that has been positively handled will need to have a risk reduction plan produced immediately and this needs to be shared and agreed by parents. All pupils who are at Russell House MUST have a Risk Reduction Plan completed before they can start at Russell House.

Monitoring Positive Handling at WFS

WFS is committed as a school to working towards a culture of zero positive handling incidents and it is important that all positive handling incidents are reviewed and discussed with the intention of ensuring that where possible the incident is not to be repeated.

Individual Behaviour Plans

Individual behaviour plans are produced by class teams for pupils who require a different approach to behaviour management than the phase specific strategy. In addition, pupils who exhibit significant negative behaviour on a regular basis, i.e. at least one significant incident per week.

IBP's serve to put the pupil at the centre of the behaviour and ascertain what we can do as staff to support the pupil in the most appropriate way possible. This will detail the transition from regulation to disregulation and then also the importance of the de brief following an incident.

IBP's will be monitored on a half termly basis as minimum by a member of the positive engagement team and it is imperative that these plans are reviewed, dated and amended as the pupils behaviour changes. In addition, parents need to sign and agree the IBP's.

Communication with Parents/Carers and Other Agencies

It is imperative that we maintain regular and positive communication with parents/carers and other agencies, e.g. social services, RRP's and IBP's will be shared, agreed and signed by parents when they are produced and/or updated and pupil and parental views gained throughout this process. When significant behaviours occur, it is the responsibility of the class team to ensure that parents and any other agencies are informed.

Reviewing Behaviour Documentation

WFS will review a pupils RRP following every significant incident. This may indicate that a review of IBP is required too. As a minimum every pupils RRP and IBP will be reviewed termly via a TaC meeting and this will be recorded and parents informed. Pupils at Russell House must have termly TaC meetings involving Russell House staff, school staff and a member of the pastoral team.

Priority pupils – 'The Critical Few'

Each half term we will identify a number of priority pupils or 'critical few'. These will be pupils who are demonstrating a high number or increasingly challenging behaviours and a more detailed and thorough analysis of behaviour will be actioned (see behaviour observation pro forma). Due to the high number of incidents that these pupil exhibit staff will record behaviours on the observation pro forma and then at the end of each day log onto CPOMS with the total number of incidents for that day. The deputy head teacher and positive engagement team will then receive a copy of the observation proforma and review this on a weekly basis (minimum).

8. Post Incident Support (Debriefing)

Wyre Forest School recognises that with incidents of challenging behaviour comes some difficult feelings and/or emotions both within our pupils and our staff. Without recognising the impact of such incidents on emotional well-being, pupils and staff alike can be left feeling neglected by those who are in a position to support them. For pupils, this may impact on their work within the classroom and for staff this can impact on their attendance in extreme cases. Therefore, our pupils and staff alike are offered debriefing and/or support following all incidents of severe challenging behaviour that occur both in the school and within the residential facility. Where possible, this is completed on the same working day or the following morning.

For staff: This can be accessed for staff by visiting our school counsellor within regular break-time sessions or through direct contact with a line manager or senior member of staff. This may include a discussion about the incident if it is known that this will not re-traumatise the staff member or where the staff member chooses to talk about this. This meeting is confidential and a record that it has occurred (or been offered) is retained by the school. In some cases, the meeting and its content may be recorded in confidential staff supervision notes (within the residential provision).

For pupils: This is completed following the de-escalation of the incident and how this is delivered is dependent on the individual's emotional needs. This may be carried out within a quiet area of the classroom by a class member of staff who has a supportive relationship with the individual or by another member of staff whom the pupil has a good relationship with. The post incident support might involve a discussion about the behaviour if it is known that this will not re-escalate the behaviour or re-traumatise the individual. The purpose of this meeting is to support the pupil emotionally and not necessarily to deliver any consequence or sanction relating to the incident although in many cases, the pupil may know what the consequence may be through consistent boundaries and any possible historic events. Staff may use the 'think, feel, decide and act' format or alternatively the THRIVE 'shine a light' document.

Other considerations: As well as severe challenging behaviour, it is important to ensure that appropriate post incident support is offered/given following a range of other events which may include (this list is not exhaustive):

For pupils:

- The witnessing of a significant event or incident.
- The witnessing of a significant accident or injury involving another person.
- An event that has made the pupil sufficiently scared or upset that it has caused a degree of trauma.
- Bullying.

For staff:

- The witnessing of a significant event or incident.
- An incident involving aggressive confrontation with another person.
- An incident of a disclosure of abuse being made by a pupil.

For staff in the residential provision, post incident support is also offered as part of the regular supervision process and there are set times that staff are able to discuss key concerns with their line manager as part of the agenda of this meeting.

9. Behaviour Monitoring

WFS values the importance of careful monitoring of pupils' behaviour. This is a multi-layered approach and includes the use of a variety of measures to demonstrate improvements in behaviour. In addition to the measurement of a reduction or increase in positive and/or negative incidents, WFS will also use impact on positive handling incidents, changes to a pupil's THRIVE assessment and also qualitative feedback from staff, parents and other key adults involved with the young person. On occasions where we do not see improvements in behaviour this will trigger a team around the

child review and alternative strategies discussed. It is at this point that external referrals will be actioned, including CAMHS, Early Help, Social Services, educational psychologists and even the Police.

The pastoral team oversee behaviour on a daily basis along with the PBDW deputy headteacher. On a weekly basis the pastoral team and therapists will meet to monitor progress of pupils accessing therapy and the deputy headteacher will meet with all therapists individually every half term. Finally, for pupils who are demonstrating a high frequency or intensity of behaviours they will be discussed at a pupil support meeting and reviewed weekly. In addition to this the governing body monitor behaviour on a half termly basis via the headteachers report and we also have a termly visit from the Positive Behaviour Team to address any behavioural issue as well as behaviour featuring on the agenda during our in-school MAD (Monitoring and Development) weeks. Russell House incidents will be reviewed weekly by the HoC and WFS Pastoral lead.

Please refer to the following policies in support of this policy:

- Anti-Bullying Policy
- Positive Handling (including Use of Reasonable Force)
- Searching, Screening and Confiscating Policy
- Allegations of Abuse Against Teachers and Other Staff Policy