

CITY OF ROCHESTER SCHOOL
POSITIVE BEHAVIOUR SUPPORT POLICY

This Policy, which applies to the whole school, is available on request from the School Office. All employees should read this policy in conjunction with our Staff Behaviour Policy (Code of Conduct).

Applies to all staff (teaching and support staff), students on placement, the trustees and volunteers working in the school inclusive of activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;

The Designated Member of Staff with overall responsibility for Behaviour Management is Mrs. Alicja Emmett (Headteacher) who also has oversight of Pastoral Care and Anti-Bullying at the school.

Availability: This policy is made available to parents and staff in the following ways: on the staff shared drive, and on request a copy may be obtained from the School Office.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Headteacher. The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date reviewed: July 2019

Date of next review: July 2020

Alicja Emmett
Headteacher

Claire Cooper
Chair of Trustee

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1 Introduction: Trustees and staff at our school are committed to making provision for the education and supportive social and behavioural care for up to 60 pupils aged 5 – 19. All pupils have an Education, Health and Care Plan (EHCP) and have been identified as being on the Autism Spectrum. This includes behaviour difficulties and a degree of comorbidity. It is recognised that many of the pupils have learning difficulties, including literacy and numeracy delay and specific difficulties, e.g. dyslexia.

Our school provides a caring and supportive learning environment where pupils make progress relative to their individual starting points and where all members of the school community feel valued, safe and respected. Our aim is to encourage pupils to develop personal, social and employable skills to enable them to become confident, independent and aspiring young people. Working with parents and carers is fundamental to the success of this policy. We expect reinforcement of positive behaviours out of school so that there is consistency of expectations and outcomes at all times.

2 Aims: Our aims are to

- understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively, provide a caring, safe and supportive learning environment, structures and strategies to empower the individual to manage his/her own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- treat all pupils with respect and fairness celebrating their achievements and support pupils to participate in their local community;
- understand that challenging behaviour has a communicative intent, recognise that the ultimate function of all behaviour is to get needs met appreciating that children on the autistic spectrum may have different needs and more limited means of achieving those needs;
- protect and keep safe the individual concerned and the other people around the child including staff;
- eliminate all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school;
- accept that the child has a right to make choices and express themselves using satisfactory means;
- teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and/or isolate them;
- understand that negative reinforcements and punishments are not successful appreciating that pupils learn from experiencing the outcomes of their behaviour i.e. the natural consequences;
- accept that if the child is well aware of the likely consequences of the behaviour and has the ability to make a choice, this is not a punishment or a sanction but is a consequence of his or her behaviour.
- understand that pupils learn effectively if they are motivated and positively reinforced in an environment positive reinforcers such as praise and encouragement are the norm;
- support each pupil to develop their emotional regulation skills through the use of highly visual strategies as laid out in The Incredible 5-Point Scale (see Appendix 9);
- support pupils with individual behaviour plans see Appendix 5, working with outside agencies such as mental health professionals to seek advice and support as necessary;
- detail strategies that support the development of positive behaviours (Appendix 1) and
- define roles and responsibilities of staff, whole school and the parents (Appendix 4).

3 Positive support: Positive behaviour can be measured on an individual basis. For some children behaviours that are deemed as negative can be seen as positive if they are showing a trend towards an improved outlook. This will be documented within the child's behaviour plan that has been agreed with staff and parents. Our School's Positive Behaviour Policy includes processes to not only track these trends but also to allow consequences for positive behaviour. These will include:

Pupil Rewards Ladder

Pupils are rewarded using Pupil Rewards Points as outlined below:

1. Points are rewarded for behaviour and achievement and for notable effort. Points are also awarded for making a positive contribution towards the school aims and ethos and going over and above

2. A single point is awarded for pupils achieving their daily targets. This results in a maximum of 5 points per day and 25 across the week. Bonus points can be given up to a maximum of 1 per lesson for notable effort – for example being helpful, excellent work, kind behaviour etc
3. 25 points for a Reward Slip – for going over and above. For example, outstanding/exceptional work in class, contributing in a positive way in school, helping others etc. Rewards and Recognition Certificates will be awarded by the Headteacher in class weekly. In addition, pupil achievements are recognised and celebrated during assemblies at half-term and end of term assemblies.
4. Pupils are also supported in their behaviour through our teaching and learning strategies, personal, social, health, economic education (PSHE) – inclusive of citizenship, along with their spiritual, moral, social and cultural development (SMSC).

4 Attendance Rewards: All pupils who have a half term attendance score of over 90% will receive a postcard addressed to their parents/carers congratulating their child on attendance. Those pupils who have a score over 90% will also be rewarded with a Bronze, Silver or Gold Certificate in accordance with the Rewards and Sanctions Matrix.

5 Reading Rewards: For KS1-KS3 each child will choose a book from the library to take home. These reading records will be displayed and logged on a reading race in each classroom. The reading race will be themed to the class name. The race will be for the individual pupil's astronaut to move from planet to planet every ten times that they read to an adult. Once they reach the sun (60 reads) they will start again at the first planet; however their astronaut will have a sticker dot to show they are on their second trip. Every time a child reaches the sun they will be able to choose a book from the book box to take home and keep or receive a book token. The aim of these rewards is to teach the pupils that positive actions result in positive consequences. This produces an environment where positivity is encouraged and will set the pupils up with a life skill that will serve them well in their future. We must remember that these behaviour traits may be rewarded for a child moving their behaviour in the right direction or for maintaining a good level of positive traits. Rewards should therefore be achievable by all pupils. All rewards will be administered in accordance with the Rewards and Sanctions Matrix. (see Appendix 8).

6 Class rules/school values: Each class will display five classroom rules/school values. These rules have been determined by the pupils and represent the core values of the school. (See Appendix 8).

7 Behaviour Management Recording (inclusive of CPOMS when it is established in the school): All behaviour will be logged on the school behaviour database. This will enable the school to analyse behavioural trends. These patterns and trends in behaviour over time will be evaluated and acted upon - shared with staff regularly, communicated/discussed with pupils and parents. Behaviour support plans are drawn up for all pupils identifying their individual needs and how the school will meet them. Parents/carers will sign to agree to strategies and interventions that are put in place for their child. Appendix 5 and Appendix 6 details the rationale for behaviour support plans and associated templates. Appendix 7 should be used to capture information on incidents and will be used as an analysis tool for supporting pupil's behaviour. CPOMS (Child Protection Management System) will be established in the school during the 1919 to 1920 academic year, replacing behaviour management paper records.

8 Sanctions: Our staff will do all they can to defuse issues and to deescalate potential incidents. Unacceptable behaviour results in consequences. These range from staff interventions, being sent to an appropriate adult for time out, and obtaining parental/carer interventions. Appendix 8 details a range of positive and negative behaviours and the rewards and sanctions applied to each. There is always a reason for negative behaviour and this must be explored and established before action is taken. Appendix 2 and 3 details strategies that staff should adopt in the prevention of challenging behaviour and how to manage your response. All rewards and sanctions will be administered in accordance with the charts in Appendix 8.

9 Monitoring: Compliance with the policies and procedures laid down in this document will be monitored by the trustees, who are responsible for the monitoring, revision and updating of this document on a yearly basis or sooner if the need arises.

10 Equality Impact Assessment: This document forms part of our school commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

11 Appendix 1 - Strategies that support the development of positive behaviours *(the following is not an exhaustive list):*

- Positive reinforcement – delivered at a level that is appropriate for the child
- The teaching of fun skills e.g. teach a child who struggles at play times to roller skate, juggle, ride a bicycle. Teaching of ‘functionally equivalent’ behaviours, e.g. those that allow the child to gain similar results to those gained by the less positive behaviour. Learning activities and tasks should be intrinsically rewarding wherever possible
- Reward schedules – rewards may be immediate and/or deferred (pupil gathers points toward an immediate/daily reward or saves these towards a long-term goal/reward). Rewards should always be appropriate, proportionate and delivered consistently as promised.
- Responsibilities that enhance a young person’s self-esteem and unconditional positive regard
- Social Stories / Comic Strip Conversations.
- Clear expectations and boundaries consistently applied – these should be regularly reviewed and agreed with the individual/group and presented visually wherever possible. This may be accompanied by a Contract, drawn up collaboratively between member(s) of staff and the pupil.
- Sharing of strategies and successes, particularly with parents/carers, in a manner that the child is aware of, e.g. postcard home, joint meetings and discussions.

12 Appendix 2 - Prevention of challenging behaviour – defusing situations: One effective way of preventing a challenging situation is ensuring that effective needs assessment, planning and risk assessment are in place. There are a number of techniques and approaches that can be used to defuse the challenging situation and reduce the consequences of such behaviour – the Team Teach approach will be used. Team Teach is an award-winning “positive handling” approach which helps support the management of behaviour in a positive way. It utilises a range of de-escalation and techniques which promote positive relationships in schools. Parents/carers of pupils will also have the opportunity to be briefed on this technique. Some of these are identified below:

- **Talk to the person** – Speak with the person and try to find out what they are thinking or feeling. Find out if the person is hurt, upset, annoyed or in pain. Try to discover what has happened to trigger the behaviour.
- **Comfort the person** – Often the person will be upset. Comfort them verbally and, if appropriate, by gentle physical contact. It is important that touching is appropriate and not interpreted as an invasion of space. Some people hate being touched and will react adversely. Use of techniques like Social Stories and Comic Strip conversations can be used to enable the young person to make appropriate choices.
- **Ignore the behaviour, but not the person** – Treat the person as if the behaviour is not occurring; however there is a risk that this approach will lead to an escalation of the challenging behaviour or additional challenging behaviours.
- **Interrupting and deflecting** – Try to get the person to focus on something else. Use humour or introduce something new. Doing something different can deflect behaviour and change the focus of a person’s attention. This technique cannot be used too often without the underlying functions of the behaviour being addressed, or it will lose its impact.
- **Rewarding positive behaviour** – Reward appropriately, with praise/attention, for any positive behaviour.
- **Allow the person time** – Access to a quiet place and giving the person some time to recover can be helpful.
- **Use the physical environment** – Ensure the type and layout of furniture and space enhances positive behaviours. If a person is being aggressive and it is safe to do so, place a table or chair to act as a natural barrier.
- **Monitor others’ behaviour** – Challenging situations often happen with others around. There is a need to manage others in such situations, and to ensure that they do not make matters worse.
- **Monitor and review** – Try to constantly monitor and review the situation. Subtle changes in behaviour or the environment can be used to deflect attention.

13 Appendix 3 – prevention of challenging behaviour – managing your approach/response: How you appear and behave are key variables in preventing the onset and escalation of challenging behaviour. Try to be aware of yourself and in control. In short, when faced with a challenging situation try to:

- acknowledge personal prejudices, emotions and feelings and appear calm and confident. Be aware of not appearing arrogant, challenging or aggressive; consider the causes of previous episodes of challenging behaviour;
- move slowly and purposely; identify a safe exit; keep proper space and distance; speak clearly and calmly. Remain relaxed and breathing normally; maintain eye contact but do not stare or show anger and
- utilise all Team Teach techniques to deescalate any challenging behaviour.

Self-injurious behaviour (SIB): This is any behaviour initiated by the individual which results in physical harm to that individual. Ritualistic, routine-led behaviours are often connected with self-injurious behaviour. Physically intervening to stop self-injurious behaviour that is part of a routine is often counter-productive as the young person being supported may try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.

Whilst distracting the person can be successful, sometimes the best support strategy is to ensure that they are safe and comfortable, but make no direct intervention until the episode is over. This can result in shorter episodes with less likelihood that the self-injurious behaviour will escalate and result in serious injury. Where possible, such supervision without direct intervention should be agreed with relevant external parties such as parents and local authority. Although interventions will be teacher led, external experts will be consulted for advice for all incidents of self-injurious behaviour.

Physical intervention: Both Claire Cooper, who is the chair of the trustees and safeguarding governor, and Jennifer Daly who is also a trustee, are 'Team Teach' trainers and as such all staff are trained by them in physical intervention. Physical intervention is 'the use of force to restrict or restrain movement or mobility, or the use of force to disengage from dangerous or harmful physical contact initiated by a service user.' Physical intervention differs from manual guidance or physical prompting as it implies the use of force against resistance. The main difference is the manner of the intervention and the degree of force applied. When pupils cannot keep themselves safe, staff will help keep them safe and this may involve a physical intervention.

- Physical intervention will always be a last resort.
- The least restrictive procedures will be used at all times, with the minimum force for the shortest period of time.
- Physical intervention will seek to maintain the dignity of the service user, staff and others as far as possible.
- Physical intervention will take into account the person's physical characteristics, behaviour, and location, as well as the wider context and location of the event.

Unplanned physical intervention: The unplanned use of physical intervention refers to the use of force by one or more persons to restrict movement or mobility, or the use of force to disengage from dangerous or harmful physical contact initiated by another person without there being an explicitly agreed plan permitting its use. Whilst there will be occasions where unplanned physical intervention is needed to protect a person or others from significant harm, physical intervention should ideally be planned as far as possible and the different aspects discussed. It should be exceedingly rare for volunteers to have to physically intervene in unplanned situations. In general, managers will normally be aware of the possible need for intervention and should have plans in place to manage the situation. When physical intervention is required, regardless of whether the physical intervention is planned or unplanned, it should be undertaken within the guidelines stipulated in the Team Teach training manual.

Guidance where physical intervention is required: Staff should always carry out a dynamic (real-time) risk assessment. If staff use physical intervention(s), they should always:

- keep the person's airways clear, not inflicting pain on the person to gain control or use as punishment
- use deflection and redirection over continuous contact with the person
- consider their size, weight and height relative to the individual
- consider the behaviour of the individual and others including the location and context of the situation
- take account of ethics and the law.

14 Appendix 4 – roles and responsibilities

City of Rochester School's responsibilities are to:

- implement the policy and have in place and regular review to ensure it conforms to relevant law and guidance;
- ensure that local procedures are in place to implement this policy and monitor its effectiveness;
- implement the policy within the school, ensuring all pupils have an appropriate behaviour support plan/combined record;
- ensure all staff and volunteers have the appropriate training and supervision, particularly for staff who support pupils in the enhanced provision and pupils with extremely challenging behaviour and
- always have a debrief following physical intervention.

The Responsibilities of our employees have a duty of care that requires them to act in the young persons' best interest and to treat all young people we support fairly, with respect and understanding. This includes:

- having a duty to report any concerns about practice to the Headteacher, or if appropriate, to the Trustees;
- the Headteacher in conjunction with the Trustees regularly reviewing the Bound and Numbered Book and Accident Book and providing staff with additional coaching/further training;
- responding to all young people in a calm and positive manner;
- providing positive role models to all pupils ensuring that their behaviour reflects the good practice of the school;
- making clear that what they would like a pupil to do rather than overemphasise what they do not want them to do – for example “{Name} feet on ground”, “{Name} hands down “ and make these instructions short and to the point;
- valuing every young person, even if their behaviour needs a high level of support recognising a range of feelings, both positive and negative and to develop their emotional regulation;
- working as a team, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach across settings and
- following guidance given along with requesting support and advice when necessary.

Responsibilities of parents/carers are to:

- notify the Headteacher of any serious incident and to follow the appropriate school procedures concerning incidents and accidents and [parents/carers informed following a physical intervention;
- ensure that the SLT support staff and have the opportunity for post incident debriefings;
- Parents/carers are informed following a physical intervention which is logged into the Bound and Numbered Book;
- keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being, including changes to medication that could result in a change of behaviour;
- support the school positively so that pupils are treated fairly and consistently;
- ensure that positive behaviours are reinforced out of school and at home;
- understand the school policies and their role in the home, school context and actively support Behaviour Support Plans.

15 Appendix 5 – Behaviour Support Plans (BSP):

All BSPs should be written in line with the following principles:

- The school will use planned, agreed and risk-assessed approaches to support challenging behaviour.
- BSP's are drawn up by the staff who know the young person well and the young person, with advice from other staff and professionals when appropriate. Plans will be shared with families/carers.
- All plans identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours.
- The BSP should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.
- The staff team will use functional analysis or motivational assessment to inform strategies and interventions identified in the BSP. All strategies used will carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.
- Each pupil's BSP is reviewed as and when required according to individual need. The relevance and effectiveness of each plan will be assessed at least annually and modifications made as necessary. Multi-agency meetings provide an opportunity to review the young person's plans.

Before completing a BSP:

- Identify the behaviour(s): be specific, when identifying the behaviour be very specific, you should always be able to answer yes or no to the question “Is the behaviour occurring now?”
- Prioritise: is an intervention necessary? Not all behaviour difficulties can, or need, to be tackled at once. Behaviours which endanger the child or others are always priorities.
- Assess the behaviour: you need to identify when, where, with whom and how often the behaviour occurs. What appears to cause/maintain the behaviour? Think carefully about the environment(s) in which the behaviour is likely to occur. What important results does the behaviour achieve for the pupil? In what situations does the behaviour never occur? Use an observational tool such as ABC charts over an appropriate period of time to help answer above questions.

- Identify what the pupil needs to learn – how can the pupil communicate the same thing and/or regulate their emotional state in a more acceptable way?
- What motivates the pupil? Effective re-enforcers are integral to the teaching of new skills.

16 Appendix 6 – Positive Behaviour Support Plan Template:

Name:

Date of Birth:

Class:

Disability:

PHOTO

LIKES AND DISLIKES

Likes:

Dislikes:

SENSORY ISSUES

TRIGGERS / CUES TO BEHAVIOUR

-
-
-

REWARDS / MOTIVATORS

GENERAL STRATEGIES

SPECIFIC BEHAVIOURS AND STRATEGIES

MEDICATION / DIET

	Name	Signature	Date
Teacher:	_____	_____	_____
Headteacher:	_____	_____	_____
Parent / Carer:	_____	_____	_____
Other:	_____	_____	_____
Review Date:	_____		

17 Appendix 6b – Child friendly Behaviour Support Plan

	Pupil:		Plan managers:	
	Teacher:		Start date:	
	Year Group:	Age:	Review date:	
I feel so relaxed 	I've got a problem 	I'm really upset 	I'm going to explode! 	I wasn't able to bring myself back. You could support me by e.g. <i>"Leaving me alone"</i>
What helps me feel like this?	Triggers:	Triggers:	Triggers:	
You can tell I feel like this because I show it by:	You can tell I feel like this because I show it by:	You can tell I feel like this because I show it by:	You can tell I feel like this because I show it by:	
Help me stay like this by:	Help me return to feeling good:	Help me return to feeling good:	Help me return to feeling good:	

What is a Behaviour Support Plan? This plan provides staff with a step-by-step guide to managing challenging behaviour. It is based on the results of a behaviour assessment, which can take the form of:

- Direct observation - e.g. ABC analysis
- Informant methods – “Identify your school trigger” form, information from parents and staff

Two important parts of the plan are:

1. Proactive strategies. These are used to make sure that the person has got what they need. They also describe ways to teach the person communication and other skills. Examples include:

- Look for triggers
- Teach skills e.g. a sign for “finished”, traffic light symbol, “I need a break” card/timer
- Be aware of how you talk to the pupil e.g. firm, funny and calm
- Adjust the environment e.g. dim the lights, tie hair back to stop someone pulling hair
- Rewards
- Routine and structure
- Boundaries

2. Reactive strategies are designed to keep the pupils and those around them safe. Examples include:

- Do not respond to the behaviour
- Give reminders
- Distract the person
- Give the person what they want
- Remove yourself from the situation e.g., leave the room

A good plan has more proactive than reactive strategies.

How to create a Behaviour Support Plan: Everyone involved with the pupil’s care should be involved in creating a behaviour support plan. Here are 8 key steps to make a plan:

1. Write a description of the behaviour(s)
2. Work out the reasons for the behaviour (see form “Identify Your School Triggers” and/or an ABC analysis)
3. Write **proactive “Green”** strategies to help the child stay happy and calm. Think about what new skills the person may need to learn to help them in the future e.g. a sign for “finished”, to wait for 30 seconds etc.
4. Recognise the early warning signs of the behaviour (when a person becomes anxious) and think about how to respond when you see these. This is the **active “Amber”** part of the plan.
5. Record the **reactive “Red”** strategies (what to do when the behaviour occurs) to keep people safe.
6. Record the **post reactive “Blue”** strategies (what to do after the behaviour), but be aware of the risk of the behaviour escalating again.
7. Get agreement from all the key people in the person’s life.
8. Review the plan. Is it working?

18 APPENDIX 7 – Child Protection Management System (CPOMS): CPOMS will enable us to improve our management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. It will also track referrals to external agencies, such as the NHS/CAMHS, Children’s Services, and the Police (including letters and phone calls) and inform us if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as pupils themselves. A meeting held, conversation with a child, or a decision to undertake a CAF, can all be recorded on the system, in a safe, secure and searchable record.

Within our School, any safeguarding concern or serious behaviour incident will be logged, with the relevant staff members notified. In some cases, actions are then required from staff to follow up on concerns or next steps from Early Help or other children services. Staff have welcomed the anytime - anywhere approach to recording of safeguarding and the ability to alert staff who may not be on site at the click of a button is very helpful in speeding up the safeguarding process, with information being date and time stamped within a chronological filing system. CPOMS can:

- upload documents such as risk assessments;
- assign cases to colleagues and hold them to account;
- track level of teacher use and hold them to account for not using the system;
- share information with colleagues;
- share CP files with other CPOMS schools;
- print CP files with other institutions;
- record physical injuries issues and
- generate reports and data about a variety of issues and categories.

What is CPOMS?: CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for Case Conference Meetings, Trustees and Ofsted at the touch of a button.

Builds A Chronology: CPOMS allows us to quickly, easily and above all else securely record all of the information we have on a child in one place. The chronology around a pupil is built automatically and trends are much easier to spot than they would be on bits of paper. Our staff from across school can add information to CPOMS allowing Senior Leadership Team (SLT) to take appropriate follow up action thereafter. CPOMS can be accessed from anywhere that has an internet connection and will display neatly across all devices (including tablets and smartphones). Reporting within CPOMS allows us to analyse our data. We decide what categories of information we would like to monitor.

ABC FUNCTIONAL ASSESSMENT CARD		
CHILD'S NAME: <i>Insert the child's first name or initials in this section.</i>		

ABC FUNCTIONAL ASSESSMENT CHART		
CHILD'S NAME: XXXXX		
GENERAL CONTEXT: <i>at the sink with her teacher,</i> YYYYY		
OBSERVER:	DATE and TIME: <i>8:20, Tuesday morning</i>	
Antecedent: <i>What Happened Before?</i>	Behaviour: <i>What Did You See or Hear?</i>	Consequence: <i>What Followed?</i>
YYYYY <i>instructed</i> XXXXX <i>to wash her hands...</i>	XXXXX <i>screamed and stamped her foot...</i>	YYYYY <i>spoke to her calmly and redirected her to pick up the soap...</i> XXXXX <i>continued to scream even louder...</i>
<i>Fill this section later: Circle the function(s) demonstrates by this behaviour:</i> Escape/avoidance <i>Get Attention</i> <i>Get desired object/activity</i> <i>Self-stimulation</i>		

ABC Functional Analysis		
Child's name:		
General context:		
Observer:	DATE and TIME:	
Antecedent: What happened before?	Behaviour: What did you see or hear?	Consequence: What followed?

Fill this section later: Circle the function(s) demonstrated by this behaviour

To Gain:	To Avoid	Sensory
Attention	Task	Sensory regulation
Control	People	
Preferred activity	Environment	Self-stimulation
Clarification	Other	
Acceptance		Avoiding external stimulation
Justice/Revenge		
Relief		
Other		

20 APPENDIX 9 - City of Rochester School Top 5 Classroom Expectations

Arrive at class on time and be ready to learn.



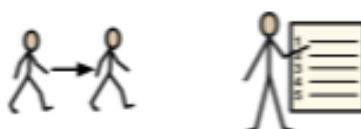
Understand each other's differences.



Participate in all activities.



Follow instructions.



Be polite and courteous at all times.



21 Appendix 8 – City of Rochester School – Rewards and Sanctions Matrix

REWARDS

ACTIVITY	REWARD	ACTIONS
Behaviour and Achievement in class 1 point for behaviour and achievement in line with pupil daily targets Bonus points can be awarded up to a maximum of 1 per lesson for notable effort – for example being helpful, excellent work, kind behaviour etc	Gold Certificate 220+ points £15 Token Silver Certificate 200+ points £10 Token Bronze Certificate 150+ points £5 Token	Points are logged by teachers onto a tally chart and accumulate to earn certificates and vouchers. Points are reset at the end of each 6 week term
Attendance and punctuality to school (half-termly)	+10 points for their class Mention at Assembly Bronze/Silver/Gold Award at the end of term (100% will be Gold Award) (95% – 99% will be Silver Award) (90% - 94%) will be a Bronze Award)	Awards presented by Headteacher or Assistant Headteacher end of term assembly
Reward Slip and Reward and Recognition Certificate for going over and above minimum expectations	Teacher gives out a Reward Slip. 25 Additional Points awarded for the individual	Slips to be handed to the Headteacher in order that certificates can be produced Rewards and Recognition Certificates awarded by the Headteacher in class weekly Postcard home
Achieving your Reading Goal	After 60 reads, choose a book from the book box or receive a book token	Certificate awarded at Assembly Book awarded to pupil or book token awarded to pupil Postcard home

SANCTIONS

BEHAVIOUR	SANCTION	FOLLOW-UP
Severe: Severe violence – for example assault on staff and pupils Aggressive threatening behaviour towards staff and pupils Possession of unauthorised items – weapons Possession/using drugs and/or alcohol Extremist behaviour	<p>Always ascertain the reasons behind the behaviour before any actions are taken.</p> <p>There are always reasons behind behaviours - In extreme circumstances, permanent exclusion & referral to LA – for example deliberate/targeted assault on staff member or another pupil</p> <p>Severe violence/Aggressive behaviour towards another:</p> <p>Assault on staff - exclusion – minimum of 3 days 10 behaviour points logged onto the system Possible Police intervention</p> <p>Assault on another pupil - exclusion – minimum of 2 days 5 behaviour points logged onto the system Possible Police intervention</p> <p>Possession of unauthorised items: Exclusion – minimum of 3 days Police intervention</p> <p>Extremist behaviour: Police intervention Exclusion – minimum of 3 days On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions</p>	Re-integration meeting with parent/carer Targeted intervention through individual mentoring by staff/intervention by therapy team as appropriate. Reparation meeting between all concerned parties On-going support via Pupil Wellbeing and Behaviour Coordinator

BEHAVIOUR	SANCTION	FOLLOW-UP
Serious: Verbal abuse Leaving school without authorisation Intimidation of staff (for example sexualised behaviour towards female members of staff) Bullying others – staff/pupils Damage to school property Continued refusal to work during lessons Smoking	Always ascertain the reasons behind the behaviour before any actions are taken. There are always reasons behind behaviours 5 behaviour points logged onto the system Criminal damage: Police intervention & compensation sought from parent/carer/ pupil Smoking: Items are confiscated and not returned. Parents/carers informed Bullying/Intimidation of Staff: See Anti-Bullying Policy – in extreme cases, pupils may be excluded from school for a period of time Leaving school without authorisation. Pupils will be spoken to, parents/carers informed. On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions	Targeted intervention through individual mentoring by staff/intervention by therapy team as appropriate. Reparation meeting between all concerned parties Meetings with parents/carers On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions
Moderate: Lateness to school and lessons Refusal to comply with mobile phone policy	3 behaviour points logged onto the system In addition: Lateness: Pupil required to make up the time during catch-up sessions after school if possible. Mobile phone policy: Policy reminder – pupil hand in or phone removed for remainder of the day. Phone handed in for the whole day with no access. On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions	Targeted intervention through individual mentoring by staff/intervention by therapy team as appropriate. Reparation meeting between all concerned parties Meetings with parents/carers On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions