

**CITY OF ROCHESTER SCHOOL**  
**POSITIVE BEHAVIOUR SUPPORT POLICY**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publicly available on the school website.  
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: August 2020  
Date of Next Review: August 2021  
Version No. 3  
Policy No 9:001

  
Alicja Emmett  
Headteacher

  
Claire Cooper  
Chair of Trustees and Safeguarding Trustee

1	Introduction .....	2
2	Aims .....	2
3	General School-Wide Positive Behaviour Support .....	3
4	Attendance Rewards .....	4
5	Reading Rewards .....	5
6	Skills Teaching .....	5
7	Focus on Function .....	6
8	Behaviour Management Recording Systems .....	6
9	Non-Uniform .....	7
10	Sanctions .....	7
11	Monitoring .....	8
12	Equality Impact Assessment .....	8
13	Exclusions .....	8
14	Appendix 1 - Strategies that support the development of positive behaviours .....	10
15	Appendix 2 - Prevention of challenging behaviour – defusing situations .....	10
16	Appendix 3 – prevention of challenging behaviour – managing your approach/response .....	11
17	Appendix 4 – Roles and Responsibilities .....	13
18	Appendix 5 – Behaviour Support Plans (BSP) .....	13
19	Appendix 5A - Behaviour support plan, identify your school triggers .....	15
20	Appendix 5B - Positive behaviour support plan .....	18
21	Appendix 5C- Child friendly Behaviour Support Plan .....	23
22	Appendix 6 - Functional Assessment Screening Tool (FAST) .....	25
23	Appendix 6A - Early Indicator Checklist .....	27
24	Appendix 6B - ABC Data Recording of Problem Behaviour Sheet .....	28
25	Appendix 6C - Positive Behaviours Self-Checklist .....	30
26	Appendix 7 – Child Protection Management System (CPOMS) .....	31
27	Appendix 8 - City of Rochester School 5 Expectations .....	32
28	Appendix 8A - What City of Rochester School Expectations Mean to our Pupils in Picture .....	33
29	Appendix 9 - My Reward Chart .....	34
30	Appendix 10 - Behaviour Response Procedure .....	36
31	Appendix 11 – City of Rochester School – Rewards and Sanctions Matrix .....	38
32	Appendix 11 - School Uniform .....	41

**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 always consistency of expectations and outcomes .

City of Rochester School is committed to School-Wide Positive Behaviour Support (PBS), a highly effective, evidence based approach to improve behaviour and quality of life for all pupils, that seeks to understand behaviour based on assessment of the social and physical environment in which the behaviour happened and to shape and encourage positive, wanted behaviours via skills teaching, environmental changes and use of positive reinforcement.

PBS seeks to avoid the use of punishment, not least because punishment:

- Is rarely effective in the long term
- Does not teach alternatives - 'what to do'
- Behaviours often still occur when the person delivering the 'punishment' is not around
- Often leads to escalating behaviour or people 'getting their own back'
- Limits opportunities for the person to behave appropriately (and for us to encourage and reinforce this)
- Tactics are often aversive and unpleasant
- Individuals can easily become habituated to punishment
- May not actually be 'punishment' (e.g. being 'spoken to' if the behaviour was functioning for attention)
- For sanctions that remove privileges, once it is gone (taken away) what's the point?

People with ASD think differently, therefore they require an approach that seeks to understand and support their individual needs, including if a behavioural issue has arisen. This is not to excuse or accept poor behaviour, but it is an understanding that punishing a student with ASD is often counter-productive since their behaviour difficulties usually stem from their lack of real understanding and / or skill deficits relating to identifying and communicating their own needs appropriately and tolerance of aversive environments. Clear expectations of behaviour will be shared, taught and practiced and each student will focus on one of the school expectations and school values, Confidence, Resilience and Success.

Every case is different and must be dealt with on an individual basis. Our approach to behaviour leadership is to look very carefully at what has triggered the reaction of the student in the first place, what has historically maintained that problem behaviour, and to work at ways of avoiding such situations by teaching new skills, thereby increasing tolerance and understanding of similar circumstances. Therefore, where needed, pupils at the school will have a behaviour support plan, written in conjunction with the pupil themselves, in order to share their triggers and possible problem behaviours with staff. During weekly wellbeing sessions behaviour patterns are looked at. For a very small minority of pupils who may display severe problem behaviour, a school Board Certified Behaviour Analyst will carry out assessment with an appropriate intervention plan developed and monitored.

## **2. Aims:**

### **Our aims are to**

- Treat behavioural difficulties and problems in the same way we treat all learning difficulties and errors: through understanding, patience and skills teaching;
- Understand the underlying factors causing and maintaining 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, identifying and communicating 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 punishments are not successful in affecting long term positive behaviour change, not least because they do not teach what 'to do', appreciating that pupils learn from experiencing the immediate outcomes of their behaviour i.e. the natural consequences;
- Support pupils to be in the most effective state for learning (happy, relaxed engaged and motivated) and ensure the wanted behaviours they display are positively reinforced in an environment where generalised reinforcers such as praise and encouragement are the norm;
- Understand that what is reinforcing for one individual on one occasion may not be on another occasion or for another person, and seek to identify and use positive reinforcement effectively in all school processes
- Support each pupil to develop their emotional regulation skills through the use of highly visual strategies as laid out in The Zones of Regulation.
- Support pupils that need a higher tier of behavioural support with individual behaviour plans see Appendix 5 - 6 working with outside agencies such as mental health professionals to seek advice and support as necessary;
- Train and support staff to understand behaviour and equip them with skills and knowledge to effectively manage problem behaviour using PBS approaches
- 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).

It is expected that employing general School-wide PBS strategies (tier 1 strategies), will enable the vast majority of pupils (the vast majority of the time) to regularly display positive, wanted behaviours. For a small minority of pupils or occasions, tier 2 or tier 3 support described further below may be required.

### **3. General School-Wide Positive Behaviour Support**

**(Tier 1):**

#### **a) Defining and Teaching Expectations:**

**School expectations/school values:** Each class will display five school expectations /school values. These expectations have been determined by the pupils and represent the core values of the school. (See Appendix 8). Rules are written so they focus on what 'pupils should do' rather than what 'not to do'. Expectations will act as a 'prompt' for staff to notice and acknowledge when pupils are displaying 'wanted behaviours' so these can be positively reinforced thereby strengthening them and making them more likely to occur in the future. Values, along with clear descriptions of what behaviour expectations they translate to in different environments, e.g. (hallways, classrooms, breaktimes, lunch hall) will be drawn up with pupils (see appendix 9). Staff will spend time at the beginning of each term reviewing these, school values and school expectations clearly taught using examples (what to do) and non-examples (what not to do), modelled by staff and practiced by the pupils in class. Staff will check that pupils can adequately discriminate behaviour that fits the expectations and values and that which does not with additional support and teaching where required.

**Activity / event expectations:** Expectations for specific activities or events will be treated in the same way as general class expectations (as described above). Expectations will always say what pupils are expected to do, with staff carrying out brief checks for discrimination of understanding of what expectations and school values mean before an activity starts. As above, staff will use expectations, as a prompt to praise and reinforce wanted behaviour.

**Positive behaviours skills self-assessment:** Pupils will have a checklist of positive behaviour skills which they will self-assess (with support from teachers) on a half-termly basis (appendix 6C). This will serve to remind pupils of the behaviours they need to display and identify those skills that they may be currently missing or not displaying often. Staff will work with pupils to

teach and practice skills they are missing or find difficult. Staff will also work with pupils on identifying triggers and to what emotional level. (appendix 5A)

#### **b) Differential reinforcement:**

Differential reinforcement involves positively reinforcing (strengthening) wanted behaviour, while not giving value to unwanted behaviour.

Staff will be given training, support and guidance to help ensure they do not give unwanted behaviour value (e.g. responding to behaviour functioning for attention with any sort of attention e.g. eye roll, 'having a word' or a reprimand). Where any low level unwanted, or problem behaviour occurs, staff will use the following strategies:

- Praise others displaying the wanted behaviour
- Remind (the whole class) of expected behaviour
- Give clear instructions to re-focus the class
- Look for pauses in the unwanted behaviour then (after a pause in the behaviour):
  - Prompt expected behaviour to the individual
  - Offer an appropriate 'way out' e.g. by prompting an appropriate alternative communication or strategy

Staff will use a range of generalised reinforcers such as varied, task specific praise, gestures (such as thumbs up, high 5's clapping etc.), stickers, points, at a high rate, and will seek to identify pupils individual preferences to increase the likelihood of an action (such as giving praise) being an effective reinforcer. A range of reward systems will be linked to points used as generalised reinforcers and will seek to motivate pupils to display positive, wanted behaviour.

Rewards will include:

- A reward to be individualised to each pupil and will be tracked on Sims Primary and pupils will have a copy in their journal for them to track their own progress. (see appendix 9)
- Points available daily will be limited to five per pupil from teachers spread throughout the day. Linked to School expectations and values and EHCP targets. What is needed to obtain a point will be personalised to each pupil based on their daily targets. This will be reviewed at the end of the day. Pupils can get 3 points maximum per day from their form tutor and 5 points maximum from SLT per week for going above and beyond for Confidence, Resilience and Success. SLT points will be given when a reward slip is received, and a recognition will be shown on the relevant reward tree.
- 100 points = Bronze badge – a postcard home, certificate, and a £5 book token  
200 points = Silver badge – a postcard home, certificate, and £10 Amazon voucher  
250 points = Gold badge – certificate, letter home and £20 Amazon voucher  
Points collected are on a rolling basis and prizes will be given as they achieve their point targets. When awards are achieved the pupils name will appear on the relevant scroll of honour.
- Pupils are also supported in their behaviour through our teaching and learning strategies, personal social health, and economic education (PSHE) inclusive of citizenship along with their spiritual moral social and cultural development (SMSC).
- End of day rewards – each class will have a jar and will have an object to represent our school values. Yellow for Success, grey for Resilience and blue for Confidence. This will be on teacher discretion and an object will be placed in the jar and at the end of the day will lead to whole class reward time.

#### **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 them on their attendance. They will also receive a Silver badge and certificate. Those who have a score over 97% will achieve a Gold badge, letter and certificate and an Amazon voucher £20.

**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 Matrix. (see Appendix 10).

Wanted behaviours will also be shaped and reinforced through use of time limited class-wide games such as:

- The Hero procedure
- You and me game
- Time teams
- Class secret mission
- The good behaviour game (see appendix....for game details)

## **6. Skills Teaching**

This policy acknowledges that problem behaviour is often the result of skill deficits, which may include, communication skills, emotional regulation, tolerating aversive environments and situations (including physical stimuli, waiting, accepting no), identifying own needs, social skills, yet also extends to academic skills deficits, where dysfluency in a topic or skill area may require excessive response effort and problem behaviours functioning to escape and avoidance of demands subsequently seen. Furthermore, academic skills deficits often result in unsuccessful learning experiences resulting in work demands or making errors becoming extremely aversive.

Staff will proactively identify skills deficits that are related to behaviour through use of the positive behaviour self-assessment checklist tool, use of hassle logs, observations during classroom learning activities, reviews of any behaviour incidences and teach these systematically through use of games, role-play, challenge tasks and board games. These areas will also be supported by the school's social skills and PSHE curriculum and through use of The Contented Child emotional regulation program. The school will also seek to ensure that academic task demands are sufficiently differentiated according to individual need, with clear step-by-step instructions, multiple opportunities for success presented with a focus on building fluency of precursor skills. School values and expectations will be displayed in all classrooms and around the building> These expectations have been determined by the pupils and represent the core values of the school (see appendix 8 & 9).

### **Tier 2)**

It is expected that a small minority of pupils (up to 15%) may require a more specific individualised approach to supporting their behavioural needs. The PBS strategies to be used in these instances are described in this Tier 2 section. These are students who regularly display problem behaviour that does not improve with tier 1 strategies alone.

Pupils who fall into tier 2 category will all have a Specific Behaviour Support Plan (BSP) and will use a daily support card. Incidences of problem behaviour that fall above 'low level or general disruptive' behaviour and would warrant recording on the school Behaviour Management Recording System Sims will be reviewed with the pupil after the event. Once the pupil has calmed down and is 'back to baseline', a non-judgemental tool for helping staff and pupils to understand why the problem behaviour occurred will be used.

## **7. Focus on Function:**

All behaviour serves a function, of either Attention, Escape / Avoidance, Access to tangibles (things or activities) or sensory, or a synthesised (combination of) function. Staff will be trained in processes involved with identifying 'function' of behaviour to ensure that the function of a problem behaviour is not inadvertently strengthened by staff responses to the behaviour and appropriate functionally equivalent strategies can be taught and established.

Identifying likely function of problem behaviour:

Data will be taken on instances of problem behaviour using an ABC tick sheet form. Information from here will be used to help determine common setting events, triggers and likely function of problem behaviour and inform strategies for developing an individualised Behaviour Support Plan, Pupils complete a identify my triggers form termly, this helps the school understand some behaviours and also identifies areas that need more support, pupils also take some ownership of their BSP and are able to see what they have become resilient to, different triggers. (appendix 6A,6B,6C & 7)

The Functional Assessment Screening Tool (FAST) will be used to help identify factors that may influence problem behaviour. Once per term, the school's Board Certified Behaviour Analyst will review ABC data, review completed FAST assessments and where necessary observe problem behaviour, to support staff with identifying and confirming likely function of problem behaviour.

Once likely function of problem behaviour has been identified, a functionally equivalent appropriate behaviour will be identified and agreed with the pupil with the aim to incorporate use into a Behaviour Support Plan (BSP) along with other relevant support strategies, which will be monitored for effectiveness. (See appendix 5,6A,B,C & 7) for further details of BSPS.

Staff will also complete an 'early indicators' checklist tool to identify early indicators of problem behaviours so that support, prompting, direction and guidance can be given to pupils at the earliest opportunity rather than after problem behaviour has occurred.

### **Tier 3 Support:**

It is expected that a very small minority (up to 5%) of pupils may need even more intensive behaviour support from a school Board Certified Behaviour Analyst. For these pupils, who may display severe and dangerous problem behaviour, including self-injurious behaviour, and a greater degree of environmental adaptations (e.g. work in a separate room or higher staff ratio) to ensure safety of self, staff and pupils, a BCBA will work with the school to conduct appropriate assessment and analysis and develop highly specific interventions as appropriate. For these pupils, data on frequency, context and magnitude of problem behaviour will be taken on an ongoing basis to ensure that interventions are appropriate and effective and staff will receive additional training and guidance as necessary to implement the interventions.

Positive behaviour can be measured on an individual basis. For some children behaviours that some may deem as negative be 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 themselves, staff, and parents

## **8. Behaviour Management Recording systems**

### **Behaviour Management Recording**

All behaviour will be logged on Sims. 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 details the rationale for behaviour support plans and associated templates. Appendix 6A, B,C & 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)**

CPOMS Was established in the school during the year 2019 to 2020 academic year, replacing behaviour management paper records. CPOMS has 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.
- rack 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 can 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 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.

### **9. Non-Uniform**

All pupils are expected to wear City of Rochester School uniform, however there may be instances where pupils are unable or cannot wear the uniform, for example if the child has a sensory need. Every effort will be made to compromise with the pupil/parents and the school, for example a sweatshirt instead of a woollen jumper, or a polo shirt instead of a shirt and tie.

### **10. Sanctions**

In line with a PBS approach and for the reasons described at the start of this document, sanctions will not be applied to problem behaviour. Where necessary and required, a range of systems will be used to support learning and affect behaviour change as described above in tier 2 and tier 3 sections. Severe problem behaviour will be risk assessed and interventions carefully monitored for effectiveness.

### **11. 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.

### **12. 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.

### **13. Exclusions**

Where problem behaviour is of severity and magnitude to have a significant impact on to self or others, City of Rochester School may need to apply the process of Fixed Term and Permanent Exclusions. Neither action is used lightly. Only the Headteacher has the power to exclude a child from school. If the Headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of Trustees. The school informs the parents how to make any such appeal.

### **Serious Offences and Exclusions**

Serious offences are those that may have a significant impact on the individual pupil or others in the school. Examples include:

- extreme or persistent bullying, racism or harassment.
- stealing.
- extreme or persistent violence, actual or threatened, against a pupil or member of staff.

- sexual abuse, assault or activity.
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism.
- going out of bounds.
- persistent misbehaviour when normal support measures have failed.
- carrying an offensive weapon.

#### **Procedure to be followed**

- Parents must be informed immediately by phone with a follow up letter.
- Parents must be notified of their right to appeal.
- City of Rochester School will ensure that arrangements are in place for work to be sent home.
- Arrangements will be made for a return to school interview that includes the parents/carers.
- A re-integration support plan will be put in place.

All cases of exclusion will be treated in the strictest confidence on a need to know basis and are not to be discussed outside the school

#### **Responsibilities of the School**

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Headteacher must inform the parent without delay. Before resorting to exclusion, the School will normally try alternative solutions (for example, a restorative justice process - whereby the harm caused to the 'victim' can be redressed). This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date.
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed.
- the parents' right to state their case to the Headteacher and if that is not satisfactory then to the Advisory Board and whom they should contact to do this, including the latest date that the parent may give a written statement to the discipline committee;
- the parents' right to see their child's school record and the Headteacher must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason. The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a child should be excluded for a fixed period, the Headteacher will provide the parent in writing with information as to:

- the period of the Fixed Term Exclusion.
- the arrangements, such as setting work, to allow the child to continue their education during the Fixed Term Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period Temporary Exclusion or to convert it into a Permanent Exclusion, the Headteacher will write again to the parent with the reasons for this decision. The decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or is an exceptional 'one-off' offence has been committed. Parental co-operation forms part of the contract between the school and all the parents at the school. The correspondence will be easily intelligible and in plain English.

#### **Appeals**

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Chair of Trustees, in writing, within one week of the letter notifying the parents or guardians of the exclusion. The Chair of Trustees will establish an Appeal Panel to consider the appeal.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Headteacher, shall be made

available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headteacher or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headteacher, who is the Proprietor. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

However, the final will always rest with the Chair of Trustees, who may or may not accept the recommendations of the panel.

The recommendation shall be communicated to the parents or guardian and the Headteacher. Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parents with the reasons for this decision.

City of Rochester School:

- requires all staff to use positive strategies for handling any unacceptable behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development.
- acknowledges that such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- ensures that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- supports each child in developing self-esteem, confidence, and feelings of competence.
- avoids creating situations in which children receive adult attention only in return for unacceptable behaviour.
- explains the effect of unacceptable behaviour, making it clear to the child that it is the behaviour that is unacceptable, and not the person.

When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for children to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to children's unacceptable behaviour. We do not use techniques intended to single out and humiliate individual children. Corporal punishment, which is strictly forbidden at City of Rochester School, is a criminal offence.

#### **14. 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.

**15. 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.

**16. 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. Self-injurious behaviour also serves a function as with any other behaviour and work is required to identify the function to ensure that staff responses are not inadvertently reinforcing this function.

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 Jenny Daly, who is a trustee, are ‘Team Teach’ trainers and as such all staff are trained by them in physical intervention. Physical intervention is ‘the use of techniques to restrict or restrain movement or mobility, or the use of techniques 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 always be used, 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 techniques by one or more persons to restrict movement or mobility, or the use of techniques 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.

## **17. 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.

## **18. 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.
- BSPs are informed by data and screening tools used to identify common setting events, triggers, and likely function of 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), likely maintaining factors, proactive strategies, active strategies, and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours.
- The main focus of any BSP should be Proactive strategies, this should be the largest part of any plan
- 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 assessment processes and a identify my triggers form with pupils supported by the schools BCBA 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 termly 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, describe what the behaviour looks like. You should always be able to answer yes or no to the question "Is the behaviour occurring now?" and 2 people with the same description of the problem behaviour should be able to agree when it happens and when it does not.
- 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 and FAST assessment over an appropriate period to help answer above questions. (appendix 6A, B, C, &7)
- 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.

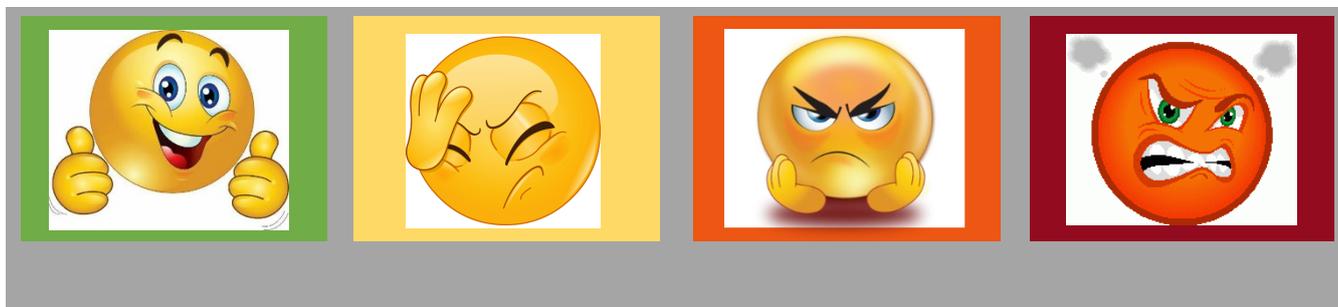
## Identify Your School Triggers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each item and answer honestly. Take your time as you complete this. Ask for help if you don't understand an item.

Rate each item from 1-4.

- 1 = Does not bother me at all/feeling fine
- 2 = Makes me feel uncomfortable/frustrated
- 3 = Makes me feel stressed/annoyed
- 4 = I'm going to explode/lose it/getting really angry



A teacher gives me feedback / constructive criticism.				
Someone or something interrupts me while I am working.				
A teacher tells me to correct a mistake.				
When I don't understand what someone is saying to me.				
When I disagree with a classmate.				
When a classmate asks for help.				
When a teacher tells me to do something.				
Group work with peers / classmates.				
When others make suggestions on how to do something.				
When one of my ideas is not included in a project /activity.				
When someone starts "small talk" with me,				
When I am excluded from an activity or conversation.				
Meeting new people.				
Getting a lower mark on a test, quiz, or paper.				
When someone points out a mistake I made.				
Greeting people.				
Being greeted.				
Taking tests.				

When I make a mistake.				
Getting to school on time.				
Writing.				
Wearing specific clothing				
Lots of noise.				
Fire drills.				
When a classmate disagrees with me.				
Surprise quizzes.				
Being shouted at by a teacher/pupil.				
When I am late to school.				
When I have to do something new or different.				
Hearing other people's music /radio.				
When others touch me (i.e. handshake, pat on back).				
Large crowds.				
When I have to wait for something.				
Teasing by others.				
Peer pressure.				
When my daily routine is changed.				
Loud places.				
Specific noises (i.e. beeping, humming).				
Certain smells (examples: perfumes, foods).				
When a teacher / authority figure tells me no.				
Changing classes.				
When I think or hear staff or other boys talking about me				
Sarcasm or teasing				
Bright lighting (i.e. fluorescent).				
When I have to do something in a different way from usual.				
Big classrooms.				
When I don't understand an idea or concept.				
When I don't finish something on time.				
Getting wet (i.e. hands, shoes).				
Field trips.				
When someone talks to me about something that I am not interested in.				
Some textures (examples: in clothing, paint, glue, chalk, food).				
Changes in noise level.				
Deadlines, time pressures.				

Sitting at a desk for a long time.	Green	Yellow	Orange	Red
When other people are talking near me.	Green	Yellow	Orange	Red
Small spaces (i.e. cubicles).	Green	Yellow	Orange	Red
Asking for help.	Green	Yellow	Orange	Red
When I am confused about a task / activity.	Green	Yellow	Orange	Red
When I have to follow specific instructions.	Green	Yellow	Orange	Red
Physical activity (i.e. P.E.).	Green	Yellow	Orange	Red
Large spaces (e.g. gyms, halls).	Green	Yellow	Orange	Red
When I have to organise my things.	Green	Yellow	Orange	Red
Somebody isn't listening to me.	Green	Yellow	Orange	Red
Something I don't like.	Green	Yellow	Orange	Red
Somebody says my idea first.	Green	Yellow	Orange	Red
When somebody is too near to me.	Green	Yellow	Orange	Red
Having to eat in front of people.	Green	Yellow	Orange	Red
Somebody else is sitting in my place.	Green	Yellow	Orange	Red
Feeling hungry or thirsty.	Green	Yellow	Orange	Red
Sight of blood.	Green	Yellow	Orange	Red
Too hot or too cold.	Green	Yellow	Orange	Red
Feeling tired	Green	Yellow	Orange	Red

## Identify your school triggers

Now that you have finished rating these items, identify your BIG TRIGGERS. These are items that you have scored as a "4". Write those down below and be as specific as you can. For example, if certain noises make you want to "explode", describe the specific noise that makes you feel this way.

### My top four are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Positive Behaviour Support Plan

<b>Name:</b>	photo
<b>Date of Birth:</b>	
<b>Class:</b>	
<b>Disability:</b>	

<b>Situations I find most difficult:</b>	<b>Behaviours I might show:</b>
<b>Early indicators to look out for: (take from early indicator checklist)</b>	
<b>Proactive strategies: (prevention strategies)</b>	<b>Active strategies: (when you see early indicators)</b>
	<b>Reactive strategies: (if the situation escalates)</b>

**Afterwards: (strategies for calming, restoring, and learning from incidents)**

**LIKES:**

**DISLIKES:**

**SENSORY ISSUES AND HOW TO MEET NEEDS:**

**REWARDS / MOTIVATORS**

**WHAT DOES THE PUPIL SAY THAT WILL WORK FOR HIM/HER AND HOW TO BEST SUPPORT THEIR BEHAVIOUR?**



**Name**

**Signature**

**Date**

**Teacher:**

\_\_\_\_\_

**Headteacher:**

\_\_\_\_\_

**Parent / Carer:**

\_\_\_\_\_

**Pupil welfare**

\_\_\_\_\_

**Review Date:**

\_\_\_\_\_

Example:



21. Appendix 5C- Child friendly Behaviour Support Plan

	Pupil:		Plan managers:	
	Teacher:		Start date:	
	Year Group:	Age:	Review date:	
<b>I feel so relaxed</b> 	<b>I've got a problem</b> 	<b>I'm really upset</b> 	<b>I'm going to explode!</b> 	<b>I wasn't able to bring myself back. You could support me by</b>
What helps me feel like this?	Triggers:	Triggers:	Triggers:	e.g. <i>"Leaving me alone"</i>
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
- Hassle logs
- Early indicators checklist
- FAST assessment

**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. Active strategies** are designed to be put in place at the very early signs of any problem behaviour, before problem behaviour has occurred, to prevent problem behaviour escalating

**3. 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 active or 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?

22. Appendix 6 Functional Assessment Screening Tool (FAST)

**FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior Problem: \_\_\_\_\_

Informant: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**To the Interviewer:** The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

**To the Informant:** After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

**Informant-Person Relationship**

Indicate your relationship to the person: \_\_\_\_\_ Parent \_\_\_\_\_ Teacher/Instructor \_\_\_\_\_ Residential Staff \_\_\_\_\_ Other

How long have you known the person? \_\_\_\_\_ Years \_\_\_\_\_ Months

Do you interact with the person on a daily basis? \_\_\_\_\_ Yes \_\_\_\_\_ No

If "Yes," how many hours per day? \_\_\_\_\_ If "No," how many hours per week? \_\_\_\_\_

In what situations do you typically observe the person? (Mark all that apply)

\_\_\_\_\_ Self-care routines \_\_\_\_\_ Academic skills training \_\_\_\_\_ Meals \_\_\_\_\_ When (s)he has nothing to do  
 \_\_\_\_\_ Leisure activities \_\_\_\_\_ Work/vocational training \_\_\_\_\_ Evenings \_\_\_\_\_ Other: \_\_\_\_\_

**Part I. Social Influences on Behavior**

- 1. The behavior usually occurs in your presence or in the presence of others Yes No
  - 2. The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. Yes No
  - 3. The behavior often is accompanied by other "emotional" responses, such as yelling or crying Yes No
- Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.*

**Part II. Social Reinforcement**

- 4. The behavior often occurs when he/she has not received much attention Yes No
- 5. When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) Yes No
- 6. (S)he often engages in other annoying behaviors that produce attention Yes No
- 7. (S)he frequently approaches you or others and/or initiates social interaction Yes No
- 8. The behavior rarely occurs when you give him/her lots of attention Yes No
- 9. The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity (If "Yes," identify: \_\_\_\_\_) Yes No
- 10. The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: \_\_\_\_\_) Yes No
- 11. When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: \_\_\_\_\_) Yes No
- 12. (S)he often engages in other annoying behaviors that produce access to preferred items or activities. Yes No
- 13. The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: \_\_\_\_\_ self-care \_\_\_\_\_ academic \_\_\_\_\_ work \_\_\_\_\_ other) Yes No

Adapted from the Florida Center on Self-Injury

- |                                                                                                       |     |    |
|-------------------------------------------------------------------------------------------------------|-----|----|
| 14. The behavior often occurs during training activities or when asked to complete tasks.             | Yes | No |
| 15. (S)he often is noncompliant during training activities or when asked to complete tasks.           | Yes | No |
| 16. The behavior often occurs when the immediate environment is very noisy or crowded.                | Yes | No |
| 17. When the behavior occurs, you often respond by giving him/her brief "break from an ongoing task.  | Yes | No |
| 18. The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. | Yes | No |

**Part III. Nonsocial (Automatic) Reinforcement**

- |                                                                                                                                                                                            |     |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 19. The behavior occurs frequently when (s)he is alone or unoccupied                                                                                                                       | Yes | No |
| 20. The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment                                                               | Yes | No |
| 21. (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior.                                                                     | Yes | No |
| 22. (S)he is generally unresponsive to social stimulation.                                                                                                                                 | Yes | No |
| 23. (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, mouthing, etc.                                                  | Yes | No |
| 24. When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.)                                                | Yes | No |
| 25. The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. | Yes | No |
| 26. The behavior seems to occur more often when the person is ill.                                                                                                                         | Yes | No |
| 27. (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis).                                                                                       | Yes | No |

**Scoring Summary**

Circle the items answered "Yes." If you completed only Part II, also circle items 1, 2, and 3

**Likely Maintaining Variable**

- |    |    |    |    |    |    |    |    |                                                            |
|----|----|----|----|----|----|----|----|------------------------------------------------------------|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | Social Reinforcement (attention)                           |
| 1  | 2  | 3  | 9  | 10 | 11 | 12 | 13 | Social Reinforcement (access to specific activities/items) |
| 1  | 2  | 3  | 14 | 15 | 16 | 17 | 18 | Social Reinforcement (escape)                              |
| 19 | 20 | 21 | 22 | 23 | 24 |    |    | Automatic Reinforcement (sensory stimulation)              |
| 19 | 20 | 24 | 25 | 26 | 27 |    |    | Automatic Reinforcement (pain attenuation)                 |

Comments/Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Adapted from the Florida Center on Self-Injury

23. Appendix 6A Early Indicator Checklist

<i>Common early indicators of Problem Behaviour – tick which occur</i>							
<b>Precision Teaching Kent – Problem Behaviour Early indicator Checklist Tool</b>	<b>Facial</b>	Clenched Jaw		<b>Vocal</b>	Growl		
		Nostrils flared			Talking at faster pace		
		Frown			Talking at slower pace		
		Screwed up face			Suddenly quiet		
		Biting lip			Other:		
		Teeth grinding			Other:		
	<b>Vocal</b>	<b>Facial</b>	Repeated blinking		<b>Physical</b>	Flops to floor / sofa / table	
			Biting / chewing cheek			Tapping self	
			Pulling ear(s) / face			Leg shaking	
			Rubbing ear(s) / face			Hand(s) flapping	
			Rubbing eyes			Arm(s) flailing	
			Shaking head			Foot tapping	
			Scratching hair / head			Picking at fingers	
			Eyes closed			Picking at toes	
Staring				Stomping foot / feet			
Other:				Hunches over			
Other:				Pinching self			
Repeated questions				Biting nails / fingers / hand			
Repeated words / phrase				Scratching self			
Repeated demands				Pacing up and down			
Disagrees / Contradicts vocally		Physically still					
Increase in voice volume		Other:					
Decrease in voice volume		Other:					
<b>Vocal</b>	<b>Vocal</b>	Huff		<b>Environmental</b>	Pulls at clothing		
		Moan / groan			Flicks / taps item(s)		
		Squeal			Knocks into objects		
		High pitched noise			Scratches / scrapes objects		
		Low pitched noise			Throws items		
		Cry			Tapping object		
		Sobbing			Other:		
		Whining			Other:		



Week Commencing:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time
08:00								08:00
08:15								08:15
08:30								08:30
08:45								08:45
09:00								09:00
09:15								09:15
09:30								09:30
09:45								09:45
10:00								10:00
10:15								10:15
10:30								10:30
10:45								10:45
11:00								11:00
11:15								11:15
11:30								11:30
11:45								11:45
12:00								12:00
12:15								12:15
12:30								12:30
12:45								12:45
13:00								13:00
13:15								13:15
13:30								13:30
13:45								13:45
14:00								14:00
14:15								14:15
14:30								14:30
14:45								14:45
15:00								15:00
15:15								15:15
15:30								15:30
15:45								15:45
16:00								16:00
16:15								16:15
16:30								16:30
16:45								16:45
17:00								17:00

25. Appendix 6C Positive Behaviours Self-Checklist

Positive Behaviours Self Checklist

Name.....

Date.....

	Often	Sometimes	Rarely
Ignore inappropriate behaviour			
Stay in my seat while working			
Have my pen / pencil / workbook ready			
Give encouraging comments to peers			
Answer questions in class			
Ask questions in class			
Ask helpful questions			
Follow directions			
Follow directions first time			
Use materials correctly			
Share ideas in group work			
Co-operate well in group work			
Work well independently			
Stay focused and on task			
Participate in group discussion			
Give compliments			
Give helpful feedback			
Tidy away after myself			
Show that I'm listening			
Wait my turn to speak			
Ask for help when I need it			
Get teacher's attention appropriately			

## 26. 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.



## CONFIDENCE. RESILIENCE. SUCCESS.

### City of Rochester School Top 5 School Expectations:



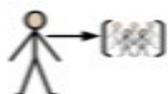
#### 1. I am ready to learn.



#### 2. I understand that we are all different.



#### 3. I participate in all activities.



#### 4. I follow instructions.



#### 5. I use kind words and I am kind to others.



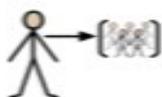
**1. I am ready to learn.**



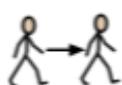
**2. I understand that we are all different.**



**3. I participate in all activities.**



**4. I follow instructions.**



**5. I use kind words and I am kind to others.**



29. Appendix 9 My Reward Chart

Photo



## My Personalised Reward Chart

**Name:**

**WEEK COMMENCING:**

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Form Tutor</u>	<u>SLT</u>
<u>MONDAY</u>							
<u>TUESDAY</u>							
<u>WEDNESDAY</u>							
<u>THURSDAY</u>							
<u>FRIDAY</u>							

# SCROLLS OF HONOUR



**Pupil's names will be added to the scripts, that are displayed on the school notice board as they reach:**

**Bronze -100 positive behaviour points**

**Silver -200 positive behaviour points**

**Gold 250-positive behaviour points**

### 30. Appendix 10 Behaviour Response Procedure

#### BEHAVIOUR RESPONSE PROCEDURE AND INTERVENTIONS

##### Strategies available for Staff to use:

**\*\*HAVE YOU REFERRED TO THE PUPIL BEHAVIOUR SUPPORT PLAN (BSP) AND THE STRATEGIES BEFORE IMPLEMENTING THE FOLLOWING \*\***

- Staff to look for triggers and be aware of signs of escalation to potentially defuse use the situation. We will use a pre-determined list of consistency scripts and images
- Time in sensory room. This should be seen as a “medical intervention” and be put in place as the teacher/support staff member can see behaviour is changing.
- Teacher/Support Staff to reward pupils who are modelling good behaviour using Reward Slips – so the pupil can see what behaviour is expected.
- Teacher/Support Staff to use visuals of the pupil modelling good behaviour
- Reduce expectations/demand
- Pupil may access their learning outside of the classroom for a period of time
- Ensure the task is fully explained and scaffolding is in place to break down the task as appropriate
- Now and Next board may be useful to keep the pupil on task, with the “next” activity being a preferred activity of their choice. Once the first task has been completed, immediately reward the completion with their chosen activity.
- Keep your focus on what you want the pupil to do and any positive aspects of behaviour you have seen
- We must focus on the positive behaviour and reward the positive aspects of the total behaviour/issue
- Time out – with a member of staff
- Use of the Garden Room – with support staff – if appropriate – this may not be suitable for all pupils
- Social story/comic strip conversations – must happen at the appropriate time – with the member of staff who was involved

##### ***If the above strategies have not worked, Pastoral Support should be called for:***

Pastoral Support (including the Assistant Head and Headteacher) should:

- Allow members of staff who are already dealing with a situation to do so and have full input into next steps.

In conjunction with the staff member(s) involved:

- If called, assess the situation and take appropriate action e.g.:
- Return a student to learning,
- Remove a student from the situation.
- Liaise with the member of teaching staff that initiated the response request and ensure the data entry will be completed on SIMS.
- Weekly analysis of behaviours to be carried out by Pastoral Team and discussed at Pupil Progress Meeting/Pupil Wellbeing sessions
- Move the pupil into the **Garden Room** for time to reflect – work to be done on actions & consequences through the use of social stories etc.
- Ensure the pupil writes a letter or note of apology
- Meeting with parents/carers if appropriate
- Reparation meeting to take place (if appropriate)
- Behaviour Support Plan to be drawn/reviewed by staff, including the therapy team together with pupils and signed by all parties

When incidents are persistent and existing classroom management strategies are not enough to manage behaviour then Level 2 strategies will be needed.

##### **Level 2 strategies**

- Behaviour Support Plan to be re-evaluated by staff, together with pupils including the therapy team and signed by all parties
- Daily catch up with the Pastoral Team
- RA/evaluation of behaviours carried out by HT/AH/Pastoral Team
- Observation in lesson and at break/lunch-times – that feeds into the Behaviour Support Plan

- Parents informed via phone call home
- Weekly analysis of behaviours to be carried out by Pastoral Team and discussed at Pupil Progress Meeting/Pupil Wellbeing sessions
- Exclusion from trips – until the pupil can demonstrate he/she is safe
- Replace PSHE lessons with targeted interventions depending on what the data is showing
- If strategies are not working – move onto Level 3 Strategies

### **Level 3 strategies**

- Revised Behaviour Support Plan to be drawn up by the pupils together with staff and with the team around the child and involving parents and the therapy team and signed by all parties
- Behaviours are assessed, targeted and put into the plan
- RA are carried out at this level
- Weekly analysis of behaviours to be carried out by Pastoral Team and discussed at Pupil Progress Meeting/Pupil Wellbeing Sessions
- If additional training and support is required by staff, then this is also incorporated into the plan
- Meeting with parents – who will sign the Behaviour Support Plan – a review date to be set – 3 weekly as a minimum
- Pupil to receive a reflection card – reports to HT/AH daily with a report of how he/she has managed the day – appendix 1.
- Parent accompanying pupils to class could form part of the behaviour support plan
- Daily catch up with Pastoral Team and time in the Garden Room
- Daily phone call home to parents/carers for a progress update
- Exclusion from trips – until the pupil can demonstrate he/she is safe
- Possible fixed term exclusion
- Involvement of outside agencies – such as Early Help

The Pastoral Team will keep a log of learners currently on Level 2 strategies and Level 3 strategies

In all tiers of support, the focus should not be on acceptance of the inappropriate behaviour because there is a plan in place but more on the TEACHING and MODELLING of the appropriate behaviour.

***All data entries must be made onto SIMS and safeguarding incidents to be recorded on CPOMS.***

### 31. Appendix 11 – City of Rochester School – Rewards and Sanctions Matrix

ACTIVITY	REWARD	ACTIONS
<p><b>Behaviour and Achievement in class.</b> (both indicators must be met)</p> <p>1 point for behaviour and achievement can be achieved for each lesson (maximum 5per day from teachers) this must be in line with targets that have been set for day/week based on EHCP targets school expectations and values.</p> <p>Form tutors can also award 3 points a day based on the above.</p>	<p><b>Gold award 250+ positive behaviour points -</b> Letter sent home, gold badge awarded, postcard, and £20.00 Amazon voucher</p> <p><b>Silver award 200+ positive behaviour points –</b> Postcard home, silver badge awarded &amp; a £10.00 Amazon voucher</p> <p><b>Bronze award 100+ positive behaviour points –</b> postcard home, bronze badge awarded &amp; a £5.00 book voucher</p> <p><b>Certificates are also awarded, pupil name will be put on the scroll of honour display</b></p>	<p><b>Positive behaviour points are recorded-</b> By the teacher for each lesson on SIMS and form tutors are to award there points on Sims but need to also inform pupils individually of their points earnt and to support them in added them on to their reward chart In their personal journals.</p> <p>Prizes are given as they achieve their points, it is a rolling system.</p>
<p>Attendance and punctuality to school (half-termly) (both indicators must be met)</p>	<p>Gold attendance award for 97% and above - Letter sent home, Gold badge awarded &amp; a £20.00 Amazon voucher.</p> <p>Silver attendance award for 90% and above- Postcard home Silver badge awarded and a £10.00 Amazon voucher.</p> <p><b>Certificates are also awarded</b></p>	<p>Awarded by a member of SLT.</p>
<p>Reward Slip for going <b>over and above</b> minimum expectations for Confidence, Resilience, and success</p>	<p>Teacher gives out a reward slip, pupil to take the reward slip to the Head teacher, pupils name will be put on the relevant tree displayed around school. Postcard sent home (<b>max 1 slip a week per pupil</b>)</p>	<p>5 Points awarded by the class teacher</p>
<p>Achieving your Reading Goal</p>	<p>After 60 reads, choose a book from the book box or receive a book token</p>	<p>Certificate awarded at Assembly Book awarded to pupil or book token awarded to pupil Postcard home</p>

## SANCTIONS

BEHAVIOUR	SANCTION	FOLLOW-UP
<b>Severe:</b> 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 Serious H&S Breaches – including breaches around COVID	<p><b>Always ascertain the reasons behind the behaviour before any actions are taken.</b></p> <p><b>There are always reasons behind behaviours</b> - In extreme circumstances, permanent exclusion &amp; referral to LA – for example <b>deliberate/targeted assault</b> on staff member or another pupil</p> <p><b>Severe violence/Aggressive behaviour towards another:</b></p> <p><b>Assault on staff</b> - exclusion – minimum of 3 days Possible Police intervention</p> <p><b>Assault on another pupil</b> - exclusion – minimum of 2 days Possible Police intervention</p> <p><b>Possession of unauthorised items:</b> Exclusion – minimum of 3 days Police intervention</p> <p><b>Extremist behaviour:</b> Police intervention Exclusion – minimum of 3 days On-going support via Pupil Wellbeing and Behaviour Team through targeted interventions</p> <p><b>H&amp;S Breaches:</b> On-going support via Pupil Wellbeing and Behaviour Team 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 Team
BEHAVIOUR	SANCTION	FOLLOW-UP
<b>Serious:</b> 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	<p><b>Always ascertain the reason behind the behaviour before any actions are taken.</b></p> <p><b>There are always reasons behind behaviours</b></p> <p><b>Criminal damage:</b> Police intervention &amp; compensation sought from parent/carer/pupil</p> <p><b>Smoking:</b> Items are confiscated and not returned. Parents/carers informed</p> <p><b>Bullying/Intimidation of Staff:</b> See Anti-Bullying Policy – in extreme cases, pupils</p>	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

	<p>may be excluded from school for a period of time.</p> <p><b>Leaving school without authorisation.</b> Pupils will be spoken to, parents/carers informed. On-going support via Pupil Wellbeing and Behaviour Coordinator through targeted interventions</p>	
<p><b>Moderate:</b></p> <p>Lateness to school and lessons Refusal to comply with mobile phone policy Refusal to wear school uniform (without reason)</p>	<p><b>In addition:</b></p> <p><b>Lateness:</b> Pupil required to make up the time during catch-up sessions <b>after school if possible. ?</b></p> <p><b>Mobile phone policy:</b> 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.</p> <p><b>School Uniform:</b> No sanctions will be applied for non-uniform if the EHCP/parents/pupils identify a reason why uniform is not appropriate or cannot be worn.</p>	<p>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 Team, through targeted interventions</p>

## **32. Appendix 11 - School Uniform**

### **What should my child wear to school?**

The new school uniform is available for purchase from:

School Time  
23 Railway Street  
Chatham  
Kent  
ME4 4HU  
Tel: 01634-831684

Pupils wear school uniform in our school colours which are grey and navy.

#### **For Key Stage 1&2:**

The white polo shirts and grey jumper bear the school logo and are worn with:

- grey trousers and grey, black or white socks
- or a grey skirt or pinafore dress with grey or black tights or grey, black or white socks
- black school shoes (no slip-ons or trainers).

#### **For Key Stage 3 and 4:**

The grey jumper and navy blazer will bear the school logo and are worn with:

- a white shirt,
- our school tie,
- grey trousers or skirt,
- white, grey or black socks,
- grey or black tights
- black school shoes (no slip-ons, open toed shoes or trainers).

For safety reasons jewellery is not allowed, apart from small silver or gold stud earrings which may be removed during PE sessions. Long hair must also be tied back with the use of hairbands or small scrunchies. Shorter hair can be secured with a clip.