



Kaleidoscope

Kaleidoscope School: Behaviour Management Policy

WE BELIEVE YOU CAN

Including support for children with Social Emotional and Mental Health (SEMH) needs *This document should be read alongside the anti-bullying policy*

Date of policy: January 2024
Date of next review: January 2025

Thinking of a child as behaving badly disposes you to think of punishment.

Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Kaleidoscope School Ethos

At Kaleidoscope School, we value each individual child. We work closely with families and the wider network to understand the needs of the children at our school to ensure they are receiving the support they need to develop and make progress. We want all our children to feel a valued member of the school and wider community, we aim to help them be proud of who they are, to feel confident in their abilities, to build a healthy self-esteem, and to create life-long learners. Our school strives for all children, to develop compassion and respect for themselves, their community, and the world.

Introduction

The foundation of positive relationships: respect, compassion, fairness, consistency, and high expectations.

The most important aspect in pupils feeling valued, safe, and secure is the sense of connection with our staff members. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. Strong professional relationships between staff and pupils are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that staff members are always approachable, available, and receptive to their needs in enabling pupils to feel safe.

If a member of staff is unable to meet our pupils needs, that being an individual need or within a group of children, they are expected to seek support from our behaviour lead to make a positive change. This policy is developed to ensure guidance for staff to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents, and staff to understand our approaches to the management of needs being met and behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made to meet any specific social, emotional, learning, or other needs which require a personalised approach.

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General expectations

It is important to have high expectations for our pupils while recognising some pupils have specific needs. The following expectations cover all times of the school day and where pupils are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences [be kind]
- Behave sensibly around school e.g., move around in a regulated manner, use appropriate language, tone and volume when speaking.
- Look after and respect your own and others property
- Make good choices and follow instructions
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Staff should ensure a good routine and structure for their classrooms and for when their children are around the school. These expectations are reinforced through co-regulation and interaction with children. It is everyone's responsibility to engage with pupils where these expectations are not met but equally to comment positively when they are. Good routines should be in place for:

- Start and end of day
- Transition times
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Promoting positive behaviour in school through the curriculum and classroom management

At Kaleidoscope School we want to teach and promote the use of positive behaviour and communication to create a safe, secure, and connected learning environment. We do this daily through the following methods:

- Each child has an individual support plan. Prepared within 2 weeks of joining our school.
- With PSHE: These cover areas such as 'Caring for Other', 'Anti-bullying week', 'How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each half term which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- School Curriculum including RE and a thread through themes.

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- High focus on class leads developing positive relationships with children.
- Clear and consistent routines in classrooms, around the school and in the wider community.
- High expectations from staff about conduct in class and around the school.
- Clear pathways when behaviour causes a concern.

Supporting children with Social Emotional Mental Health (SEMH) needs

It is a primary aim at Kaleidoscope School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a safe and supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn. We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have additional needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol spectrum disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with the Behaviour Lead and key adults within the child's life (staff, professionals, parents/carers/guardians/guardians/ carers) to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or because of a school-based barrier to learning e.g., pitch of task or the classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation. To effectively support children, it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

For effective provision for SEMH needs, all staff are trained in the following areas:

- CAMHS Tier 1

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- Multi-agency Level 1 Safeguarding Children
- Multi-agency Level 3 Effective Communication with Children
- Changes “Understanding the Emotional Wellbeing & Mental Health of Children and Young People”
- CPI®
- Emotion Coaching

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) reflects a person’s emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different ‘stress windows of tolerance’
- You can’t always see the ‘trigger’
- Behaviours communicate a need
- Scared children can do scary things
- Don’t take things personally
- Negative behaviour mostly comes from an unconscious place

In times of stress children’s thinking process is distorted, confused and short-term memory is suppressed. Children who are dysregulated are unable to access the thinking part of their brain. Children without the strategies and skills needed to manage their emotions need to be supported.

How we support the universal needs of all pupils:

- Use of natural consequences rather than ‘punishments’
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in, not time out
- Using staff presence to help regulate. Co-regulation

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- Naming the need
- Empathetic Explanation
- Access to a key person

Understand that any traumas in a child's life can impact on behaviour

Kaleidoscope School is an Anti ABA school.

ABA stands for Applied Behaviour Analysis. It is based on theories of operant conditioning and radical behaviourism. ABA techniques are aimed at changing behaviours through reward and punishment. Positive Behaviour Support is also another form of ABA. It just focuses more on rewarding compliance.

ABA is essentially compliance training. It invalidates feelings and can, at times, take away or dismiss a child's voice. If a child has any behaviours that seem 'repetitive' or 'obsessive', or any that are not understood by the neurotypical people around them then goals or 'therapies' are often set or used to change them.

The problem is that these kinds of goals completely discount the fact that everyone has a reason for doing something. Just because someone else doesn't understand why a child is flapping their hands or covering their ears or any number of other things, that does not mean the child has no valid reasons for doing so. A child demonstrating a behaviour or refusing to engage in a task is communicating a need. Forcing or coercing compliance does not explore that need and it will remain unmet.

The most important thing to remember is that behaviour is a form of communication.

There are two things we need to do before implementing any strategies.

Firstly, ensure your reasoning for implementing the strategy is child centred. A strategy should not be put in place to boost your ego, help you to retain power over a child, or just to make your life easier. A strategy should be justifiable and for the benefit of the child or the safety of others around them. Question the reason behind implementing a strategy before you do so. Ask yourself, Is the behaviour harmful? Would a strategy to help you achieve what you're aiming for, or would it have a negative effect on the child's mental health?

The second thing we need to do before implementing a strategy is look for the reason behind the behaviour or refusal to engage. This can be done in several ways, conversations with the child, observations of potential triggers, mind mapping as part of a team. This needs to be done carefully as, at times, the incorrect identification of a reason can lead to strategies that may negatively impact the child. Dealing with behaviour is not about coercing or enticing children to conform, it is about empowering them with skills and strategies to express their feelings and needs in a way that will not harm them or others in both the short and long term, allowing them to flourish in their own way within society.

What positive strategies are used in the classroom to develop positive behaviour communication?

Kaleidoscope School is committed to ensuring that across all schools and services, a child centred approach is used. We believe that behaviour in all its forms is communication, and it is imperative for each child that we do all we can to understand the needs they are communicating to us. Class Leads will create a Support Plan within two weeks using their observations of the child's needs. These are carefully adapted to each child and are individualised as there are many strategies and communication tools to implement

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress –not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition. The use of public positive recognition (praise, awards, and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs. At Kaleidoscope we have carefully thought about all the types of public positive recognition that are used to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not ABA or based on control through bribery or overuse of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up, destroyed property, made safe. Blanket class sanctions are not used –e.g. whole class staying in or being held behind are not used.

The following approaches are used at Kaleidoscope to create a safe, nurturing and need lead environment. Any additional approaches must be discussed with the Behaviour Lead first.

| | <u>Purpose</u> | <u>What this looks like</u> | <u>Things to consider</u> |
|---|---|---|--|
| <u>Individual support for learning and understanding expectations</u> | | | |
| Ensure that the task is delivered in a way that is manageable for the learner | <ul style="list-style-type: none"> • Deliver a curriculum that is need led • Ensure ease of access to learning • Promote successful learning on an individual level • Ensure success at a need appropriate level • Reduce anxiety over not being able to understand expectations | <ul style="list-style-type: none"> • Simplified task lists • Lesson breakdowns • Sequencing strips- e.g. for PE, getting changed • Choice boards • ‘Help’ cards • Equipment lists • Use of timers – e.g. sand timers or digital • Take a break visual • “jigs” – clearly organised tasks | <p>What is the key word level understanding of the pupil? Is the pupil a reader? Do they have writing skills and if not, what are the alternatives? Is the learning matched to their academic/social understanding? Have you made it clear and obvious what the child needs to do to achieve? Can they work independently where appropriate?</p> |

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| <p>Expectations of the classroom etiquette is clear</p> | <ul style="list-style-type: none"> To ensure understanding of the classroom to have a visual reminder of the expectations | <ul style="list-style-type: none"> Behaviour visuals Instructional visuals e.g. sit, work Lessons on expectations when starting school Reference to the rules and expectations throughout the day | <p>Understanding levels of the pupils. 'Let the environment do the nagging.'</p> <p>What do you want the child to achieve?</p> <p>Tell them the behaviour you want to see and what you want them to display</p> |
| <p>Moment of choice visuals</p> | <ul style="list-style-type: none"> Make clear expectations and natural consequences for actions To develop self-regulation skills. Promote ownership of behaviour | <ul style="list-style-type: none"> Behaviour visuals Lessons on your moment of choice when starting school Visual printed out and displayed in the classroom | <p>Intervene with a remember it's your moment of choice, before the child reaches the next level of dysregulation</p> |

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| <p>Have available an individual area for working</p> | <ul style="list-style-type: none"> • Create a sense of ownership and pride in working area • Clear area for work in which they can return to. • Boundaries of work/play are very clear | <ul style="list-style-type: none"> • An individual work area for a child where appropriate • A small group area available should the child wish to and feel able to work alongside a group | <p>Offer choices for places to work. Maybe the group is too much? Do they need to work independently or have adult support for lessons?</p> |
| <p>‘Working for....’chart</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this ‘Working for’ is used to enable self-regulation and making good choices, to embed a sense of one’s self and acknowledging their own needs.</p> | <ul style="list-style-type: none"> • To enable a level of control for the child • To create a positive relationship and trust in the adult and the school day • To ensure they are motivated to learn • A visual reminder of the behaviour expectations of the room/school | <ul style="list-style-type: none"> • Template from Widget online to show the working expectations • (these can be individualised to meet the needs of the child). • A selection of visual symbols from which they can choose This should be always visible to the child | <p>How to staff children who choose different locations around the school?</p> <p>Keep the choices inside or outside based and have a member of staff supervise each one. Refer to it when a child is doing well.</p> <p>Only offer ‘working for’ things you can facilitate and are able to provide</p> |

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| <p style="text-align: center;">Now/next and timetable support</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this a Now/Next is used to support transitions, NOT you won't move on until now is done.</p> | <ul style="list-style-type: none"> To reduce anxiety around what is coming in the day and what is happening next | <ul style="list-style-type: none"> Now next template from widget online To be shown the location and not the activity | <p>What is the learning level of the young person?</p> <p>Do they need photos/symbols/words?</p> <p><i>This is an example of an ABA strategy and Must NOT be used!</i></p> <p><i>A bribe</i></p> <p><i>("If you do"...[first visual]. then you will get next [second visual) or consequence</i></p> <p><i>("If you don't do NOW you won't get Next if it is something the child likes.....")</i></p> |
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| | <u>Purpose</u> | <u>What this looks like</u> | <u>Things to consider</u> |
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| <u>Individual support to promote positive behaviour and engagement</u> | | | |
| <p>Use of child’s work as an example Give praise in the classroom both public and private</p> | <ul style="list-style-type: none"> • To celebrate that child • To help promote a culture of receiving feedback • To allow for a feeling of self-pride and build self-esteem. | <ul style="list-style-type: none"> • To give feedback to the Child • To promote learning as a positive engagement • Sharing a child’s work with the group • Reading out a child’s work to the class -use of intonation for the characters really helped me to understand how they were feeling at different points in the story.” | <p>Ensure it’s not the same child every time.</p> <p>Be mindful of who is accepting and ask first.</p> <p>This can be public or private dependant on the circumstances and the individual needs of the children.</p> <p>Be mindful of using the same child all the time.</p> |
| <p>Stickers</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this, a sticker is not earned it is given.</p> | <ul style="list-style-type: none"> • Give instant recognition to the child for positive interactions shown or for good work | <ul style="list-style-type: none"> • Staff gives stickers to child and says why / leaves sticker in books. | <p>Keep an eye out for children who are not getting any stickers.</p> <p>Children should not use this as a comparison to each other or ask for stickers.</p> |

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| | | <ul style="list-style-type: none"> Children have a sticker card / book if they wish to keep given stickers. | <p>This will need to be explained to the children.</p> <p>Sticker cards, if used should not be on display.</p> <p><i>This is an example of an ABA strategy and Must NOT be used!</i></p> <p><i>A bribe</i> <i>("If you do.... then you will get a sticker")</i></p> <p><i>or consequence</i> <i>("You would have got a sticker if you had / hadn't....")</i></p> |
| <p>Seesaw/notes/texts/calls home</p> | <ul style="list-style-type: none"> Encourages home/school link and communication. Gives parents a view into their child's learning journey. Allows class staff to promote our Ethos through daily updates and | <ul style="list-style-type: none"> Staff send pictures/texts/notes home via Seesaw/text or phonecall | <p>This is a quick and easy way to communicate positive news to parents.</p> <p>Use as and when appropriate (balance of not too many/ not enough)</p> <p>Useful method for when things haven't been going too well for a child as a way or re-connection for</p> |

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| | <p>parent/staff communication</p> <ul style="list-style-type: none"> • Enables the sharing of successes | | <p>the home-school and child parent relationship.</p> <p>A phone call home is a very powerful way of sharing special news and enables the building of relationships between home and school</p> |
| <p>Weekly WOW moment in which achievements are celebrated</p> | <ul style="list-style-type: none"> • To support self-esteem and to learn to celebrate in the successes of others • To show empathy towards others | <ul style="list-style-type: none"> • Weekly WOW's to share good work, effort, and positive attitudes and behaviour. | <p>Every child must have the opportunity to be recognised in one of these.</p> <p>(Recognise individuals who this may be difficult for, or, who may not want this type of recognition – for these look at an approach that is appropriate) e.g., giving certificate individually</p> |

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| <p>Head Teachers certificates and stickers</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this, a sticker or certificate is not earned it is given.</p> | <ul style="list-style-type: none"> To recognise an outstanding contribution to school life or outstanding act of courage, bravery, moral duty, kindness or above and beyond the child’s normal requisites of behaviour | <ul style="list-style-type: none"> Child is sent/ brought to the office to show good work or for doing a good thing. A child is given a certificate or sticker. | <p>Ensure all pupils get the chance to bring good work/achievements.</p> <p><i>This is an example of an ABA strategy and Must NOT be used!</i> <i>- make an over public ‘announcement’ in the class or be used as a ‘bribe’ e.g., “if it’s great we can show it to ...”</i></p> |
| <p><u>Group/class-based approaches</u></p> | | | |
| <p>A whole class visual timetable</p> | <ul style="list-style-type: none"> To create an awareness of the day To understand what can be done at what time of the day To give clear guidance on the routine and structure of the day To give clear guidance on areas of the classroom | <ul style="list-style-type: none"> Symbols and templates from Widget online to show curriculum areas being covered, and, when break/choose/lunch and home time come in the day | <p>Consider how to show the day in a child friendly way.</p> <p>Can they handle seeing a whole day? Use less symbols? Move the symbols across to a now/next alongside the timetable to ensure the young people understand the current expectations</p> |

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| | <ul style="list-style-type: none"> • To promote learning And independence • To allow for transition to areas | | |
| <p>Clearly defined areas in the classroom</p> | <ul style="list-style-type: none"> • To give clear guidance on areas of the classroom • To promote learning • To promote independence • To allow for transition to areas • To allow for multiple activities to take place at once | <ul style="list-style-type: none"> • Clear Working areas • Clear Play areas • Reading area (where applicable) • Use of furniture or room dividers/rug to give clearly defined areas in the classroom | <p>Ensuring easy access to those areas for staff and the child</p> |

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| <p>Work on display in designated areas in school</p> | <ul style="list-style-type: none"> • Recognise children’s work • Celebrate all achievements of all the children | <ul style="list-style-type: none"> • Every child to have some work on display in the school (avoid classrooms) and only in designated spaces where distraction is kept to a minimum | <p>School ethos is to accept children’s work at different levels and that this is okay.</p> <p>Must: Ask the children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.)</p> <p>Must not: indicate a level or mark</p> |
| <p>Praising groups in the classroom</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this, praise is given not earned!</p> | <ul style="list-style-type: none"> • To promote positive expectations and behaviour • e.g. “Great yellow table – all settled down to work well” • Fox class you’re working really well...” | <ul style="list-style-type: none"> • Specific praise for the group/class which will clearly identify what they have done well | <p>Must NOT be linked to any aspect of competition, points, or prizes Must not be used to shame/name the individual tables that aren’t.</p> <p>WHY? <i>Some children may struggle with organisational skills and need support with this rather than be criticised by peers for ‘losing’ points etc for them!</i></p> |

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| <p>Marble in a jar/pompom in a cup/star on a chart</p> <p>We are mindful at Kaleidoscope about ABA strategies surrounding this, Marbles are given for self-regulation and good choices of the child’s own accord NOT because we say!</p> | <ul style="list-style-type: none"> To promote and celebrate whole class achievements (Behaviour, performance, values etc) Catch the class in the moment: “Great cooperation in PE today – well done – add a marble to our jar” | <ul style="list-style-type: none"> Staff or class class lead awarding 1 ‘marble’ to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson) At the end of each half term a member of SLT will pop in to have a look at the jar and give a little ‘treat’. This will be discussed with the class class lead beforehand. | <p>Must NOT be used to identify any group or individual who have ‘stopped’ the class getting a ‘marble’ WHY?</p> <p>Reduction in self-esteem and/or blame from other children / child shamed.</p> <p><i>This is an example of an ABA strategy and Must NOT be used!</i></p> <p>as a bribe (“If we do.... then we will get a marble”) or a consequence (“You would have got a marble if you had....”)</p> <p>There is no specific ‘amount’ that is required for each class to collect.</p> |
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** *The above considers the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child’s needs.

What do we do when the behaviour displayed falls below the expected standards?

At Kaleidoscope School, any behaviours that do not meet the expectations laid out above (disruption, unkind or inappropriate words of actions) will require some level of intervention. The general intervention pathway is as follows:

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| | What might this look like? | What can we do to support the learner? |
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| Classroom disruption – in the room (low) | <ul style="list-style-type: none"> • a refusal to engage shouting out noises and sounds over or above what is typical for that child | <ul style="list-style-type: none"> • reinforce expectations and a ‘working for’ ask the learner what they need to succeed (where appropriate) help refocus the learner • Provide a discrete wellbeing check. • Have we provided timers? • Now and next to prevent anxiety around work/times? • Do they need re-focusing? • Is a rest or sensory break needed? • Positive reinforcement. • Does the child understand the task? • Offer of additional support. • Temporarily reduce the demand • Change the task • Reduce expectations • Change of face i.e different staff member to engage with the learner |
| <p>Other things to consider:</p> <p>Other questions you might consider include: Do they understand what they are being asked to do?</p> <p>Do they understand the task asked of them or are the steps clear?</p> <p>Are they familiar with the person working with them?</p> <p>Are other people spending time with them, chatting, and developing relationships?</p> <p>Are the interactions between them and others positive and enjoyable?</p> <p>Are they hungry or thirsty?</p> <p>Are they in pain?</p> | | |

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| <p>Are they tired? Is the situation too noisy for them? Are they too hot or too cold? Are they getting the physical activity they need across the day? Are they finding change too difficult to cope with?</p> | | |
| <p>Displaying dysregulated behaviour in the classroom</p> | <ul style="list-style-type: none"> • Shouting • Screaming • Targeted physical communication • Target verbal communication | <ul style="list-style-type: none"> • Acknowledge the communication as a need that needs to be met • Ensure safety of pupils • Follow steps outline below |

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| <p>Child leaves the classroom without reason e.g. toilet or without communicating a request or without seeking acknowledgement from an adult</p> | <ul style="list-style-type: none"> • Leaving the classroom without support or a clear reason why • Leaving the classroom without any given communication as to what need they need addressing • Leaving the classroom environment overwhelmed or with an unmet need • May go to the outside areas | <ul style="list-style-type: none"> • Acknowledge and recognise the need and the dysregulated state as outlined in the guidance above • Model the correct way to get the need met e.g. 'I see that you need some time, let's ask if we can go to....' or 'I can see that XXX is bothering you, shall we....' • Set clear boundaries on where it is they can go when they leave the classroom If going out with the child, follow from a distance if they are safe and not going to cause any harm to themselves, others, or property • Reiterate that they are safe and that you are there if they need you • Listen to the child and interpret their communication (verbal/gesture or preferred method) and acknowledge their feelings as valid • Offer strategies to help re-regulate and support through the reregulation • When regulated outline what needs to happen next and encourage returning to the classroom with positive reinforcements e.g 'let's go back to the classroom and I'll sit with you for 5 minutes' or 'lets go back to the classroom and work through this together.' |
| <p>Escalation goes beyond reasonable verbal Response. Physical aggression posing risk to themselves, other children, and staff.</p> | <ul style="list-style-type: none"> • Targeted verbal communication • Targeted physical communication | <ul style="list-style-type: none"> • Staff must recognise a child is in crisis point and regulate their own emotions before connecting with the child to support them. |

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| | <ul style="list-style-type: none">• Absconding | <ul style="list-style-type: none">• Staff to seek support from an additional staff member if needed.• only once the child can be observed to regulate or can vocalise that they have better regulated their emotions, do we then offer the child the opportunity to work in a 1-1 area for a set amount of time.• Natural/ logical consequences.• Staff to sit away from the child yet still observe. |
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Recording and monitoring behaviour communication

At Kaleidoscope School, children who consistently communicate their needs through negative behaviours will be supported by having a Sensory Communication Plan (SCP). In this document, staff will outline the needs that the young person is demonstrating and for their communication to be positive and appropriate. It will also show clear steps on how to support the learner and help de-escalate and reregulate that young person.

A copy of the SCP template can be found on Teams Staff Documents and can be filled in by our Behaviour Lead and the staff team supporting the young person.

Each day staff will record on DC-Pro a score (1-5) twice, this been the end of a morning, and end of an afternoon.

The adults will comment on a snapshot of the day and describe the behaviour displayed that day to justify the score given. Staff can add comments and describe the day on DC-Pro. The grading scores for the day can be found on Teams Staff area.

We'd like to see 3 things:

The **behaviour communication** you saw – this can be lifted straight off the rating sheet that shows scores 1-5. This is in the behaviour folder on teams.

The **'need'** that you think is needing to be met or is under/over activated – this can be auditory, tactile, visual, olfactory (mouth), vestibular, proprioceptive or, an attachment/trauma need.

The **action taken** to address the need.

This may look like this:

Refusal to follow instructions (hands over ears/screaming/shouting) – auditory – another child being very loud in the classroom – ear defenders/a walk out of the room offered.

Unsettled behaviour (pacing/checking the door/constant questioning) – attachment/trauma – a staff member left the classroom for lunch – countdown timer used to show when they'd be back.

Dysregulated behaviour (screaming/shouting/excess moving) – vestibular sense underactive – taken to sensory diet and offered sensory circuit/walk.

When to record behaviour communication on a BIF

In all cases where the behaviour is a significant cause for concern (a score of 5) a Behaviour Incident Form (BIF) is completed. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for. Any victim or perpetrator indicated on a BIF is also transferred to our behaviour tracking system for us to identify children having difficulties or becoming regular victims.

BIFs should be completed by the person initially dealing with the incident, with extra information provided by any staff witnessing the incident to give a broader picture of circumstances surrounding the incident. Staff should aim to deal with the incident and the reparations, and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it. Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support should be sought from another member of staff or our Behaviour Lead.

The headclass lead, school Manager and Behaviour Lead should be made aware of any incidents which have been recorded on a BIF.

When any incident occurs, a judgment is made by the member of staff as to whether the parents/carers/guardians of the perpetrator(s) and/or victim(s) need to be informed, considering the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

BIFs are recorded on an online tracking system to monitor incidents and make decisions of support to be made. These will inform short- and long-term planning of support.

If there has been 3 BIFs completed within a 2-week period a member of the senior leadership team and Behaviour Lead will, review the forms and the current plan with the staff member(s), speak with the child and liaise with parents/carers. Staff will be looking at whether we can identify a pattern in when incidents are occurring, looking at what was happening before the incident occurred, what signals was the child giving up – for example were they biting their nails, which could indicate anxiety, were they breathing heavily which could show they were feeling frustrated etc. then we would try and identify more effective solutions for handling the issue/incident. At this point, an alternative plan may be made, the plan will focus on building on the positives, using individualised rewards and praise. The aim of this plan will be to develop self-esteem and confidence and bring about positive change.

This plan will be reviewed after an agreed time and if intentional behaviour continues to escalate and/or it leads to the environment being unsafe for themselves or other children the Head Teacher will speak to parents/cares and the child (if appropriate) and an individualised safety plan will be developed.

Involvement of Parents

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Building up positive relations with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred. For most children (unless there are specific safeguarding concerns) class leads should liaise directly with the parents if they have concerns about a child’s behaviour after guidance from the Behaviour Lead. This should be via face to face or phone call to ensure there is a dialogue about the child/ incident. This is then logged on the pupil chronology on DC-Pro. Talking to parents at the end of the day can often be tricky or embarrassing for the child or family. Class lead’s should avoid approaching parents at the school gate which can lead to the ‘walk of shame’.

Staff responsibilities

| | Staff | Responsibilities |
|--|---------------------------------|--|
| | All Staff | <p>Shouting and shaming should never be used and is not tolerated at Kaleidoscope School. If staff raise their voice, then children will too.</p> <p>All staff members are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding. Our SPs should be followed at all times.</p> <p>Create an SP within two weeks using your observations of children’s needs, and only use a physical cpi intervention that we are trained in as a very last resort. Staff who are not cpi trained should not use any form of touch unless absolutely necessary.</p> <p>Staff use the Key principles outlined in this policy to support the needs of all our pupils.</p> |
| | Head Teacher and School Manager | <p>Lead the ethos of this policy</p> <p>Ensure this policy is implemented effectively</p> |

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|--|------------------------------------|---|
| | Designated Safeguarding Lead (DSL) | <p>Ensure effective training for staff</p> <p>Oversee the specific needs of pupils across the school</p> <p>Provide support to staff, pupils, and parents/carers as necessary</p> <p>Link with outside agencies to offer additional services</p> <p>Ensure that all tracking and reporting of incidents and additional needs are up to date.</p> |
| | Behaviour Lead | <p>Lead the ethos of this policy</p> <p>Ensure this policy is implemented effectively</p> <p>Oversee the specific needs of pupils across the school</p> <p>Provide support to staff, pupils, and parents/carers as necessary</p> <p>Ensure an Anti-ABA approach is carefully embedded and followed</p> <p>Ensure that all tracking and reporting of incidents and additional needs are up to date</p> |
| | Parents/Carers/Guardians | <p>Inform the school of any concerns (Class lead up to Headteacher)</p> <p>Have an open dialogue with the school</p> <p>Support the school when their child needs further support e.g., outside agencies, EHC applications etc.</p> |

Staff Training

To effectively implement the delivery of the behaviour policy, and demonstrate the clear ethos of the school, all staff are trained on a wide range of areas, some of the training programmes include: (for more details on staff training please speak with the Head Teacher)

- Multi-agency Level 1 Safeguarding Children
- Child Protection
- Behaviour management
- Attachment Theory
- Childhood trauma
- Supporting children and young people through bereavement
- Understanding sexual abuse
- Effective communication with children
- CSE Child Sexual Exploitation
- FGM Awareness
- Prevent and Extremism
- Teenagers at risk of Suicide and Self harm
- Level 3 Child Psychology diploma
- CAMHS Tier 1
- Multi-agency Level 3 Effective Communication with Children
- Changes “Understanding the Emotional Wellbeing & Mental Health of Children and Young People”
- CPI Safety intervention ● Emotion Coaching

Training is completed regularly to ensure all staff are up to date with all areas that can enable us to best support all children in our care.

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