

**Outcomes
First
Group.**

Positive Behaviour Policy



**Hambrook
School**

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Aims

As a specialist provider for children with Autistic Spectrum Conditions, our Positive Behaviour Policy is aimed at improving educational outcomes for all autistic pupils by promoting and supporting their engagement with education. At Hambrook, we have a therapeutic approach to behaviour which is underpinned by CPI Safety Interventions and Playfulness, Acceptance, Curiosity and Empathy (PACE), which is embedded within our staff induction programme and Continuing Professional Development. Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment (Pro-social behaviour). High standards are set in behaviour, including behaviour for learning. Children have a right to learn and teachers have a right to teach. We aim for children to develop pro-social behaviours through:

- Clear and high expectations
- Good role models in both children and adults
- Clear and consistent boundaries
- Intervention programmes as appropriate.

At Hambrook, we base our approach on the fact that: 'Equality of opportunity does not mean giving every child the same, it means giving every child what they need'. When pupils disrupt learning or misbehave, Hambrook will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. Incidents of disruption or misbehaviour will be responded to with fairly, consistently and always with regard to the pupils understanding.

We use 'one voice' to:

- Promote pro-social behaviour (self-care, helpful, productive), self-regulation and respect for others
- Focus on a therapeutic approach to managing behaviour;
- Provide an inclusive setting that promotes equality of opportunity so that all children are given what they need to help them to learn how to engage in pro-social behaviours;
- Ensure our culture is focused on calm, safe and supportive environments, protecting pupils from disruption.
- Ensure all staff know how to promote pro social behaviour and manage challenging behaviours, and to have an understanding of what behaviour might be communicating;
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

At Hambrook, we are committed to successful inclusion of our young people and we recognise at times children may communicate through challenging behaviour to adults, risk of harm to themselves, others or property. To ensure the best outcomes for staff and pupils during these incidents, all staff are given CPI Safety Interventions training which is refreshed annually. We expect all staff to follow the therapeutic approach, use 'one voice' and our PACE approach.

At Hambrook we recognise that there are times when we need to reflect on our proactive strategies in order to ensure that we are providing and adapting an environment to suit the needs of all children and young people. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. We recognise that there are complexities of subconscious and conscious behaviours for our children and young people at Hambrook and they all require an individualised risk reduction plan to ensure consistency across different staff and environments. The most appropriate approaches to regulation can then be offered if a pupil is becoming challenging towards other young people, adults or property.

At Hambrook, we recognise and understand the importance of the therapeutic approach we employ. We

understand the need to stand back to analyse and not personalise behaviours. We realise that once we unpick the behaviour to find the possible root cause, we will be able to choose strategies or interventions to help the child understand how to engage in prosocial behaviours.

We promote the teaching of prosocial behaviour through:

- The school PSHE curriculum
- One voice approach – using one adult to manage a situation (preferably the most familiar) and agreeing one shared strategy.
- Relationships
- Role modelling
- Consistency
- Scripts
- Therapeutic care (“I hear what you are saying” “I can see you are upset” “I understand that’s how you feel”)
- Positive phrasing
- Planning proactively how to teach prosocial behaviour
- Reward and positive reinforcement
- Use of logical or natural consequences
- Positive interactions between home and school
- ‘Reflect and repair’ post incident
- Behaviour ladders for rewarding pro-social behaviour and identifying ways of rectifying misbehaviour.

All staff attend training meetings during the school year to discuss strategies and expectations in relation to the Positive Behaviour policy so that our approach remains consistent amongst all staff.

On a daily basis, staff focus on the positive behaviours and interactions demonstrated during the day or week through the positive handovers system.

At Hambrook, we build on the positive patterns of behaviour that the children have learnt already and proactively identify triggers for behaviour. We help the children develop pro-social behaviours underpinned by our three Hambrook rules and supported by the CPI Safety Interventions Crisis Development model:

1. Be Safe
2. Engage in Your Learning
3. Have Fun

The Crisis Development Model (CPI Safety Interventions)

Behaviour levels	Staff attitude/approach
1. Anxiety ▪ <i>A change in behaviour</i>	1. Supportive ▪ <i>An empathetic non-judgemental approach</i>
2. Defensive ▪ <i>beginning to lose self-control</i>	2. Directive ▪ <i>Decelerating an escalating behaviour</i>
3. Risk Behaviour ▪ <i>A behaviour that presents an imminent and immediate risk to self or others</i>	3. Safety intervention ▪ <i>An emergence response aimed at minimising risk and keeping everyone safe</i>
4. Tension Reduction ▪ <i>Decreases on physical and emotional energy</i>	4. Therapeutic Rapport ▪ <i>Restorative approach to re-establish rational communication, relationships and routines</i>

All staff must take the lead in modelling the high standards of pro social behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Recognition of prosocial behaviour may include:

- The use of the Acorn reward system
- WOW messages through ClassDojo can be sent home to celebrate a positive choice
- Star Student is awarded weekly
- Weekly prize draws
- A visit to the Head of School

Pupil Enablement Support Plans

All pupils have a 'Pupil Support Plan', these documents identify a pupil's day-to-day support needs, including what the pupil can do to support themselves.

Pupil Enablement Support Plans also contain information on the behaviour pupils display at all levels of the crisis development model, how staff can support them at each stage and strategies for the pupils to use. The main focus is de-escalation and regulation. This contains details on Physical Intervention strategies, as a last resort, and always in line with the CPI training:

1. It is reasonable
2. It is proportionate
3. It is least restrictive

For further details on Physical Interventions, please see our 'Physical Interventions Policy'.

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a specific approach that includes PACE and Therapeutic Parenting in order to minimise very high risk behaviours by replacing them with more pro-social skills. It is an approach offered by our clinical team. Where PBS is deemed appropriate, PBS strategies are identified within the 'Pupil Support Plan' alongside existing strategies.

Recording and reporting

Details of Incidents of disruption or misbehaviour are recorded within 24 hours on Sleuth, our behaviour reporting platform. If a Restrictive Physical Intervention has been used, this is shared with the parents, residential team and social workers where applicable, at the end of the school day. After all incidents, the class teacher must review the Pupil Enablement Support Plan and update this if required in order to ensure

this remains an effective and accurate supporting document.

The School Team

The school team will respond to incidents of misbehaviour when the class team require additional support. This support ranges from cover in class to providing additional support to de-escalate Incidents. The first responders also support with post incident de-briefs and drop-in sessions to support the continuing professional development of the teams.

Related Policies and Guidance:

- School Vision, Mission, Values
- Exclusion policy
- Physical Intervention Policy
- Safeguarding policy (including [KCSIE 2022](#))
- Equality and diversity
- Child on child abuse policy
- Anti-Bullying policy
- SEND and Inclusion policy
- Online safety policy

**We are part of the Outcomes First Group Family,by
working together we will build incredible futures by
empowering vulnerable children, young people and
adults in the UK to be happy and make their way in the
world**