



Riverbank School



Learning together to be the best we can

RATIFIED BY GOVERNORS

DATE REVIEWED

DATE FOR REVIEW

DATE PUBLISHED

Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED

DATE

Chair of Governors

SIGNED

DATE

Executive Headteacher

SIGNED

DATE

Deputy Executive Headteacher

SIGNED

DATE

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values One's judgement of what is important in school life.

Principles Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

Western Learning Federation

Tel: 029 2083 8560

E-mail: westernlearningfederation@cardiff.gov.uk

Riverbank School

Tel: 0292 0563 860

E-mail address: riverbanksp@Cardiff.gov.uk

Tŷ Gwyn School

Tel: 0292 0838 560

E-mail address: tygwynsp@cardiff.gov.uk

Woodlands School

Tel: 0292 0838 560

E-mail address: woodlandshighschool@cardiff.gov.uk



Learning together to be the best we can



Learning to achieve



Learning for Living

.....

Vincent Road, Cardiff, CF5 5AQ

Policies and Procedures

This policy should be read in conjunction with:

1. Anti-Bullying Policy
2. Relationships Policy
3. Positive Handling Policy
4. Therapeutic/Engagement (Sensory Processing and Communication) Intervention Policy
5. Wellbeing (Trauma Informed, Nurture and ELSA) Intervention Policy
6. Safeguarding and Child Protection Policy.

1. Rationale:

Behaviour – “An observable action in response to a particular situation or stimulus”.

Behaviour that Challenges – “A behaviour that is or might impede upon one’s quality of life”

The Governors and staff of The Western Learning Federation and Riverbank School believe that promoting behaviours that will improve quality of life is essential if the school is to achieve its vision and aims. As a rights respecting, person centred school, our staff utilise a relational approach and use positive behaviour support strategies to identify skills deficits, track behaviour and teach functionally adaptive skills. This enables highly effective teaching and learning as we aim to realise the four core purposes of the curriculum for each and every learner, operating in-line with our school’s mission statement.

This policy forms an integral part of our commitment to achieving the stated aims of the school and is based on the belief that:

- The well-being of each pupil is of paramount
- Every pupil should be given the opportunity to learn in an environment that is safe, and enjoyable, where they can grow towards independence and become responsible for themselves and others
- The quality of interactions is of primary importance all day, every day, for learning and for the development of communication and social relationships. This should improve quality of life.
- All approaches that aim to decrease behaviours that challenge, will be based on mutual respect and the development of self esteem
- Pupils cope best when they understand what is required of them and they are well prepared.

At Riverbank School we are committed to reducing all restrictive practices in line with the Reducing Restrictive Practices Framework (WAG 2021) and any documentation associated with that framework. We aim to use as few

restrictive practices as possible, teaching our pupils adaptive skills ensuring everything we do results in improving quality of life for our pupils, their families and our staff. We regularly review our practices and work with external consultants to maximise our effectiveness.

We recognise that all behaviour has a communicative function and that some behaviours reflect a pupil's inability to interact in a positive and meaningful way with their environment.

We believe that pupils who display behaviours that challenge are struggling to make sense of a complex and sometimes frightening environment that is allowing the behaviour to persist.

We will work on the basis that at the end of each day, no matter how stressful or difficult it has been for both pupil and staff. It is seen as the end of that day, with a new beginning tomorrow.

We recognise that the close involvement of all staff, parents and outside agencies are essential and will endeavour to provide appropriate ongoing training and requesting support when necessary.

If we determine a behaviour is not habitual or medical then the function will be that the pupil is either seeking or escaping one of the following aspects:

- Interaction
- Sensory Feedback
- Tangibles
- Control

For children who display any type of behaviour that challenges, our focus is always on determining the function of the behaviour and supporting the development of more appropriate ways to meet their functional needs. There is also an admission and understanding that the everyday behaviour of adults can affect the behaviour of our young people. If behaviours are present, an immediate consideration should be made of the staff's behaviour and the presence or absence of specific supports through our tiered approach. Behaviours that challenge will only persist in environments that allow them to do so.

2. Aim:

To improve the quality of life of every pupil and their family within the organisation.

3. Objectives:

- To develop a robust process to support pupils in developing adaptive skills
- To promote a positive learning and working environment that rewards behaviours that improve quality of life.
- To ensure a degree of consistency regarding principles throughout the school, while at the same time remaining flexible with our approach as a person-centred organisation.
- To understand that behaviour always has a communicative function.

- To create conditions for learning built upon mutual respect, cooperation and equal opportunities, which enable each individual to realise the four core purposes to the best of their ability.
- To enable all members of the school community to have a clear understanding of our approach.
- To work in partnership with outside professionals.
- To train all staff to use pro-active and non-restrictive reactive strategies to assist in the management of behaviours that challenge.
- To develop teaching and learning strategies that encompass each individual pupil's learning needs and therefore enabling better behaviour support within our universal provision

4. Responsibilities:

It is the Head of School's (HOS) responsibility to ensure that the governing body is fully involved in the decision-making processes that relates to positive behaviour support. It is also the role of the HOS and school leadership team to ensure all policies are implemented and evaluated.

It is the responsibility of the PBS Working Panel (chaired by a PBS trainer that is a middle leader within the school) to monitor and feedback back to the senior leadership team (SLT) and the Federation Quality of Life Panel regarding the manner in which Positive Behaviour Support is being adopted throughout the organisation and the level of support (and its impact) each pupil is in receipt of.

It is the role of all class teachers to follow the school's PBS policy (and associated policies/documentation), implement and monitor appropriate Individual Risk Assessments and Behaviour Support Plans (or Individual Behaviour Plans in the interim period before full transfer has occurred), as well as direct Teaching Assistants (TAs) in the use of all behaviour strategies and tracking. It is the responsibility of all staff to ensure that Behaviour Watch is completed in a timely manner and to follow the tiered approach in order to seek support for any behaviours that may impact a pupil's quality of life.

It is the role of the teachers and TAs to follow this PBS policy and to be aware of pupils' Individual Risk Assessments and bespoke Behaviour Plans. They should work to implement and monitor behaviour strategies under direction from the teacher.

Other responsibilities may lie with other professionals based at school i.e. the school nursing team, Occupational Therapists, Speech and Language Therapists (SALT) and with outside agencies such as social services, educational psychologists etc.

5. Curriculum and Learning – how they are developed to positively affect behaviour:

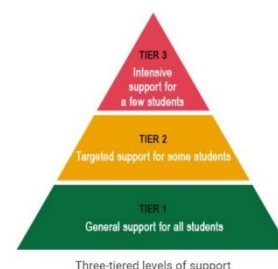
Children and young people with learning difficulties are less likely to display behaviours that challenge if they are provided with motivating, stimulating learning activities that target the appropriate developmental levels. At Riverbank School, all pupils follow a curriculum that has been carefully designed collaboratively involving all

staff and vested stakeholders, to ensure learning is motivating, meaningful, practical and fun. It is a board, balanced and progressive purpose driven, thematic approach suited to age and developmental stage of our learners. Each whole school theme is planned according to one of three 'tracks for learning', for a half term which ensures connected learning and the development of skills and knowledge with powerful cross curricular links.

Our person-centred curriculum offer includes a wealth of targeted wellbeing and therapeutic scaffolding. Intervention around sensory processing, communication, trauma and nurture often enables better access to other aspects of provision as we aim to build self-esteem and 'bridge' by targeting specific areas determined by a range of qualitative and quantitative data around each learner. Please revert to relevant policy documentation for further information regarding referrals etc.

6. Behaviour Pathway: Our tiered approach:

School staff are led by a person-centred multidisciplinary team approach. Parents are informed initially of any concerns and are involved throughout the process. Staff initially have informal internal discussions within staff teams before potentially discussing matters further with our PBS



Working Panel in an attempt to decipher our best approach. It might be that appropriate external agents are brought in following this. During these meetings, all relevant functional analysis will be dissected and perhaps recommendations made. Referrals will follow, typically for in-house therapeutic and/or wellbeing intervention. This may progress onto a wider professional circle in the form of a quality of life meeting or internal and external multi-disciplinary team meetings. See Appendix A for referral form to PBS Working Panel.

7. Learning Environment:

The teaching and learning approaches we adopt are fundamental in addressing and minimising behaviours that challenge. The development of good communication skills and the careful management of the environment are essential in minimising the incidences and impact of these behaviours.

We endeavour to place all of our time and effort into the behaviours that we wish to see more of (functionally equivalent) and seek to:

- Create a positive classroom ethos through the use of positive language and dialogue, visual rules, individual targets on display and pupil involvement in their own progress.
- Clearly identify behaviours that improve quality of life in each situation, promptly give praise for displayed alternative method the pupil has shown in 'solving their problem'.
- Get to know each pupil well – a strong relationship based on trust and respect is one of the most effective preventative measures
- Value all pupils and have high expectations of them

- Provide a consistent approach, set clear boundaries and manage change such that the environment is secure, stable and predictable.
- Adopt a degree of flexibility as we go about our operation in a person-centred manner.
- Communicate clearly – pupils need to know what is expected of them.
- Teach by example – provide positive role models and relationships based on respect and dignity.
- Establish a child-centred curriculum where activities are motivating and appropriate to the pupils age and ability and little opportunity exists for boredom
- Develop positive self-images and self-esteem
- Provide choices and opportunity for self-initiated activities
- Establish positive group dynamics and class rules (devised where possible by or with the involvement of the pupils)
- Teach pupils positive ways to communicate their needs and feelings
- Give time to listen and respond
- Respond thoughtfully to pupil communications and acknowledge their feelings – it may be unreasonable to kick or bite, but it is not unreasonable to feel cross or unhappy
- Provide pupils with feedback on their behaviour, teaching them
- Give praise and rewards
- Notice and respond when pupils are being helpful or constructive or friendly or just quiet and co-operative
- Encourage pupils to monitor their own behaviour
- Use non-confrontational approaches in our words and body language
- Teach positive alternatives – “let’s do this” rather than “don’t do that”
- Offer pupils the opportunity to start again when things have gone wrong provide space and opportunity for honourable exits and stand-downs in difficult situations try to make sure there are gains in getting out of conflict
- Avoid direct confrontation and try to diffuse the situation wherever possible
- Try distraction or compromise of change the staff dealing with the situation
- Keep our own self control – walk away from a situation if you feel you are losing control and ask for help

8. Positive Behaviour Support Working Panel:

Here at Riverbank School, we have identified the need for an in-house system that aims to interrogate a range of data sources around certain pupils, signposting timely and appropriate intervention. The group of specialised/interested staff members is made up of:

- Deputy Head – Therapeutic Intervention (Sensory Processing and Communication)
- Middle Leader – Strategic Lead / Rights of the Child.
- Middle Leader – Person Centred Practice Champion
- Senior Teaching Assistant – Positive Behaviour (Support Operational Lead and ABA specialist)

This panel provides an opportunity for like minded specialists to collaborate and hold person centred conversations around how best to support identified pupils. A multitude of data can be drawn from such as functional analysis of Behaviour Watch, Motional/Boxall (wellbeing) data, specific intervention data and other 'softer' qualitative forms of information. It is this panel that will decide which cases are to be externally referred.

9. Engagement:

Ensuring that pupils can communicate their needs as effectively as possible is key to proactively supporting behaviour. We are working towards becoming a communication friendly setting and therefore the school follows the "consultative" model whereby staff who work closely with the pupils in class are trained by the speech and language therapists in order to be confident in delivering their pupils communication plans. The "consultative" model of therapy, therefore, ensures that everyone that comes into contact with a child understands his or her communication needs. We also have an 'Engagement' specialist teacher within the setting that specialises in the 'total communication approach', sitting on the PBS working panel. This member of staff leads on in-house intervention and training as well as overseeing external therapist referrals.

Providing pupils with the appropriate communication tools (objects of reference, Picture Exchange Communication System (PECS), Communication Aids) will increase pupils' ability to communicate and therefore reduces behaviours that challenge. Communication skills can be variable dependent on the environment, levels of anxiety and demand.

Pupils need support to:

- Express their needs
- Express their choices
- Communicate appropriately to gain attention
- Avoid or refuse items, people or demands
- Understand and express their emotions.
- Follow instructions and rules

In order for a child to be fully engaged, research has shown that a child's sensory needs must first be met as a pre-requisite to learning. It is believed that a combination of effective behaviour strategies, appropriate physical environments and suitable sensory integration approaches provides the best possible chance for that child to achieve their academic potential (Ayres, 1972). Studies on developing sensory-integrative approaches for children with additional needs have shown many positive impacts such as developing attention and social skills (Miller et al, 2007), balance and co-ordination (Stonefelt and Stein, 1998), communication and academic ability (Lang et al, 2012) and reductions in impulsive behaviours (Urwin and Ballinger, 2005).

All staff will be provided with appropriate sensory toys and objects e.g. chair cushions etc to ensure that their pupils can access their learning in the appropriate way. Whole school update training around sensory processing

and pupil's sensory needs in their readiness to learn. Staff request support for specific sensory or environmental need and bespoke support package is created by Deputy Head of School for class to implement. Support will be given with reference to O.T advice or reports, appropriate sensory processing approaches, and any research carried out. Support given directly to pupil by OT and information shared with class teacher and parent/careers. School to seek advice from multiagency networks if needed eg. Referral to other agencies including educational psychologist, CISS, behavioural support.

10. Wellbeing Intervention:

We have a wellbeing centre within Riverbank School made up of specialist practitioners in Trauma Informed Schools, Nurture and ELSA. These practitioners inform our PBS working panel and are involved in discussions around appropriate intervention relating to emotional health and wellbeing. Please revert to specific policy documentation for further information.

11. Motivators and Rewards:

Finding the correct motivation for some pupils can be difficult in some cases. Preferred activities may not always be deemed appropriate, or may be obsessional. There is a place for the use of 'obsessions' to gain motivation, but they are used within reason, such as a 'reward' after the expected work is completed. Clear guidelines through the use of visual cues are used to indicate the expectation of each task.

At Riverbank School we follow the ethos of positive behaviour support. This is built on praise, encouragement and reflective analysis. When behaviours that reduce quality of life occur, the adult should be constructive in helping establish functionally equivalent alternative ways in helping the pupil solve their problem. It is essential that staff separate the behaviour from the pupil. 'The problem is the problem and not the individual'.

Praise can be given in many ways. The reward should be 'meaningful' to the pupil.

Rewards may take the form of:

- Verbal / social praise
- Charts based on numbers / steps / stars
- Treasure box
- Special Mention certificates and stickers
- Notes home
- Favoured activities, jobs or responsibilities
- Showing work to other staff in assemblies
- Praise specific to individual pupils e.g. special attention or activity
- Contracts leading to specific rewards agreed with/chosen by the pupil

12. Staff Training:

Riverbank School staff receive regular training to continually develop their understanding of individual pupil's needs. Staff are skilled in observing pupils' behaviour and in providing positive and proactive strategies in the first instance.

Staff are provided with a range of training that covers positive behaviour support training including PBS Training, Functional Analysis Training, Social Role Valorisation, Person Centred Planning, Elklan (communication), Sensory Processing, Trauma Informed Schools, Nurture and Team Teach. The school's PBS team/panel may offer other tailored pupil packages to specific class teams, for example, Primary Prevention.

13. Bespoke paperwork:

13a. One page profile (OPP)

As a person-centred organisation, every pupil and staff member within Riverbank School has a OPP (see appendix B). These are of paramount importance when mapping and delivering a bespoke curriculum offer. Within the document it will outline all measures and methods that will help support the pupil into accessing their provision in a manner that ensures that they realise their potential and quality of life is improved.

13b. Individual Behaviour Plan (IBP)

All pupils that have a record of regular behaviours that challenge which impede of quality of life, we gather qualitative feedback on. These conversations will often result in the creation of an individual behaviour plan (see appendix C). This plan has a direct link with both their OPP and their individual education plan (now annual outcomes). The former will ensure that our approach/strategies within each support plan is person centred in nature. The support plan will also typically generate a measurable target within the pupil's Education/Annual Outcome plan. Pupils with an IBP will generally be in receipt of targeted support at tier 2 within our pyramid. The next phase of the whole school process will be to replace IBPs with a more evidence informed and measurable Positive Behaviour Support Plan.

13c. Individual Risk Assessment

Pupils that can display behaviours that challenge which carry a degree of risk to themselves or others around them will have a RA (see appendix C). For each area recognised as a potential risk, preventative strategies, adult interventions (strategies) and follow up are recorded.

14. Monitoring and recording

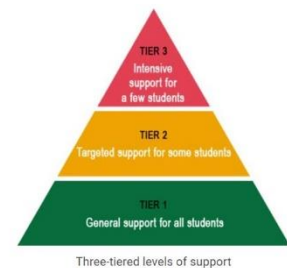
Riverbank School employs a variety of monitoring and recording systems:

Individual Development Plans (IDP)

IDPs focus on the greatest needs the pupil has and can be written to teach communication skills (or any other skill) that is needed to prevent behaviours that challenge been exhibited in any setting. They are assessed on an ongoing basis and teachers are expected to use them as working documents in order to ensure they are regularly meeting the needs of the pupils.

Our tiered approach:

The pyramid documentation provides teachers with a method of checking that all known strategies (or achievable provision) are in place for a pupil before escalating their behavioural or academic needs to the PBS Working Panel.



Behaviour Watch:

Behaviour Watch is an advanced web-based system, which allows Riverbank School staff members to monitor and record behaviours that challenge. When these are logged the system automatically alerts the relevant staff and has the ability to analyse and identify areas of concern. The information gathered can illustrate patterns in behaviour, and proves one of many effective tools that both class teams and the PBS panel can utilise when interrogating solutions.

Informal class meetings:

Class teams meet daily to discuss individual pupils progress, behaviour, class environment and other areas that need an information sharing approach. These meetings are either lead by general classroom activities or whole school topics.

Digital observations:

With parental consent behaviours may be recorded to support analysis of behaviours and the development of possible strategies.

Functional Analysis Tools:

PBS gives staff alternative ways of thinking about behaviour. PBS is based on understanding why problem behaviours occur - the behaviour's function. This approach to behaviour can occur on a school-wide level, in a specific setting, classroom, or with an individual pupil. PBS is the application of evidence-based strategies and systems to assist analysts to increase educational performance, increase safety, decrease problem behaviour, and establish positive school cultures. Staff may record behaviours through a variety of paper and digital means including time frequency charts, Star Charts or specific Behaviour Watch functions.

To view a template of a behaviour watch slip see appendix E, a STAR analysis see appendix F, Critical Incident review appendix G .

PBS Working Panel meetings:

This panel will meet three times per half term in order to discuss various aspects of our operational and strategic journey. However, the primary focus of these meetings is to interrogate the multitude of quantitative and qualitative information that we gather around an individual in order to establish timely, appropriate and measured intervention.

Multidisciplinary pupil observations:

Detailed observations and records by teachers, Health professionals and the staff team help to identify behaviours and their functions across school, home and any other provision they may attend.

Journey to Excellence Meetings and Annual Reviews:

At these person centred meetings staff members will endeavour to explore each individual's barriers to learning and attempt to identify the appropriate scaffolding/strategies required that will help accelerate progress. This will be tracked and reported on annually.

Accident forms:

If an accident of injury occurs as a result of a behaviour we use Behaviour Watch to record potential accidents and injuries.

Communication with parents:

Bespoke plans are sent home (or discussed at parents evening/annual review/IDP meetings) and opportunities are given to read and discuss. Parents then sign and return any IBPs. School staff liaise with parents as and when necessary regarding difficulties, strategies and progress made.

Seesaw:

Each teacher shares relevant information on routines, behaviour strategies and feedback through individual pupil's Seesaw accounts.

15. Equal opportunities

The governing body will comply with relevant legislation: race relations, sex discrimination; age discrimination; disability discrimination; religion or belief. The governing body will promote equality in all aspects of school life including in the planning, design and management of all behaviours that challenge.

16. Parental involvement

Parents will be kept up to date with their child's behaviour in school and progress in their learning of functionally adaptive skills. Parents will be invited to read their child's bespoke behaviour and risk assessment plans and

discuss it with school staff including senior staff if needed. Parents will be invited to sign their child's plan and will be invited to attend a range of purposeful person-centred meetings regarding their child. Parents will be notified of any changes to their child's plan and success will be celebrated with them.

Riverbank staff will actively work with all parents to create the appropriate bespoke documents that are person centred and support the child in learning skills both in the home and at school. We will work effectively with pupils and parents to ensure that relevant strategies can be used across all settings and with all stakeholders.

17. Contacting Parents:

Parents may receive a phone call or a Seesaw message to discuss any 'behaviours that challenge' that may have occurred during the school day.

Parents will always be contacted on the same day if any form of restrictive practice is adopted.

School staff will liaise with parents as necessary regarding difficulties, strategies and progress made. Staff will seek input from parents to establish the sharing of good strategies.

Parents will be asked to agree to the bespoke behaviour plan during annual reviews / IDP meetings.

18. Review and evaluation

The Positive Behaviour Support policy is reviewed annually as part of the Riverbank School 's self-evaluation process. The range of bespoke IBPs are continually reviewed by staff working with individual pupils.

SLT monitor the implementation of this policy and guidance document through the following:

- Ensuring the school remains compliant in all aspects of health and safety.
- Review our PBS strategies with external and internal experts.
- Working to reduce any and all restrictive practices at Riverbank School in line with the Reducing Restrictive Practices Framework (WAG 2021).
- Providing updated information to staff regarding approaches to behaviour management.
- Working proactively to develop appropriate recording and reporting mechanisms.
- Collating and using information regarding the use of behaviour management to effectively share good practice and target support.
- Evaluate information provided by staff.

Appendix:

A: Referral Form to PBS Working Panel

B: One Page Profile

C: Individual Behaviour Plan

D: Individual Risk Assessment

E: Behaviour Watch Slip

F: Star Analysis

G: Critical Incident Review

Appendix A:

Referral form



Positive Behaviour Support Referral Form



Child Name:

Class:

Reason for Referral:

What universal provision is already being used?

(Tick box for any provision used in the classroom and give brief examples of this. Use blank boxes for any other provision used)

Examples of any universal provision	Tick if used	Examples
PECs		
Schedule		
Makaton		
Now/Next		
Sensory items e.g. chewy		
Blanks levelling		
Communication with parents		
Communication with previous teacher		
One Page Profile		
Medical Needs e.g. medication		
Risk Assessment		
Behaviour Plan		
Behaviour watch data		

Give a brief summary of the behaviours which challenge:

(Use STAR to help you with this and cross reference with behaviour watch data)

Setting – Likelihood of behaviour occurring, Trigger – what are these, Action – Behaviours what can you see, hear and measure and Result – What happens after the behaviour occurs.

What outcome would like from the referral?

Appendix B:

One Page Profile

Great Things About ME!

- I always try my absolute hardest.
- I am a fantastic dancer and I love to twirl around - I go dancing on the weekend.
- I have a beautiful smile and I love to giggle and laugh.
- I like to have fun and play games.
- I can be very kind and thoughtful.
- I go to a karate class on a Friday, I'm really good and I always have great listening to the teachers.

My name is
I am 10 years old.



The best way to support me...

- I am very anxious about a lot of things. **Please don't talk about me in front of me.**
- If I am overwhelmed or anxious, I might bite my own index finger (on either hand). Please be watchful of this as I can sometimes hurt other children when I am feeling this way.
- If I am overwhelmed or anxious, I might pull someone's hair. I might not let go until a member of staff comes to help me. Please use a calm voice with me.
- I am always watching and always listening. **Please don't discuss other children in front of me,** I may try and "help" you by telling them off. I need reminding that the adults can deal with it.
- Please give me lots of positive praise and encouragement. I like stickers too and I really enjoy putting these on my chart.
- I need 1:1 adult support to complete most tasks but I am learning how to work independently.
- I love writing and I'm practising my number and letter formation so I can write on my own. I might need to overwrite some letters/ words or numbers.
- I love to see Deb and Aaron. Deb visits me twice a day, at 1pm and 3pm, in our classroom. This helps me to focus on my work knowing that I will see Deb later on that day.
- Outside at playtime, please keep a close eye on me (even if from a distance). I need space to play.

What is important to me?

- I live with mum and older sister Racheal and we have a pet dog called spook.
- I love talking to my class staff/ Deb and I like them to know everything that has happened to me. I sometimes get mixed up and my speech becomes hard to understand. Please show me (Makaton) and tell me to stop and think so that I can speak clearly and be understood.
- Familiar adults that I know and trust are very important to me. So are my friends.
- The head of school is so important to me and sometimes like to check in with them.
- Special Mention assemblies are important to me, I love celebrating with each class.
- Transition times are very difficult for me. Please give me a warning if something that I am doing is about to finish. Similarly, please give me a warning if it is "nearly" time to finish playtime/ go to the toilet/ tidy up etc.
- Sometimes I get very anxious very quickly so I need staff to ALWAYS be calm around me.
- Consistent routines are very important to me. Please talk to me calmly and in detail about a change in my routine and staff absences.

Written by:

Appendix C:

Individual Behaviour Plan



Pupil:
Class:
Written by:
Date:

Lead up Factors / Triggers	Description of Behaviour	Environment	Primary prevention strategy	Secondary prevention strategy	Tertiary – Reactive	Positive handling procedure	Recovery
						Overview:	
						Preferred Handling Strategies: External assistance: Single Elbow: Double Elbow: Shield: Small child escort: Small child hold:	

Name:	Position/Relationship:	Signed:	Date:
	Parent/Guardian/Carer		
	Teacher		
	Support Staff		
	Support Staff		
	Deputy Head		

Appendix D:

Individual Risk Assessment



Individual Risk Assessment

Name:
Class:
Completed by:
Signed by teacher:
Signed by Parent/Carer:
Date of next review:

Hazards identified	Persons at risk	Likely consequences	Level of risk	Control Measures	Action required what/when/who
			High		

Appendix E:

Behaviour Watch Slip

Mr A Ellis

Contact

Behaviour

Safeguarding

Accident Pupil Staff 3rd Party

Student

+

+

i

Please select a student

Staff

Ellis Aaron

Subject

Please select a subject

Status

Open

Location

Date

23 May 2022

Date

Period

After School

CC

[Click Here to Inform Others](#)

Approximate Time *

Please record approximate start time. BehaviourWatch automatically logs time of record creation.

☒ Time

HH:MM

Behaviour That Challenges *

Is/might this behaviour impede on the pupil's quality of life?

☐ Yes
 ☐ No

Additional Staff

☐ Staff involved 1
 ☐ Staff involved 2
 ☐ Staff involved 3

☐ Staff witness 1
 ☐ Staff witness 2
 ☐ Staff witness 3

External Triggers

☐ Noise Level
 ☐ Classroom Disruption
 ☐ Unfamiliarity

☐ Routine
 ☐ Transition
 ☐ Non-delivery of activities

☐ New activities

Internal Triggers

☐ Pain
 ☐ Hunger
 ☐ Emotional processing

☐ Communication
 ☐ Tiredness
 ☐ Anxiety

☐ Sensory impairment
 ☐ Medical
 ☐ Other Wellbeing Issue

Behaviour Classification

	EXPECTATIONS IN LINE WITH LEVEL OF IMPACT		
	Level 1 - Minor Behaviour	Level 2 - Significant Behaviour	Level 3 - Critical Behaviour
What level of severity is the Behaviour?	<ul style="list-style-type: none"> Non-restrictive physical intervention. No/very minor injuries to staff or pupils. Very frequent behaviours 	<ul style="list-style-type: none"> Restrictive practice used (within IBP) Injury to staff or pupil Heightened concern due to potential risk. Significant impact or possible impact on pupils quality of life. High frequency behaviour 	<ul style="list-style-type: none"> Restrictive practice used (outside IBP) Unusual circumstances, i.e. outside of school grounds in dangerous location. Very high levels of distress / length of time or serious injury
What records and de-briefs are needed?	<ul style="list-style-type: none"> Record of Behaviour via Behaviour Watch (valuable in order to better understand behaviour). Complete tally sheet in class (optional) 	<ul style="list-style-type: none"> Record of Behaviour via Behaviour Watch (valuable in order to better understand behaviour). Inform DHOS via email or in person ON THE DAY if restrictive practice is used. If the behaviour led to an injury then ensure that the accident form is completed also. Collaborative Behaviour de-brief discussing all perspectives for the more concerning Behaviours. SLT presence if requested. 	<ul style="list-style-type: none"> Record of Behaviour via Behaviour Watch (valuable in order to better understand behaviour). Inform DHOS via email or in person ON THE DAY if restrictive practice is used. If the behaviour led to an injury then ensure that the accident form is completed also. Collaborative Behaviour de-brief discussing all perspectives with SLT presence.
Who to inform?	<ul style="list-style-type: none"> No-body required to be immediately informed. Behaviour details are available to all Behaviour Watch users. Reports can be generated through Behaviour Watch and distributed as appropriate. 	<ul style="list-style-type: none"> Inform SLT (if appropriate) Inform parents/guardians PBS Team to discuss data in terms of our referral/intervention systems every fortnight. 	<ul style="list-style-type: none"> Inform parents/guardians Inform SLT PBS Team to discuss data in terms of our referral/intervention systems every fortnight.

Impact Score *

☐ Level 1
☒ Level 2
☐ Level 3

Impact Score Reason

☐ Frequency
☐ Intensity
☐ Duration

Behaviour Directed Towards *

☐ Staff
☐ Pupil
☐ Property
☐ Self

Behaviour *

☐ Chinning
☐ Disruptive
☐ Head Banging
☐ Inappropriate Touching
☐ Minor Damage To Property
☐ Pushing
☐ Self harm
☐ Verbal Abuse

☐ Biting
☐ Grabbing
☐ Hitting
☐ Intimidating Behaviour
☐ Obsessive actions
☐ Scramming
☐ Spitting
☐ Wetting/soiling

☐ Defiance
☐ Hair pulling
☐ Inappropriate Language
☐ Kicking
☐ Pinching
☐ Screaming
☐ Stripping clothes

Restrictive Practice Used *

Restrictive Practices should only be considered as an absolute last resort when all other strategies are unsuccessful and the behaviour is significant in nature

☐ No Restrictive Practice used
☐ Physical Restrictive Practice used
☐ Enviromental Retrictions used
☐ Withdrawal used

Mechanical and Chemical Restraint are never to be used in this setting.

Behaviour Support Plan *

☐ Behaviour managed in line with Behaviour Support Plan
☐ Behaviour not managed in line with Behaviour Support Plan
☐ Pupil does not have Behaviour Support Plan

Please note, behaviour's that result in the adoption of Restrictive Practice that is not recorded in the pupil's PBS Plan is considered a Critical Behaviour and therefore will require SLT presence at a debrief.

Consequences and Follow Up


☐ Restorative action
☐ Moved in classroom
☐ Parent(s) / Guardian(s) informed
☐ IBP review
☐ OPP review
☐ MDT meeting
☐ Emergency annual review called

Parent / Guardian Contact

- ☐ Home book
- ☐ Phone call
- ☐ Seesaw
- ☐ Microsoft Teams
- ☐ In person
- ☐ Parent/guardian notes if required

Attachments

Please attach any relevant supplemental documents relating to this Behaviour Record, if required.

☐ Attachments 

Injury/Accident *

Please indicate here if an accident or injury occurred during this Behaviour. If an injury was sustained by the student named at the top of this record you can generate a linked Accident Log below. If the injured party was another student, a staff member or person external to Riverbank School, please complete a new Accident Log

- ☐ No Injury/Accident
- ☐ Behaviour Lead Injury/Accident
- ☐ Generate Student Accident Log

Appendix F:

STAR Analysis

De-brief Required	
BEHAVIOUR DE-BRIEF	
<input checked="" type="checkbox"/> Setting	
General factors increasing the likelihood of behaviour occurring, e. g. diagnosis, age, tiredness etc.	
<input checked="" type="checkbox"/> Triggers	
Internal or External reasons for the behaviour occurring on this occasion	
<input checked="" type="checkbox"/> Action	
A full description of the behaviour, including location and staff/pupils involved.	
<input checked="" type="checkbox"/> Results	
Description of events following behaviour.	

Appendix G:

Critical Incident Review

Self Reflection

- ☒ Review of Behaviour Support Plan and possible IEP target

- ☒ Positive aspects in terms of the manner in which it was managed

- ☒ Areas for Improvement

If Restrictive Practice was used please provide a full and in-depth overview of how there was an attempt by staff to both prevent and then react in a **Non-Restrictive** manner before considering this practice. This should be in-line with behaviour plan