

This policy needs to be read in conjunction with St Paul's Behaviour Policy

INCLUSION and ADDITIONAL NEEDS BEHAVIOUR POLICY

Policy date: October 2023

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Children with Education Health and Care Plans for Social, Emotional & Mental Health (SEMH) or who have identified high level SEMH needs, may need their own behaviour pathways set at the beginning of each school year. These plans/charts can be tailor-made with specific rewards and sanctions to meet their needs and based on their own interests and abilities.

Reward Systems

Reward systems for children with additional needs will be simple and planned to enable any staff member to contribute e.g. by offering additional 'points' or 'minutes' of reward time. Reward charts will be planned so that if points are lost, they can easily be earned back in order that a negative start will not set the tone for the day and there is constant opportunity to begin afresh at any time. These systems should be flexible so that for instance, points can be converted to individualised, age-appropriate rewards such as stickers or time on the trim trail/computer.

Managing Emotions and De-escalation

Staff work hard to prevent escalating behaviours by encouraging children to recognise the physiological signs of building emotion and by offering sensory experiences which support children to regulate e.g. time in sensory tent, sensory trays in classrooms, putty, going for a walk etc.

Staff may carry emotions scales on their lanyards and engage in regular discussion with key children about how they are feeling in order to prevent difficult behaviours arising from anxiety or anger.

De-escalation strategies are offered early, to help children to regulate and prevent behaviours from escalating wherever possible. 'Smart Choices' de-escalation strategies are carried on lanyards for specific children, as a visual prompt.

Smart Choices include:

- Tell (talking time with a staff member)
- Walk or Run (the site is secured and staff follow at a safe distance)
- Mood Changer (can be specific to the child e.g. physical activities such as trim trail; kicking a ball, time in the tent or safe space, putty, sensory resources).

Staff supporting key children with SEMH needs, carry Walkie Talkies and can call routinely for assistance or a '**Change of Face**' whereby a child may respond better to a new staff member coming in and offering the choices instead.

Sanctions

Sanctions are decided during initial behaviour conversations and may involve e.g. a loss of 'points'; time spent with a member of SLT or other designated staff member, and/or a conversation between school and parents/carers. A Home School Link Book can be used to ensure parents/carers are fully informed of behaviour patterns on a daily basis. Sanctions for children with EHCP's for SEMH needs will not typically involve moving within or between classrooms. Specific advice is taken, if required, from the Specialist Teaching Team. For serious and/or repeated physical behaviours against staff and/or children: it may be necessary to follow the whole school suspension policy.

Risk Assessments

At the beginning of each school year, using handover information from the previous class; staff discuss potential difficult behaviours and make plans for how to keep children with Additional Needs and their classmates safe. Formal Risk Assessments are written for any child whose behaviours might risk harm to themselves; staff members; other children and/or school property. These are shared with new class teachers during July handover and updated annually in September.

Risk Assessments include:

- De-escalation strategies
- Deciding how to keep certain items out of reach e.g. scissors
- Planning the ability to put such items away quickly
- Agreeing signals for when to seek more adult support
- Agreeing signals for when and how the rest of the class might need to be removed to another place for their safety.
- Agreeing procedures for if a child tries to leave the site.

Serious Behaviour Incidents

Staff should use their Walkie Talkies to call for additional support when needed. When staff arrive as back up, they should first approach the child at a distance and risk assess the situation for their own safety and that of others. They should take some time to assess whether or how they should try to engage, as the child might need considerable time and space to calm down.

If at all possible, staff leave the child within a safe space and supervise at a distance, trying to engage them when it is deemed safe. If a child is harming themselves or destroying property, then restraint might be necessary, by two adults who have received Positive Touch Training. Restraint is always a last resort.

Only the support staff member, class teacher (and/or a staff member who has been called to an incident) should try to engage with the child. All other staff and children moving around the site should not try to assist with the situation, unless the adults already attending signal for them to do so; as this can overwhelm the child or disrupt the behaviour management strategies underway.

In incidents involving the above, parents will always be called and consulted. Restorative conversations will be had with the child when they have returned to a calm frame of mind. For children with Autism, Comic Strip Conversations allow these conversations to take place in a visual way.

Behaviour incidents involving children with additional needs are recorded as per the usual systems on CPOMS and in the words of the staff members directly involved.

Physical violence towards staff and other children in the form of: punching, kicking, hitting, pushing, grabbing, pinning, spitting or pulling hair, or use of physical implements to hurt or harm, are not acceptable behaviours from any child. Incidents involving physical violence are carefully reviewed with regard to age and stage, nature of additional needs, frequency of behaviour, possible provocation and level of harm before next steps are agreed by the Senior Leadership Team.

Trauma informed approach

There are children within the school who will have experienced developmental trauma and their emotional experiences may be presented in poor behaviour – behaviour is a form of communication. Some children have learnt through early childhood experiences that if you seek attachment, you get rejected because their main care giver was not available physically or emotionally. We will work with the child, parents/carers and staff working with the child to identify ways to best support the child within school so that their needs are being met. This may look different for different children within the school depending on their trauma and presenting needs.

Permanent Exclusions:

It is our Policy to avoid exclusions for children with additional needs. If, with all of the above in place, a child is still placing staff and other children at high risk of harm, then school will consider an exclusion as an absolute last resort.

This Policy will be updated on an annual basis.