

beatrice tate school

Policy status	Statutory
Reviewed	9th December 2024
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Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Version	Date	Author	Description of change
December 2022	12.12.22	WH	New Policy
December 2024	09.12.24	WH	Reviewed – Policy name change ‘Behaviour Support Policy and Principles’ Update to language in previous policy ‘behaviours that challenge’ replaces ‘challenging behaviour’

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1. Aims of this policy

- To provide the framework for effective teaching and learning to take place.
- To promote positive behaviour support and management.
- To give clear guidance to students and staff of what is expected of them.
- To ensure continuity and consistency in approach towards students by all staff.
- To provide members of staff with clear guidelines and readily accessible procedures.
- To ensure that if physical interventions are used there is an understanding of the reasons for such action and the methods used are calming and prevent injury to both students and adults.
- To inform parents and governors of our aims and objectives and to provide clear procedures for involving parents.

2. Principles

Beatrice Tate School believes that all students feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour. This is particularly crucial when working with students with learning difficulties who need consistency and clear unambiguous messages in order to understand what is expected of them.

At Beatrice Tate School, we recognise that:

- Students are individuals and their behaviour should be respected.
- Behaviour is a form of communication and has a function.

The five outcomes of behaviour

Communication and Interaction	the behaviour is designed to communicate or fulfil the need for attention or attachment
Sensation	the behaviour itself is stimulating and enjoyable
Tangible benefit	the gaining of favoured activities or objects
Demand avoidance	the gaining of reward by the removal of a non-favoured activity or object
Social avoidance	avoiding a difficult social situation

'Supporting parents and carers: a trainer's guide to positive behaviour strategies' (BILD 2008)

3. Supporting Positive Behaviour

Rewards

At Beatrice Tate School emphasis is placed on reinforcing positive behaviour. Student's confidence and self-esteem are developed through encouragement, incentives and rewards and by providing maximum opportunities for them to experience success.

- Teachers develop their own reward systems, e.g. Let's make a deal, stickers, stars, stamps and reward charts, public display of good work or achievements.
- Students are allowed special privileges, e.g. a specified time with a favoured activity or special tasks.
- Student's good work and achievements are celebrated and communicated to parents and are presented and celebrated collectively e.g. 'Good Work' and 'Jack Petchey Achievement' assemblies.

Sanctions

Sanctions discourage inappropriate behaviour, but they do not support students to learn or develop

new, more appropriate behaviours. As a result, they should only be used as a short-term strategy in the period immediately after the behavioural incident

Sanctions must:

- be clearly linked to the inappropriate behaviour;
- be appropriate to the student's level of understanding and preferred mode of communication;
- be communicated calmly with a student when they are able to engage (not straight after a confrontation);
- be agreed in advance with the staff who support and work with the student on a regular basis;
- be time limited and used to redirect the student to make more positive choices.

Sanctions must never include the removal of basic physiological needs including food, drink, warmth, shelter, excretion or rest.

When rewards or sanctions alone prove ineffective or the inappropriate behaviour is persistent or challenging, a more detailed evaluation and recording of a student's needs is completed.

Teachers should refer to the following document for guidance: [Appendix 1 – Checklist of factors effecting behaviour](#)

Positive handling

Beatrice Tate School's behaviour policy is based on positive handling: valuing mutual respect, participation and reward. Positive handling is a holistic approach involving management of the environment, deployment of staff, changes to inter-personal behaviour and diversion, de-fusion, and de-escalation strategies. Core to this approach is the acceptance that all students are capable of learning more appropriate behaviours through a process of change. Physical intervention is only a very small part of the framework, as there may be occasions when it is necessary to interrupt a behaviour to prevent harm or injury to the student themselves or others (or damage to property) occurring.

Behaviours that challenge

Behaviours that challenge should be recognised as serving a purpose for the student and communicating a need. Behaviours that challenge include:

- physical aggression towards others, including hitting, kicking, grabbing, biting, spitting
- damage of property
- socially inappropriate behaviour
- self-injury and self-stimulation
- non-compliance

Teachers and Tutors can refer to the following documents for guidance to measure, record and assess behaviours that challenge:

- [Appendix 2 – Measuring and recording behaviours that challenge](#)
- [Appendix 3 – ABC chart](#)
- [Appendix 4 – ABC Monitoring Form](#)
- [Appendix 5 – Behaviour escalation cycle and support strategies](#)

As a result of a thorough assessment of the behaviours that challenge(s), a Behaviour Support Plan is developed by the tutor with guidance from the Assistant Headteacher to support the student to engage in more positive behaviours.

Behaviour Support Plans

A Behaviour Support Plan (BSP) is initiated when:

- short term rewards or sanctions prove ineffective;
- the behaviour is of serious concern or continues to be challenging;
- the behaviour involves physical aggression or requires physical intervention (see below)

A Behaviour Support Plan aims to identify and respect the cause or function of the behaviours that challenge and provide the appropriate support to develop more socially acceptable alternatives to promote inclusion.

Teachers or Tutors should refer to the following proforma when completing a Behaviour Support Plan:
[Appendix 6 – Behaviour Support Plan form](#)

Once the Behaviour Support Plan has been formulated and discussed with staff, this will then be shared with parents/guardians who will sign to say they agree. This should be reviewed termly or earlier if deemed necessary. If the review results in no change, parents/guardians will not be required re-sign.

Behaviour Support plans will be discussed with parents/guardians and signed annually at the beginning of each academic year.

The introductory period of the Behaviour Support Plan is crucial and may provoke more behaviours that challenge or may not initially be seen to be effective. As a result, staff implementing and monitoring the plan should meet regularly in the introductory period to ensure consistency and review the plan if necessary.

Monitoring and Evaluation:

- The BSP will be monitored by tutors and discussed at team and /or tutor group meetings. If the BSP is not bringing about a reduction of behaviours that challenge, Tutors should check if the programme is being implemented consistently and clarify the plan with staff implementing the plan. Issues of concern should be raised with the Assistant Headteacher or Deputy Headteacher for additional support.
- If necessary, revisions to the BSP should be discussed and agreed. A revised version of the programme written and circulated as soon as possible.
- The Behaviour Support Plan will be shared with all staff working with the student and a copy kept in the student's Behaviour & Incidents folder in the Pupil drive.
- If a reviewed BSP is unsuccessful in reducing behaviours that challenge, **over** an extended period of time, the school may need to assess and review and request additional support from other agencies, in addition whether the needs of the young person can be met in the school.

Physical intervention

The use of restrictive physical interventions should be considered within the wider context of other measures. These include establishing and maintaining good relationships with the student and using diversion, de-fusion and negotiation to respond to difficult situations. **TEAM-TEACH (v.2018) emphasises the general balance of 95% de-escalation strategies and 5% physical interventions as a guide.**

As part of developing a Behaviour Support Plan, teachers will identify what planned physical interventions could be necessary, reasonable and proportionate for an individual student in foreseeable circumstances and are risk assessed. In planned physical interventions, only those staff who are **TEAM-TEACH** trained will take the lead in any positive handling situation.

Staff should always report use of physical intervention that occurs in unforeseen or crisis situation in accordance with the [Incident Reporting Policy for Pupils and Staff](#) to the Assistant Headteacher, Deputy Headteacher or Headteacher who will complete the following form: [Appendix 7 – Beatrice Tate School Incident Record](#)

Behavioural incidents are also recorded, tracked and analysed using My Concern For information on staff procedures and responsibilities see the following chart: [Appendix 8 – Beatrice Tate School](#)

Behavioural Incident Reporting

During the management of behaviour that challenges, students will be treated with respect and care. Staff must act within the principles of 'duty of care' which stems from the responsibility to be 'in loco parentis' (in the place of the parents). That is, staff must act in a way that students are kept safe and secure from injury. Any actions taken to ensure this will be judged as would the actions of 'a reasonable parent'.

The failure of staff to comply with these principles will be referred to the school disciplinary procedures.

Small Group Rooms or time-out spaces

Small group rooms may be used as a "safe space" to provide a facility for staff to support students through behavioural episodes. This enables students to enjoy a calm space whilst preserving the safety of other students and staff in the classroom. Under no circumstances will a student be alone (secluded) in a room without a member of staff being in the immediate vicinity.

The legal position in the use of rooms for the purpose of calming students is held in "Guidance for Restrictive Physical Interventions" Department of Health (2002) and "Behaviour and discipline in schools" Department for Education (2014).

4. Staff support and development

Staff support

Staff who have been involved in a stressful situation will be given time to recover from the personal pressure which arises out of such incidents. Senior staff should be made aware of all such situations so that cover can be arranged and staff supported as appropriate.

At least one member of the Senior Management Team (Assistant Headteacher or Deputy Headteacher) will be available in the school during the day to ensure that staff have access to prompt decision making and the opportunity to report all incidents of behaviours that challenge.

Incidents of behaviours that challenge which result in injury to students, staff or visitors must be recorded using the accident and incident form in accordance with the [Incident Reporting Policy for Pupils and Staff](#).

Training

Training in aspects of behaviour management is provided for staff as part of the induction process, and as part of the programme for staff INSET. All permanent classroom staff will be trained in **TEAM-TEACH** philosophy and practices, and follow updates for refresher training. In addition, a minimum of two members of staff are trained as **Team-Teach Intermediate Tutors**, who are able to lead 6-hour, 12-hour and refresher training sessions

As well as Team-Teach training, Teachers and Tutors are encouraged to attend courses on the management and support of behaviours that challenges and to share knowledge and good practice via staff briefings, teachers' meetings and staff INSET.

5. Partnership with parents/carers

Parents/carers are engaged in the system of behaviour support as soon as practicable after the behaviours that challenges have been identified. The insights of parents/carers into the behaviour patterns of their child are useful to provide as full a picture as possible of the context of their behaviours. All Behaviour Support Plans require parental approval and no Behaviour Support Plan should be commenced without parental consent.

Behaviour Support Plans are most effective when they are carried out at in every area of the student's life. As a result, parents and carers, transport staff, community respite services and holiday scheme staff are encouraged and supported to ensure that behaviour support is consistent across

different contexts. Where a Behaviour Support Plan is in place, effective home-school-community communication is essential.

6. Bullying

While the scope for bullying by students at Beatrice Tate School is more limited than in mainstream schools many of our students are more vulnerable, and it is accepted that some students are potentially capable of bullying. See [Beatrice Tate School Anti-bullying Policy](#)

7. References

Sharon Paley, Chris Stirling and Mark Wakefield (BILD 2008), 'Supporting parents and carers: a trainer's guide to positive behaviour strategies', British Institute of Learning Disabilities, Kidderminster.

Bernard Alan and George Matthews (Team-Teach Ltd 2015), 'Team-Teach Workbook v.2018', Steaming publications, Redhill.

Associated DfE resources

1. Home-school agreements
2. Use of Reasonable Force – advice for headteachers, staff and governing bodies
3. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies
4. Exclusions Guidance
5. Safeguarding
6. SEN Code of Practice

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations

2008 Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

8. APPENDICES

- [Appendix 1 – Checklist of factors effecting behaviour](#)
- [Appendix 2 – Measuring and recording behaviours that challenge](#)
- [Appendix 3 – ABC chart](#)
- [Appendix 4 – ABC Monitoring Form](#)
- [Appendix 5 – Behaviour escalation cycle and support strategies](#)
- [Appendix 6 – Behaviour Support Plan form](#)
- [Appendix 7 – Beatrice Tate School Incident Record](#)
- [Appendix 8 – Beatrice Tate School Behavioural Incident Reporting](#)

Checklist of factors effecting behaviour

Name of Student:

Date checklist started:

Date checklist completed:

Factor	Response
When did you first observe a change in behaviour?	
Has the student recently been seen by the school nurse for minor ailments? If yes, any issues?	
Has the student had a recent medical review? If yes, any issues?	
What do parents have to say about changes in behaviour?	
Could travel to and from school be a cause of the problem? If so, what are the issues?	
Have there been any changes to the physical environment of the classroom?	
Could a new student have affected their behaviour?	
Could a new staff member have affected their behaviour?	
Are there any other factors that may affect behaviour patterns? If so, what are they?	
Do you intend to write and implement a full BSP? Start date?	

Short term Strategy	Development
<p>It may be necessary at this point to have a short-term strategy to deal with the most severe aspects of behaviour before the BSP is completed.</p> <p>What measures need to be taken to modify identified behaviour in this early stage?</p>	
<p>Have staff members been informed of these measures? If so, how?</p>	
<p>Is it safe for this student to go off site?</p>	
<p>Have you considered supervision issues at lunchtime? If so, what is planned?</p>	
<p>Have parents been informed about changes to routines?</p>	
<p>Are transport staff aware of any new management techniques?</p>	
<p>Notes:</p>	

Measuring behaviour

Why Measure?

- Observing and measuring behaviour helps to define the problem and analyse the frequency and possible causes of the behaviour or behaviours. We need to understand the problem, to be able to plan for its reduction and replacement as well as to evaluate the success of intervention.
- It is easy to misjudge the frequency of behaviour unless this is recorded. Establishing a **baseline** is crucial in order to develop an intervention programme or a Behaviour Support Plan (BSP).
- Measurement also allows staff and others involved with the student to have some objectivity and maybe see that the problem isn't as bad (although none the less difficult to handle) as they initially thought and that a pattern can often be established.
- Measuring behaviour both before and after the implementation of specific strategies or a Behaviour Support Plan, enables an evaluation of the impact of the intervention and may help in the development of future strategies.

How to Measure:

Defining the Behaviour

It is important to accurately define the behaviour. If we are hoping to measure a change in the behaviour, it may be useful to record additional information (e.g. instead of recording 'hitting' it may be useful to record how hard it was, if it was playful, or if there were several strikes in one 'bout' or just a single strike). It's also important to record when intervention has also taken place e.g. 'attempted to hit' as well as "hit"

Looking at and defining alternative behaviours

Sometimes, it may also be useful to record any appropriate behaviour that the student demonstrates. This will give staff the opportunity to measure any increase in positive behaviours.

Event and duration recording

Recording the number of occurrences of the behaviour in any given time will give us the frequency of the behaviour. Sometimes it's as important to know how long each behaviour lasts, if this is the case, we will record the duration of the behaviour.

Time Sampling

A time sample is used when the behaviours occur very frequently. The results are an estimation of the proportion of time that the behaviour occupies. **Momentary Time Sampling - MTS** is considered the most accurate. The student is observed every few seconds and the observer records whether the student is displaying that behaviour at that precise moment.

The results are a picture of how much time the behaviour occupies. The more frequent the observations the better. This method is however very staff intensive and a member of staff must be allocated exclusively to observing the student.

Who Should Make the Observations?

If the behaviour is obvious and definitely noticeable then any member of staff can record the behaviour. If the behaviour is not obvious and likely to be missed then a member of staff has to be allocated to that student for set periods.

Which Method?

The method used to measure a behaviour or group of behaviours is to be judged by the nature of the problem and practicalities such as staffing and setting.


There is no set format for recording behaviour using MTS. Individual event recording, however, should be completed on an [ABC Chart \(Appendix 3\)](#) and compiled on an [ABC Monitoring Form \(Appendix 4\)](#).

The following table gives guidance as to the methods appropriate for different frequencies of behaviour:

Frequency of Behaviour	Engagement at the Same Time	Method	Time Periods	Present Data as
Several times in 10 minutes	YES	MTS 15 seconds	10 minutes in every hour 9am-9pm over 3 days	Average or total per day
Several times in 60 minutes	YES	MTS 15 seconds	60 minutes X 2 per day for 3 days	Average or total per day
Once an hour or less	NO*	Event or event + Duration recording on ABC chart	All day for 7 days	Average or total per day
Once a day or less	NO*	Event or event + Duration recording on ABC chart	All day for 14 or more days	Average 6 total per week

* In these cases use MTS method to record 'engagement' separately from the inappropriate behaviour.

ABC Chart for observing and analysing behaviour

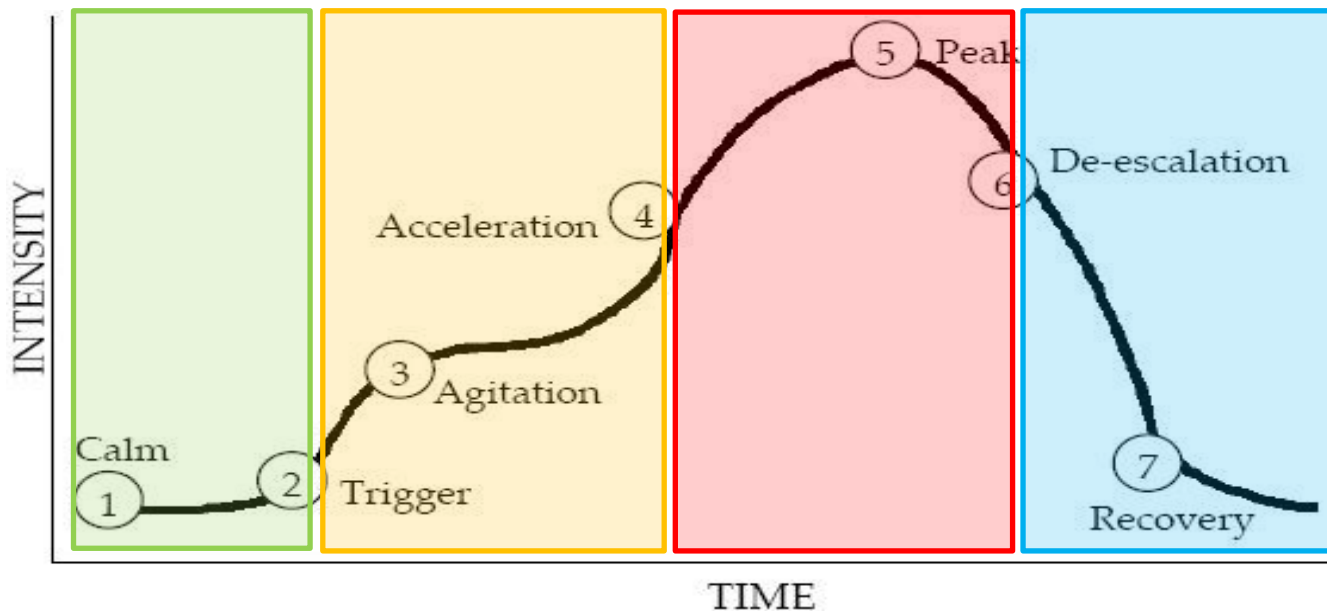
Date /Time	Antecedents	Behaviour	Consequences
	What triggers the behaviour? Where? Who with? When? Why?	What exactly does the student do that you want him or her to stop?	What follows the undesired behaviour? What might the student be finding rewarding that makes him/her carry on behaving in this way?
Follow up Action 	What can be done to avoid or improve the effect of the triggers?	What would you prefer the student to do?	How can you avoid giving attention? What encouragement or rewards could you give to encourage this?

ABC Monitoring Chart

Date/ Time	Antecedents What happened before? What were the triggers? Where? Who with? Why?	Behaviour What happened exactly? Be factual.	Consequences What happened after? What may have been rewarding for the student?	Print name, sign & date	Teacher/ AHT sign

Behaviour Escalation Cycle

The behaviour escalation cycle, based on Colvin (1992)



Phase	Behavioural Indicator	Support strategies
1. Calm	<ul style="list-style-type: none"> • Able to follow directions • Less likely to react to provoking situations • Responsive to praise and other forms of reinforcement • Is able to make mistakes and receive correction • Is interested in showing work and telling about accomplishments 	<ul style="list-style-type: none"> • Conduct functional assessment of behaviour(s) i.e. identify the factors that predict and reinforce “behaviours of concern.” See Appendix 1 - Checklist of factors effecting behaviour. • Identify alternative behaviours to teach • Utilise preventive techniques e.g. simple key-word instructions; social stories; Let’s make a Deal, rewards, etc • In all communication allow for students to process the information i.e. ‘take-up time’
2. Trigger	<ul style="list-style-type: none"> • Provocation from another person, activity, stimulus • Interruption of routine/reward • Difficult situations • Continued errors • Having to face consequences for behaviour 	<ul style="list-style-type: none"> • Identify the antecedent/trigger • Modify the influence of the antecedent • Prompt alternative behaviours • Teach a problem-solving routine
3. Agitation	<ul style="list-style-type: none"> • Increased body/eye/hand movement • Cryptic speech/no speech 	<ul style="list-style-type: none"> • Provide quiet and alone time • Make different work/tasks available • Provide concrete task or response options
4. Acceleration	<ul style="list-style-type: none"> • Uses engagement behaviours to get predictable response (questioning, arguing, provoking) • Threats, intimidation, defiance • Flight • Physical aggression • Self-abuse • Property destruction 	<ul style="list-style-type: none"> • Intervene early in the chain • Rehearse expected behaviours • Provide reminders • Modify the task or task demands • Alter the physical arrangement • Withdraw from the individual • Teach a different way of fulfilling the function of the behaviour

		<ul style="list-style-type: none"> • Prompt the new routine • Praise engagement on the new routine
5. Peak	<ul style="list-style-type: none"> • Physical aggression • Self-abuse • Property destruction • Hyperventilation 	<ul style="list-style-type: none"> • Physical restraint and/or removal to safe space • Clear room of other students/furniture • Time out • Emergency assistance from other staff/SLT
6. De-escalation	<ul style="list-style-type: none"> • Confusion • Attempts to reconcile • Withdrawal behaviours • Responsive to simple (concrete) directions • Denial of serious incident 	<ul style="list-style-type: none"> • Praise return to normal activities • Debrief if appropriate
7. Recovery	<ul style="list-style-type: none"> • Willingness to resume routine, especially tasks that do not require interaction • Subdued behaviour • Reluctance to communicate/denial of behaviour 	<ul style="list-style-type: none"> • Focus on normal routines • Praise appropriate behaviour • Rehearse problem-solving routing

Behaviour Support Plan

Student:	Tutor group:	Date commenced:
ABOUT THE STUDENT:		
BEHAVIOUR CONCERNS:		
FREQUENCY:		
ANALYSIS OF WHEN AND WHY THE BEHAVIOURS OCCUR:		
BEHAVIOUR SUPPORT PLAN		
Objective of BSP: (reduction/replacement of behaviour)		
SUPPORT STRATEGY BASED ON ANALYSIS OF WHY THE BEHAVIOUR IS OCCURRING: (Include here strategies based on the behaviour escalation cycle Appendix 5, if appropriate)		
POSSIBLE PHYSICAL INTERVENTIONS: (Indicate the possible use of physical intervention by a Team-Teach trained staff-member, that may be necessary to de-escalate a situation)		
Review Date:	Review By:	

Incident Form

NAME/S INVOLVED		1.	2.
When did the incident happen?		Date:	Time:
Where did the incident happen?			
1. Antecedent/Triggers	2. What happened?		3. Calming and/or Team - teach strategy
Indicate precisely where injuries have or might have occurred.			
Primary Witness(es)	Name(s):	Signature(s):	Date:
GIVE TO HEADTEACHER OR DEPUTY HEADTEACHER IN PERSON			
TYPE	ACTION REQUIRED		Responsible
RED	Nurse to be consulted. Nurse to telephone parents immediately		
AMBER	First aid to be given and recorded. HSLO to telephone parents ASAP		
GREEN	No apparent injury but keep looking. HSLO to inform parents		
Accident	Accident Book report necessary		
H-S BOOK	Home School book communication sufficient		
BSP	Behaviour Support programme to be reviewed		
Supervision/Routines	Supervision/Routines to be reviewed		
Health & Safety	Healthy and Safety Concern (practice, environment or equipment)		
Immediate Action Required			
Further Action Required			Iris-adapt Trigger(s): Primary behaviour: Secondary behaviour: Calming strategies: Physical intervention: Duration:
Head/Deputy	Signature:		Date:

Incident Reporting Flow-chart

