



HEDGEWOOD SCHOOL

Behaviour and Safety Policy

2021/22

11-12-2021



BEHAVIOUR AND SAFETY POLICY

At Hedgewood school most of our pupils are autistic and this shapes our positive approach to managing behaviour. We empower our children to learn to use strategies to self-regulate at school, at home and in the community in order to have positive outcomes, stay safe and achieve high levels of well-being.

Hedgewood School belongs to every member of the school community. We are all entitled to feel safe, valued respected. We have the responsibility to manage our own behaviour. For our pupils with autism, this often means a journey to understanding over time. For staff this means we model positive and acceptable behaviour at all times and work hard to improve our own capacity to understand and respond positively to challenging behaviour.

THE SCHOOL COMMUNITY AIMS and POSITIVE BEHAVIOUR SUPPORT

- To foster a caring and supportive community built on trust and respect for all.
- To ensure that everyone is able to learn and grow.
- To provide a safe and secure working environment for everyone.
- To maintain the necessary structure where positive behaviour can be promoted and celebrated (child centred communication focus/ the application of positive reinforcement/ adapted TEACCH).
- To ensure pupils access community visits safely and positively i.e. Botwell Leisure Centre, outdoor community playgrounds, shops, places of worship, designated school visits, Holiday Club venues.
- To support families to grow their understanding of autism.
- To encourage an excitement and passion for learning.
- To respond to incidents of behaviour using a low arousal and non-aversive approach and Studio 3 principles.
- To teach life skills that teach independence and reduce behaviours that challenge.
- To prevent bullying.

We support and encourage children to develop awareness of both their own behaviour and that of others. We know that the social communication/interaction and sensory needs of a majority of our children,

including those with autism impact directly on their behaviour. We identify those needs and create a working context that reduces anxiety and enables pupils to feel safe, calm and be open to sharing and interacting positively.

At Hedgewood, if challenging behaviour is occurring frequently and is a barrier to learning then we will use a methodical approach to behaviour management in order to determine the reason behind why the behaviour is happening, how to respond to the behaviour to make it less likely to occur in the future and what replacement skills to teach. Our 'Hedgewood ABC' intervention, which is based on Positive Behaviour Support, is one such approach as well as our functional life skills curriculum pathway 'Essential for Living'.

KEY PRINCIPLES FOR PROMOTING POSITIVE BEHAVIOUR CHOICES

We have embedded effective general strategies that take into account the factors that influence the behaviour and therefore the well-being of our pupils.

We utilise Studio 3 low arousal approach to managing and promoting positive behaviour. Effective behaviour management of our children relies on all staff recognising and responding to potential stress points across the course of the day and filtering what they know about the child.

Children may be affected by many factors including:

- The severity of their social communication and social interaction issues & their communication and processing difficulties,
- Their sensory profile,
- Their heightened response/reaction to transitions,
- Fatigue due to a regularly disrupted sleep pattern,
- Disruption/changes to the transport to and from school,
- The effects of any changes to medication (tiredness; agitation; loss of appetite),
- Anxiety due to the imminence of school holidays or other future events,
- Any changes in family circumstances,
- Staff absence,
- Necessary changes of daily timetable/support staff,
- Assistance with the challenge of making positive choices,
- Agitation around hospital/dental visits that need to be balanced with social stories/jigs.

Hedgewood has adopted the principles of Positive Behaviour Support (PBS):

- PBS seeks to discover the function and/or communicative intent behind behaviours through the use of good quality functional assessment (Incident forms, observations, ABC charts etc.)

- Interventions and curriculums that teach functionally equivalent alternatives and skills to difficult behaviours.
- It is a non-aversive approach meaning that the focus is on positive rewards and the teaching of new skills.
- The focus is on determining antecedents to behaviour and then distracting, removing or minimising effects or sensitively building tolerance around such common triggers that occur every day.
- Teaching functional communication that is relevant and useful for the individual is paramount.
- PBS emphasises enhanced community presence, choice participation and a person-centred approach to managing behaviours.

All the children are encouraged to recognise the impact of their behaviour choices and to develop their own positive response, through eg. school assemblies, class group times, Attention Hedgewood, School Council, in Personal, Social and Health and Citizenship education (PSHCE) and throughout curriculum activities as well as at breaktimes. The application of positive reinforcement in the form of verbal praise, stickers, tokens and access to preferred items and activities also helps our children recognise their positive behaviours.

We believe in establishing a very visible framework and secure structure to encourage positive independent behaviour: **Be Nice ...Work Hard...Be Happy**

All our work is predicated on good relationships between staff and children.

We value everybody and purposefully celebrate the achievements of individuals and groups.

We ensure everyone is accorded due respect.

We ensure that everyone has a 'voice' and feels enabled to express their views.

We provide, well organised, interesting and differentiated learning experiences through 3 curriculum pathways designed to provide relevant and meaningful learning pupils for all children at Hedgewood according to their level of development, interests and need. We want all pupils to feel safe, happy and confident in their learning, and enjoy positive experiences in school that significantly contribute to future well-being.

Together we ensure that Hedgewood is a safe environment free from disruption, violence, bullying and any form of harassment. We will monitor all computer usage as stated in Hedgewood Internet Usage Policy, and provide direction for families on safe use of technology.

SPECIFIC INTERVENTIONS:

Hedgewood ABC

Hedgewood 'ABC' is an intervention used that is based on "Prevent Teach Reinforce (PTR)". PTR is a practical model for addressing behaviour problems in school settings. It is designed for use by school-based teams, the model has been shown in rigorous efficacy research to be effective in reducing behaviour problems and increasing social skills and academic engaged time.

Hedgewood ABC therefore allows for every class in the whole school to have a concrete behaviour plan and therefore be working from the same system.

A Hedgewood staff member who has:

- extensive experience in managing challenging behaviour and teaching replacement skills,
- been trained by clinical professionals on how to use the PTR model
- been trained as a certified Studio 3 'trained trainer',

supports and trains class teams in delivering effective Hedgewood ABC interventions so that pupil's challenging behaviour reduces and positive behaviours are learned.

Hedgewood ABC (PTR) is devised into a 5 step process.

Step 1 involves forming a team with those delivering the intervention and holding daily debriefing meetings regarding the young person's behaviour. The first responsibility of the team is to establish clear goals.

Goal setting includes two specific objectives.

- 1) Identifying and defining challenging behaviour to be resolved. Choose one to target.
- 2) Selecting and defining a desirable behaviour, which is usually to cope or to communicate, that will be increased or taught and that will help serve as a replacement for challenging behaviour.

Step 2 involves the team completing three different forms. The A form help us to understand triggers. The B form helps us to understand behaviour. The C form help us to understand why the behaviour is occurring and potential reinforcers.

A hypothesis is then set which is a simple statement that summarises the teams understanding of how the challenging behaviour is influenced by the environment.

Step 3 involves setting out how to collect data on the negative behaviours that we want to reduce and on the positive behaviours we want to increase.

Step 4 involves choosing Prevent, Teach and Reinforce strategies which forms the intervention.

Step 5 involves delivering the intervention, collecting data and monitoring the progress.

Prevent Strategies

Prevent interventions are strategies that involve trigger manipulations that should make the challenging behaviour less likely to occur, and the effects are usually seen in a short period of time.

Examples of prevent strategies are:

- Providing choices
- Interspersing difficult or non-preferred tasks with easy or preferred tasks
- Using visual supports and schedules
- Embedding preferences into activities
- Enhancing predictability with schedules
- Altering the physical arrangement of the classroom
- Removing triggers for challenging behaviour

Teach Strategies

The teach interventions are strategies that involve building new skills for the child. It is expected that the results of teach strategies will be of ongoing benefit to the child. Teaching these skills is best in the absence of challenging behaviours.

Teach strategies are not responses to challenging behaviour. Rather, they should serve to reduce the need for the child to engage in challenging behaviours because they increase the child's ability to manage his or her environment without having to rely on challenging behaviours.

Most teach strategies are most effective if they are implemented in the natural context in which the child's new behaviours are to be demonstrated. That is, the instruction should occur in the context of ongoing activities and routines. Finally, practice is a critical part of effective instruction. Therefore, it is important for the team to plan for as many opportunities to occur throughout the day as possible.

Examples of Teach Strategies are:

- Teaching communication skills
- Embedding multiple instructional opportunities
- Teaching peer-related social skills
- Teaching self-monitoring skills
- Learning to tolerate the delay of reinforcement
- Teaching independence with visual schedules

Reinforce Strategies

We often use the term *reward* to mean positive reinforcer, and rewards are the consequences that produce the effect known as positive reinforcement. Reinforcers maintain consequences for both challenging and desirable behaviour. Positive reinforcement is the act of following a behaviour with a reinforcer which results in an increase in the target behaviour. Reinforcers should be as natural as possible. Praise, smiles and high fives are natural and if these are effective as reinforcers that is great, but sometimes we need something extra such as stickers, snacks, or a special activity.

Examples of reinforce strategies:

- Reinforcing desirable behaviours
- Reinforcing physically incompatible behaviour
- Removing reinforcement for challenging behaviour
- An emergency intervention plan

Every behaviour intervention plan will include an emergency intervention. These are reactive strategies designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the person is distressed or anxious and more likely to display challenging behaviour. Physical interventions are only to be used as a last resort.

Essential For Living

Essential For Living (EFL) is one of our three curriculum pathways at Hedgewood School. EFL teaches functional skills that replace problematic behaviours and starts with the 'Essential 8 Skills' which are;

1. Making requests
2. Waiting
3. Accepting removals, making transitions, sharing, taking turns
4. Completing 10 consecutive brief previously acquired tasks
5. Accepting "no"
6. Following directions which pertain to health and safety
7. Completing daily living skills as they relate to health and safety
8. Tolerating health and safety situations

Many of our children who are in the EFL pathway are likely to remain in this provision. However, sometimes EFL serves as an intervention, and once the young person acquires the Essential 8 Skills and their challenging behaviour reduces significantly, they can sometimes move across to a different pathway in order to access learning that is more formal.

Risk Assessments/support plans

Every pupil will have different life experiences and have unique characteristics personalities and interest, as well as dislikes and potential sources of stress. Therefore, each person who requires support requires their own individual support plan.

Sometimes a risk assessment, including support strategies, is necessary to assist in the management of anxiety and related behaviours.

Risk assessments will be written where necessary, taking into consideration pupil and parent point of view, signed by parents and reviewed regularly to respond to changing need.

We use the term 'support' as we recognise most behaviour results from unmet need and therefore we focus on how we must provide support to meet this need, not solely on the behaviour causing concern. The intention is for pupils to grow incrementally responsible for managing their own behaviour.

Principles guiding risk assessment writing:

- A risk assessment (RI) is created by the staff who know the person best and with multi professional advice.
- All risk assessments/support plans identify motivators (likes), causes; antecedents; triggers; and dislikes, and any relevant sensory issues. General management strategies are given as well as specific proactive and reactive strategies for all frequent and/ or significant known behaviours. The RI is concise, clear and functional to ensure that consistency of behaviour management is achievable across different settings and with different staff.
- Each pupil's RI is reviewed as and when required according to individual need. The relevance and effectiveness of each RI will be assessed at least annually and modifications made as necessary.
- Strategies used will be evidence based and data collected to ascertain the effectiveness or otherwise of strategies used.

The long term aim will always be to empower pupils to be aware of their own triggers and cues and to give them the skills to manage their own behaviours to the best of their ability, enabling future well-being.

We believe that this is a working policy which is moulded and adapted to suit the differing needs of all children at our school taking into account Spiritual, Moral, Social and Cultural development.

We actively involve and engage with parents and carers in supporting children to manage their behaviour positively. The Hedgewood multi-disciplinary team includes an Extended Schools Manager; Family Support keyworker, The Therapy Team and together with the SMT and governors they strive support positive behaviour at school and at home.

At Hedgewood we have a non-aversive approach to behaviour management and use functional analysis to establish positive patterns of behaviour.

Self-Injurious Behaviour

All instances of self-injurious behaviour are noted and responded to.

Some of our young people exhibit self-injurious behaviour. In a minority of these cases the tissue damage can be concerning but for most part the SIB is low key.

We recognise that self-injurious behaviour can be one of the most difficult behaviours to support and manage. It can be very emotionally draining for pupils, parents, carers and staff. Often it is very deeply ingrained and resistant to change. Our approach to SIB is analytical, positive and low arousal as with any other behaviour that gives rise to concern.

The function of the behaviour should be ascertained if possible and the individual taught other, less damaging, ways to meet their needs. Development of our Essentials for Living actively focusses on developing communication and requesting, to negate the need for extreme behaviours to be used as a form of communication.

The following points must be considered when devising a RI for SIB:

- Health problems such as headache, ear ache, stomach ache, constipation, tooth ache or generally feeling unwell can result in self-injurious behaviour. Appropriate clinical investigations should be sought whenever behaviour changes or intensifies with no apparent/obvious cause.
- Ritualistic, routine led behaviours are often connected with self-injurious behaviour. We recognise that intervening to stop self-injurious behaviour that is part of a routine is often counterproductive as the person being supported will try to complete the routine later, most likely when they are in a heightened state of anxiety resulting from the previous prevention.

Strategies for SIB:

- Collect good quality functional assessment based on incident data to inform any intervention plan.
- Pain relief and medical investigation may be discussed with relevant professionals and parents may be considered especially in the in the

presence of new or escalating self-injurious behaviours.

- Chewy tubes, apples, oranges or similar may be offered as safe alternatives to those who bite themselves and others.
- Pupils who display self-injurious behaviour's often have lower levels of functional communication. Teaching meaningful communication skills with or without technology. Our Essentials for Living curriculum pathway actively focusses on developing communication and requesting to negate the need for extreme behaviours to be used as a form of communication.
- Increased structure (ie security), extra sensory support, relaxation strategies, and physical exercise to help reduce the frequency and intensity of self-injurious behaviour.
- Responses are calm and 'neutral' neutral manner in the presence of SIB and reward and praise appropriate, non-injurious behaviours wherever possible.
- We try to redirect the individual to a preferred activity that is incompatible with the self-injurious behaviour. e.g. squeezing a stress ball if engaged in hitting self.
- NB. Self-stimulatory behaviours often have an inverse correlation with self-injurious behaviour, so a decrease in one is associated with an increase in the other. Extra care should be taken when trying to change self-stimulatory behaviours and appropriate, safe alternatives should be sought and taught.
- Where there is evidence of tissue damage or there is persistent low intensity self-injurious behaviour, first aid may be considered.
- Parents and carers are informed of any significant incidents involving SIB.

Training:

- Staff will receive a training on responding to challenging behaviour as part of their induction.
- Staff will be trained in Low Arousal approaches and the Studio 3 approach and principles by a certified Studio 3 Trainer and staff member.
- Where specific staff training needs for the support of individuals are identified support staff will receive appropriate training e.g by Speech and Language or Occupational Therapy teams, CAMHS LD team or others with relevant experience in autism and behaviour management. Additional training will be sourced as necessary.

Reporting recording and monitoring

- Challenging behaviours are recorded using our incident recording systems to assist in monitoring behaviours, functional assessment, and ascertaining the effectiveness or otherwise of behavioural interventions.
- Data is monitored regularly to ascertain trends and patterns. However, any immediate concern is responded to promptly via our internal reporting system.
- Liaison with LA services is coordinated when necessary by our Family Support Team.

ROLES AND RESPONSIBILITIES

Senior Leadership Team including DSL:

- Monitor policy implementation including regular review and quality assurance.
- Ensure the allocation of resources.
- Ensure that policy implementation and effectiveness of systems is supported by staff training.
- Ensure that risk assessments are sufficient, relevant and current.
- Ensure that staff have access to advice and support from specialists in behaviour management both internal and external.
- Ensure that training in the positive management of challenging behaviours associated with young people with autism is provided for staff.
- To satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- To record and report concerning incidents as required by the systems at Hedgewood School.
- To take part in training in behaviour support.
- To support other staff in the team.
- To provide appropriate models of behaviour at all times.
- To seek help with managing behaviour when necessary;
- It is not possible to list every eventuality and accordingly, staff are expected to use their professional judgment training and experience when

supporting individuals with advice, guidance and support from senior staff.

Governors

Governors have a commitment to ensuring the well-being of all pupils is paramount and pupils enjoy learning opportunities to reach their full potential.

HEALTH AND SAFETY

The majority of the children at Hedgewood School will need lots of specialised support in order to understand levels of risk and have an awareness of their own personal safety.

Children may be visually or hearing impaired; children with sound, light or touch sensitivities and children who have eating/swallowing difficulties. Learning Managers identify any risk in their curriculum area policy. e.g. extra care is taken to ensure that pupils are taught safe working practices when using tools, materials and equipment.

As a team we assess risk and take steps to minimise those risk using the best information to hand to create a risk assessment & ensure the working context is safe and fit for purpose.

EQUAL OPPORTUNITIES

Many of our young people and their families have faced direct or indirect discrimination in the community and may continue to do so. As Hedgewood staff are advocates for our young people, we have to be active in recognising and reducing the negative effects of a lack of equal opportunities. This will not mean treating all children 'equally' or every child achieving the 'same'. Some will need more specialist attention, or different levels of support or challenge. For teachers, this means planning for effective learning for all pupils within their identified curriculum pathway. – irrespective of disability, heritage, special educational needs, social group, gender, physical or emotional needs, race or culture.

Appendix 1

The National Curriculum (2014) sets out three key principles that are essential for developing an inclusive curriculum, and ensuring that equal opportunities are met:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Teachers plan lessons and teaching that takes into consideration the abilities and needs of the class, and enables children to achieve the learning objectives through a variety of differentiated approaches within Hedgewood's three curriculum pathway frameworks.

We have high expectations of all children's learning.

Please read in conjunction with the following policies:-

Whole School Curriculum Policy
Mental Health and Wellbeing Policy
Autism Policy
Sensory Policy
Communication Policy

Appendix 2

To overcome potential barriers teachers will, have to take into consideration the following specific needs of children, and how these might affect children's approaches to learning:

- SEN (e.g. Asperger Syndrome, Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD), general learning difficulties)
- Difficulties with communication, language and literacy
- Behaviour difficulties
- Physical impairment
- Emotional difficulties
- English as an additional language (EAL)
- Race and ethnicity
- Religious belief
- Gender issues
- Social background
- Ability

Appendix 3

Teachers will also need to be aware of what children bring to their learning, from home and their prior experiences. They need to ensure that children from different cultures, with different religions and world views, have full access to the curriculum. Consideration of the following issues might assist the teacher in planning for an inclusive curriculum, and ensuring equal opportunities for all.

- Employing multi-sensory teaching and learning approaches (visual, auditory, kinesthetic, and tactile).
- Adapting the classroom to suit the needs of individuals: sitting a child with visual sensory difficulties/ADHD away from distractions; having quiet work areas for those who need it; sitting a child with visual impairment where they can clearly see the interactive whiteboard; having necessary resources available for children; children with hearing impairment are taught in a quiet environment and all auditory supports are maintained and in use; augmentative communication and support are in place e.g. signing, visual cues.
- Planning an accessible curriculum for all (are learning objectives achievable for all? Is the work relevant, contextualized and meaningful to the children? Is work effectively differentiated so that all children can achieve their potential?).
- Differentiating – specifically tailored curriculum pathways, adapting resources to support learning: large print on written resources for children with visual impairment; visual clues and bilingual texts to support tasks for children with EAL; clear routines and timetables for the day for children with Autism; books and resources to support and motivate both genders; extension activities for more able children, adapted activities for less able pupils.
- Giving consideration for the emotional well-being of children (remember that teachers are in the business of educating the ‘whole’ child, and a happy and motivated child will achieve more in the classroom).
- Managing disabilities (find out what the nature of the disability is. What are the child’s specific needs likely to be? How might you support or facilitate the child’s learning?).

In conclusion, equal opportunities, and inclusive practice in the classroom involves careful planning, by all professionals concerned, to ensure effective learning opportunities for all children.

Appendix 4

PROMOTING FUNDAMENTAL BRITISH VALUES

The DfE identified the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Prime Minister in 2014. These values are demonstrated throughout our school community ethos. We promote British values in ways that are meaningful to our pupils. Much of this promotion is achieved through day to day practice supporting pupils in building and maintaining relationships with each other and staff. It is also woven into the delivery of the whole curriculum as well as having a specific focus in PSHCE teaching and learning. It plays a key part in our SMSC focus as well as all collective worship and assemblies.

These values are our interpretation of British Values and will form a core part of our teaching:

British Values	Hedgewood Version
Democracy	Everyone has a voice - you are valued
Rule of Law	Follow the rules
Tolerance of cultures and religions	Try to understand others
Mutual respect	Show respect for all
Liberty	Freedom to access opportunities
Understanding Autism, anxiety etc *	Accepting difference
Safety*	Feeling and Keeping safe

*not specified as a British Value by the DFE added by Hedgewood as considered to be particularly important in our context.

As pupils move through school, where it is appropriate, students may move to using the words used within the British Values too.

These values will form the themes for Assemblies across the school, in addition they are a major focus of our focus on development of Social Understanding and Social Context in the Curriculum.

Democracy: Pupils and their parents or carers have a powerful influence on how we structure teaching, learning and all forms of support at Hedgewood. Listening with respect and responding appropriately, is modelled by all staff. We demonstrate and expect our pupils to contribute and co-operate and also consider the views and needs of others. Our pupil voice policy ensures that pupils are powerful contributors.

The Rule of Law: We consistently reinforce our high expectations of our pupils' behaviour. Whenever appropriate, pupils are taught the reasons behind our expectations (rules) and their value; that they are there to protect and support us. Emphasis is placed on each person's responsibility for their own words and actions. This is underpinned by consistent consequences when rules are disregarded.

Individual Liberty: Within the school environment pupils are actively encouraged to make choices, knowing that they are safe and supported in doing so. We guide pupils to learn what constitutes a good choice and they are encouraged to express their views and opinions. In delivering the curriculum we respond to pupil preferences and interests in the way we plan teaching and learning opportunities.

Mutual Respect: Staff demonstrate and model respect in all relationships and promote the behaviours and attitudes in pupils that are the foundation of positive relationships. The strong school ethos, apparent in everything we do, encourages everyone to consider and support others and celebrate the worth and individuality of each member of our school community.

Tolerance of those of Different Faiths and Beliefs: A key theme within our teaching is understanding the world around us; this includes providing experiences from different faiths, beliefs and cultures. As a staff we are sensitive to anything that may constitute extremist political or religious views or any form of intolerance of others, whether this is expressed directly or more public forums such as social media. Should a situation arise within the school community, it is dealt with swiftly and with appropriate confidentiality and sensitivity.

Understanding Autism, anxiety: Staff demonstrate and model respect in all relationships and actively promote a culture of accepting differences. We focus on developing pupil's communication, independence and self-confidence.

Safety: We recognise our pupil's social vulnerability and create a environment where pupils understand they can trust staff in school completely. All staff recognise that challenging behaviour is an anxiety. Pupils are taught strategies to keep themselves safe through unpicking social situations they find tricky. Through teaching social understanding, learning about social context it will develop of pupil's positive emotional wellbeing and resilience.

Through these approaches the world for our pupils will begin to make sense which in turn has a positive impact on self-esteem, self-confidence, emotional wellbeing and resilience of our pupils.

All our visitors are made aware of our behaviour code and expectations.

How We Protect Pupils From Extremist Views, Including Religious and Political Extremism:

Our Religious Education covers the main world religions and promotes tolerance and understanding of different world views.

We teach pupils to:

- Hold secure values and beliefs and be able to distinguish right from wrong.

- Challenge injustice and be committed to the rights of the human being to live peaceably with others.
- Reflect on the impact of religion and belief in the world. We help pupils to consider the importance of interfaith dialogue and to have some understanding of the tensions that exist within and between religions and beliefs.

Pupils visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents and members of the wider community are invited into school to talk about their religions, cultures, customs and beliefs.

Pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips are vigilant to this possibility. Our duty is to support pupils who may be distressed or frightened by what they read or see. We help pupils to have a balanced view as well as give them coping strategies when dealing with what may be external pressures.