

Specialist Resource Base Relationships and Behaviour Policy

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Associated documents
Additional Learning Needs Code for Wales / ALNET Act 2018 Monmouthshire Inclusion Strategy Estyn Supplementary Guidance – Learners with ALN Equality Act 2010 Exclusion From Schools - https://gov.wales/exclusion-schools-and-pupil-referral-units-pru MCC exclusions guidance WG guidance on Use of Reasonable Force

Aims

Our SRBs aim for all children and young people to make appropriate progress in learning and wellbeing, becoming as independent as possible. Our aim is to support all children and young people to contribute positively to their communities and develop social interaction and communication in-line with their abilities. This includes the teaching of appropriate behaviours and interactions. Children and young people in our SRBs are supported to develop respect and kindness; placement of our SRBs in mainstream settings supports the development of mutual respect and celebration of inclusion and diversity. We work in partnership with families and external agencies to achieve the best possible outcomes for all children and young people.

Our core aims are:

- To help each individual receive the maximum benefit educationally, socially and emotionally
- To create a productive, caring and positive environment across our SRBs
- To provide a safe and secure environment
- To recognise and celebrate achievements and appropriate behaviours
- To acknowledge individual differences and preferences
- To provide support for all children and young people and school staff
- To support individuals to develop the skills and strategies to self regulate
- To develop appropriate social behaviours which allow successful access to the wider community

Our approach to relational development and behaviour is person centred, considering the individual barriers to learning, engagement and understanding, alongside the aim to develop respect and kindness. We recognise that the behaviours exhibited by individuals are communicating thoughts, feelings and views in different ways. We therefore have a role to identify the antecedents and triggers for behaviours and support in the development of these through different approaches which can be unique to an individual.

Where patterns and concerns arise, we will make reasonable adjustments and where appropriate seek further advice and support from external professionals. It is important that we maintain clear routines and consistent expectations underpinned by positive relationships, care, clear communication and compassion. A policy will not cover every eventuality; staff within our SRBs will use their knowledge, expertise and professional judgment when supporting individuals.

Implementation

Positive behaviour and relational development begins as early as possible in the school career of our learners. The shaping of behaviour is important for learners working at the very early developmental stages, as they will be learning new skills and patterns of behaviour.

Where appropriate learner voice will be captured to gain feedback and reflection on our approaches to behaviour and behaviour development. Individual views will be sought through person centred practice. Where appropriate person-centred thinking tools will be used as part of this process, alongside observations, parental views and the views of other professionals supporting.

Key approaches:

- High quality teaching and learning which takes into account knowledge of individual learners and supports high engagement and participation
- Development of a safe and secure environment
- Use of total communication approaches, including the consistent use of visuals (and communication aids specifically for individuals)
- A clear and consistent routine where change is planned and prepared for wherever possible
- Structured teaching approaches, for example TEACCH
- Physical guiding through small steps to complete a task followed by a reward
- Focus on desired behaviour, positive reinforcement and proximal praise

Behaviour is taught explicitly through day-to-day learning:

- Modelling of relationships and interactions
- Use of social stories and comic strips to pre-teach and reinforce behaviours
- Use of scaling – for example, The Incredible 5 Point Scale
- Circle time / whole class engagement
- Carefully managed and supported group and pair tasks
- Turn taking and the use of play / games
- Use of break out spaces, movement breaks and sensory circuits built into the planning

Reward systems can include the following, based on need:

- Praise
- Physical expression – smile
- Choice activities
- Communication with home
- Feedback in books
- Stickers
- Celebration certificates (for example Star of the Month)
- Visits to Senior Leaders
- Celebration assemblies

Managing behaviours which challenge:

When supporting learners exhibiting behaviours which challenge, staff carefully and systematically consider the range of factors which may be contributing. Some of the common factors influencing and impacting behaviour presentation may be:

- Physical needs – including feeling unwell, overly tired, hungry, thirsty, too hot / cold
- Sensory needs – over or under stimulation
- Communication – not understanding or an inability to communicate needs / wishes
- Impact of change – movement of environment, staff changes, peer changes
- Environmental factors – classroom presentation, staff / peer interactions, peer dysregulation
- Stage of development – impacting emotional and social maturity and wellbeing
- Factors linking to a specific area of need

Staff remain calm in their response to behaviours which challenge. Focus is placed on the desirable behaviour rather than the undesirable to minimise the behaviours and avoid further escalation. Confrontation is avoided, using strategies to calm and regulate linked to an individual learner.

Strategies used, can include:

- Reinforcement of the positive behaviours
- Prompts and encouragers
- Distraction through a change of activity / task
- Movement to a lower arousal area, including access to the outdoors – offered or directed
- Movement of other peers / staff to reduce triggers
- Provide choice
- Change of face through staff support

Staff recognise that behaviours are rarely intentional or targeted at others. Consequences are used in the content of a holistic teaching approach. A consistent positive approach is taken to enable all learners to know what is expected of them and the development of strategies to support regulation. Physical intervention will always be a last resort and only where there is a risk to the individual learner, another learner or staff member or to the environment (see the Use of Reasonable Force Policy).

The Development of Behaviour Plans

Where there is a pattern in the display of behaviours which challenge, a behaviour plan will be developed with the core staff supporting alongside parents and other professionals working with a learner. If a risk is identified or there is an actual or potential requirement for the use of positive handling, a risk assessment and / or risk reduction plan will also be developed in conjunction with all parties. Risk Reduction Plans are developed in line with the Use of Reasonable Force Policy and the Team Teach training all staff have completed across our SRBs. All additional plans will be reviewed at least annually or if there is a change in presentation.

Roles and Responsibilities

Lead for the Specialist Resource Base

- ★ To work with the SLT link to ensure the daily oversight and implementation of the Relational and Behaviour Policy, including its review.
- ★ To support the work of Teacher and Teaching Assistants across the SRB provision to ensure awareness and implementation of the policies.
- ★ To work with class teachers to oversee, monitor and review the relational and behaviour presented, the recording of incidents and concerns and support avenues for learners across the SRB, exploring external support / signposting further advice and training where appropriate.
- ★ To work with class teachers to develop, review and refine individual behaviour plans as required.
- ★ To oversee the development of risk assessments and risk reduction plans as required.
- ★ To ensure all staff in the SRB have appropriate Team Teach training and to oversee the completion of the Bound and Numbered Book and Form R.
- ★ To ensure clear systems around the development, review and the quality assurance processes which oversee relational and behaviour development across the SRB.
- ★ To liaise with parents / carers where there has been a significant concern in relation to relational and behaviour presentation and support the agreement of next steps.
- ★ To work alongside external agencies and to ensure reports provided are incorporated into any individual plans developed (including risk assessments and risk reduction plans).
- ★ To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- ★ To attend LA meetings and implement agreed practices around relational and behaviour development across the SRB Network.

Specialist Teacher

- ★ To provide high quality teaching and learning which supports high engagement and participation, recognising the individual needs of the learners within the SRB.
- ★ To ensure a clear knowledge and understanding of Statutory Plans and the strategies outlined are embedded in day to day practice, sharing these strategies with the support staff assigned.
- ★ To support the development of a classroom environment which effectively meets the sensory needs of the learners within the class, planning and preparing for change as relevant.
- ★ To maintain the Relationship and Behaviour Policy of the SRB, ensuring appropriate reasonable adjustments for individuals within the class.
- ★ To be mindful and raise the awareness of support staff to any triggers which can have an impact on behaviour presentation and levels of regulation.
- ★ To effectively track and monitor the presentation of learners, their emotional and social wellbeing and the interventions in place to support these.
- ★ To keep accurate records of behaviour which challenges and report any on-going concerns to the Lead for the SRB.
- ★ To take an active role in the development and monitoring of individual behaviour plans for learners within the class, alongside parents and any other professionals supporting.

- ★ To contribute to the development of risk assessments and risk reduction plans where relevant.
- ★ To ensure on-going effective communication with parents around behaviours which challenge.
- ★ To work with the lead teacher to ensure specific / targeted intervention is provided through the class team and relevant SRB staff members to meet any identified relational or behaviour needs.
- ★ To support the effective handover of relational and behaviour information to ensure successful transitions between year groups, phases and settings.

For mainstream teachers who work with SRB learners, this policy should be followed alongside the whole school policy., ensuring reasonable adjustments are in place.

Teaching Assistants

- ★ To work as a cohesive team within assigned class team(s), putting the needs of the learners at the centre of all provision and practice, sharing any concerns with the class teacher.
- ★ Have a full knowledge of the learners' plans and the strategies required consistently across the team.
- ★ To work with the class teacher to keep records on learner presentation, emotional and social wellbeing and their progress.
- ★ To contribute to the development of any individual behaviour plans, risk assessments or risk reduction plans in place.
- ★ To provide communication with home and external professionals, as discussed and agreed with the class teacher.

ALN Governor

The Governing Body has responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including social care, educational psychologists and clinical psychology staff, will represent the additional support available to schools. Their role will be primarily to support and guide subject teachers in providing appropriately for those present with behaviours which challenge. All agencies supporting an individual are invited to attend and contribute to the development and review of any plans developed.

Monitoring and Evaluation

The success of the SRB Relational and Behaviour Policy and practice is evaluated through:

- ★ analysis of learner tracking data around wellbeing and presentation
- ★ monitoring of procedures and practice by the Lead for the SRB and SLT link
- ★ reviewing target sheets, statutory plan outcomes and individual behaviour plans where appropriate
- ★ learner voice

- ★ parental engagement
- ★ quality assurance processes embedded across the SRB (work scrutiny, learning walks, observations...)
- ★ LA SPOT Network and ALP Review visits / monitoring visits (developing)
- ★ School Development Plan/SRB Action Plan

This policy was approved by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date: