Elms Bank
School & College

Excellence for All

Behaviour for Learning Policy

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Learning Partnership

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BEHAVIOUR FOR LEARNING POLICY

Elms Bank values are at the centre of the behaviour policy and underpin our intent for behaviour at Elms Bank.

Elms Bank Vision and Values

Elms Bank offers a holistic provision. Our students' achievements and successes are celebrated widely. We use innovative and **aspirational** strategies to increase students' **resilience** and confidence to overcome barriers to ensure their lives are enriched both now and into adulthood. We believe that at the heart of a student's personalised success is exceptional teaching, learning and pastoral care. We pride ourselves on our overwhelming sense of family and community; where every staff member leads with **integrity** and compassion to achieve **'Excellence for All'**

Intent:

- Maintain a secure and safe social and learning environment for all
- Develop the resilience and self-regulation of our students, to empower them to use appropriate strategies to respond to adverse experiences
- Develop our student's compassion for others and build their understanding of the impact of their actions
- Have a strong integrity across school by valuing all community members
- Develop student's ability to recognise the good in themselves and others
- Show appropriate respect for the school environment and its resources
- Develop skills in conflict prevention and resolution to enable our students to become active citizens

Implementation:

- All community members maintain the school values
- Quality first teaching
- Provide clear guidelines on behaviour through the school rules
- Active teaching of appropriate self-regulation of behaviour
- Reward positive behaviour following the school reward system
- Model good behaviour and respect for all
- Provide a safe and welcoming environment
- Promote pride in appearance through school uniform and dress code expectations
- Train all staff in 'Team Teach' ethos of de-escalation and behaviour support
- Specialist trained staff to provide bespoke support for students with complex behaviour needs
- Use behavioural de-escalation and make safe strategies as set out in the care and control policy
- Implement a behaviour profile and active solution plan as required
- Provide pastoral support and intervention
- Provide safe areas to go and key people for students living with challenging experiences
- Ensure students have access to equipment appropriate to their individual learning and communication needs
- Promote pupil well-being through the five steps to well-being through pastoral time and drop-down days

- Promote SMSC as an integral part of the curriculum
- Implement the Anti- bullying section of this policy
- Promote school leadership through the Headteacher Ambassadors and school council
- Celebrate the achievements of all through celebration assemblies and awards evening
- Record, track and monitor behaviour to identify patterns and quality assure support provided
- Working with parents and carers to best support the needs and ambitions of their child
- Parents working in partnership with school to maintain the school rules

Impact:

- ☺ A safe and secure environment for all
- ☺ Students who are happy to come to school and feel ready to learn
- ☺ Most students demonstrate good or better behaviour and follow the school rules
- ☺ Students talk about their achievements and qualities and those of others
- ☺ Examples of students working collaboratively across school and the wider community
- ☺ Students resolving their differences, empowered to apologise and build positive relationships
- ☺ Any incidents of bullying are taken seriously
- ☺ Potential conflict is de-escalated quickly and respectfully
- ☺ Pupils use self-regulation strategies with support and self-selection
- ☺ Incidents of challenging behaviour are responded to with care, respect and integrity, maintaining the safety of all by following the school care and control policy
- ☺ Students living with challenging experiences feel supported and empowered to overcome barriers
- ☺ Students feel their voice is listened to and valued
- ☺ Parents understand and agreed with the school rules
- ☺ Parents work with staff to best support their child
- ☺ Behaviour profiles and active solution plans have a positive impact on behaviour
- ☺ Pastoral staff identify and plan effective behaviour support when needed

School Rules:

Every member of the Elms Bank Community will:

Respect:
- ❖ Respects others and take good care of their own, school and other people's property

Responsibility:
- ❖ Everyone will take responsibility for their actions, participate in learning, attend school and arrive on time

Pride:
- ❖ Be proud of their own achievements, recognise the achievements of others and take pride in their work and appearance

Promoting positive behaviour:

Elms Bank values students' achievements by:
- o Using stamps/stickers
- o Positive role modelling
- o Positive praise and encouragement
- o Rewarding students with merits on SIMS
- o Contacting parents – phone, text, email, letter to celebrate success
- o Presenting students with certificates
- o Nominating students for awards
- o Recognising all improvements in standards, behaviour, attendance and achievement

o   Annual sponsored awards presented at Awards Evening

Elms Bank holds a half termly 'Celebration Assembly' to celebrate progress and achievement. There is a whole school merit system in which students can work toward awards. Stars can be achieved by earning merits, see below:

Merits are linked to the school rules, Elms bank values and six learning outcomes and can be awarded as follows:

M1
- ☺ Being respectful to others
- ☺ Following instructions
- ☺ Showing resilience, for example, trying to answer a challenging question
- ☺ Good manners
- ☺ Being engaged in a learning activity
- ☺ Making the correct choice
- ☺ Taking responsibility for their actions
- ☺ Being a good friend

M2
- ☺ Acting with integrity, for example, considerate attitude towards others
- ☺ Mastering a new skill
- ☺ Positive attitude in a difficult situation
- ☺ Achieving a short-term target
- ☺ Taking responsibility for their area or completing a job
- ☺ Consistently following the school rules
- ☺ Overcoming a challenge
- ☺ Positive attitude and effort in lessons

M3 - demonstrating a **good** example of the six outcomes:
- ☺ Be independent – complete a task independently, ask for help in a tricky situation, select, and use resources appropriately
- ☺ Be a good communicator – work towards communication target, communicating with peers, following instructions, using communication device, sharing feelings
- ☺ Be prepared for adulthood – engage in activities that are aspirational, take part in school council, show an interest in plans for the future
- ☺ Know themselves – recognise their own strengths, feelings, and emotions, use strategies that promote good wellbeing, self-regulate their behaviour
- ☺ Possess functional skills – Engage in learning, practice practical skills, participate in enrichment activities or independent travel, be punctual, achieve short term targets
- ☺ Be curious – engage in problem solving opportunities, show an interest in learning and ask questions, complete homework

M4 - demonstrating an **excellent** example of the six outcomes:

- ☺ Be independent – complete a task independently, ask for help in a tricky situation, select, and use resources appropriately
- ☺ Be a good communicator – achieve communication target, communicate with peers, follow instructions independently, using communication device, share feelings
- ☺ Be prepared for adulthood – actively engage in activities that are aspirational, take part in school council, show an interest in plans for their future
- ☺ Know themselves – recognise their own strengths, feelings, and emotions, use and initiate strategies that promote good wellbeing, self-regulate their behaviour
- ☺ Possess functional skills - Engage in learning, practice practical skills, participate in enrichment activities or independent travel, be punctual, achieve short term targets
- ☺ Be curious – engage in problem solving opportunities, show an interest in learning and ask questions, complete homework

Behaviour management, de-escalation and self-regulation

Students presenting with challenging behaviours are supported by:
- Highly skilled and specialist staff
- Team teach trained staff
- A structured curriculum that meets their needs
- Bespoke adaptations to the curriculum that engage and promote success
- Learning resources that promote access and engagement
- De-escalation strategies that allow students the space to calm anxieties
- Access to bespoke interventions
- Attachment aware/Adverse Childhood Experiences strategies

A small minority of students presenting complex and challenging behaviour are supported by:

- Highly skilled and specialist staff including TEACCH trained teachers
- A structured 'success based' curriculum that meets their needs
- Bespoke therapeutic adaptations to the curriculum that engage and promotes success and builds relationships
- De-escalation strategies that allow students the space to calm anxieties
- Access to bespoke interventions
- Attachment aware/Adverse Childhood Experiences strategies – **see Appendix F**
- Support as outlined in the care and control policy

Examples of de-escalation strategies used:
- ✓ Help scripts
- ✓ Visual timelines and timetables
- ✓ Sensory profiles
- ✓ Movement breaks
- ✓ Working towards
- ✓ Motivational rewards/choose activities
- ✓ Restorative conversations
- ✓ Change of face
- ✓ Lesson structures
- ✓ Well-being boxes
- ✓ Mindfulness

Students with complex and challenging behaviour in Discover are supported through a visual framework called the RAG (Red, Amber, Green) rated strategies. These provide pupils with a clear visual prompt which supports communication around their behaviour and the impact/consequences of this. A behaviour and reward can be associated with red, amber, or green. Pupils and staff can reflect on feelings and behaviours using this system and use it to self-evaluate behaviour and develop self-regulation of behaviour.

Nurture

Children with Social, Emotional and Mental Health (SEMH) needs, and complex behaviour needs are supported through a bespoke boundaries and rewards system. This is clearly outlined within the Nurture Behaviour and Rewards Rubric. **See Appendix f**
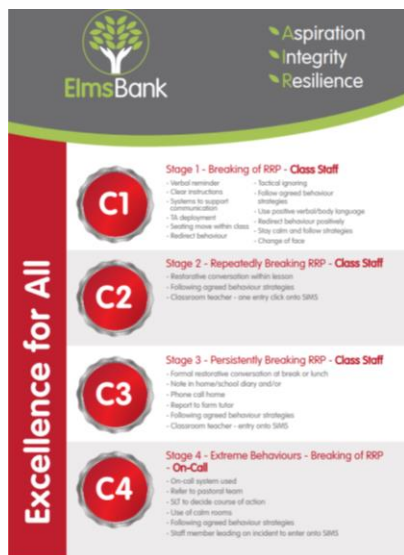
Behaviour data is reviewed each week; pupils with more than 20 points for a half term are identified for intervention. Elms Bank provides a structured pastoral intervention as outlined in the Pastoral Intervention Matrix – **see Appendix A.** Where a student has been identified as presenting with challenging behaviour a solution focused meeting is called; please see **Behaviour Intervention Flow Chart**

- Staff work collaboratively to plan and implement an Engagement Profile and an Active Solution Plan.

The plan should focus on supporting the student, priorities their own well-being, and is focused on a positive outcome. The plan includes strategies appropriate to the ability and age of the student and is communicated with all appropriate adults including parents.

- It is the form teacher's responsibility to ensure this plan is implemented with the support of the pastoral team and SLT.
- All solution plans should be reviewed and adapted within a 4-week timeframe.

Parental Involvement

At Elms Bank we work with parents to support their child. We actively encourage parents to work in partnership with school and value their contribution. Parents are asked to sign the Home School Agreement, this sent out via letter at the start of the academic year.

School and parents communicate about a child's progress through:
- Form teacher email at least once per week
- Messages in the home school diary
- Phone calls
- School meetings
- Home visits
- Parents evenings
- EHCP review process
- Social Care meetings and up-dates

If a pupil is supported by an engagement Plan (EnP):
- Parents are given the opportunity to contribute towards this plan
- Parents are provided with a copy of their child's Engagement Profile and asked to sign it
- Parents are offered strategies and resources to support behaviour at home
- Parents are given the opportunity to see de-escalation strategies used

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When a EnP includes a positive handling plan:
- This is discussed with parents through phone calls and meetings
- Parents are asked to sign the positive handling plan – **See Care and Control Policy**
- Team Teach instructors offer parents the opportunity to see positive handling strategies used
- Any changes or adaptations are discussed and planned with parents

Behaviour intervention and response flow chart

Either

Pupil has 20 or more behaviour points

or

A pupil's behaviour has become more challenging

↓

Solution meeting

Team around the pupil meet to plan support strategies

↓

Engagement plan written—**see Appendix C**

Class level or pastoral team intervention

↓

Engagement profile reviewed as required or at least once per term

Further support required (triggered by change in behaviours) The team to meet to create an Active Solution Plan—**see Appendix D**

Plan do review process at every stage

Parental involvement at every stage

Recording and reporting Challenging and disruptive behaviour is logged through SIMS and outlined in: **Appendix E** - **Reviewing, recording and reporting incidents of challenging behaviour**

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Bullying

At Elms Bank we strive to ensure that our students feel safe and happy at school. We are committed to working with staff, students, parents, and carers to create and maintain a school community where any form of bullying is not tolerated, and positive behaviour is promoted. **Please see anti-bullying policy.**

Bullying often:
- Involves a power imbalance
- Is repeated
- Is intended to hurt someone either physically or emotionally
- Pre-mediated
- Is aimed at certain groups, for example because of race, religion, disability, gender, or sexual orientation

The school believes a whole school strategy is appropriate to tackle this issue. Students, staff, parents, and governors work together and ensure that clear action is taken to prevent bullying. The pastoral curriculum contains work on preventing and discussing bullying, and the behaviour policy should promote responsible behaviour; however, to reduce this problem, the staff will:
- raise the self-esteem of all students
- work with the victims as well as the bullies
- reward non-aggressive behaviour
- watch and listen for student difficulties
- tackle verbal, racist, homophobic and sexist language
- implement school procedures
- patrol the school at breaks and other times
- record events in a written form
- inform parents of both victims and bullies and get a response from parents
- inform and involve the QEB members

Incidents of Child-on-Child Abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. It involves anyone under 18. Child-on-child abuse includes bullying.

Incidents of child-on-child are recorded on SIMs and allocated a D code to enable effective identification and tracking of incidents and to inform further actions.

D4 – child-on-child - Cyber
D4 – child-on-child - Physical
D4 – child-on-child - Verbal
D4 – child-on-child - Sexual violence/sexual harassment
D4 – child-on-child - Homophobic
D4 – child-on-child - Racism
D4 – child-on-child - Prejudice

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D4 – child-on-child – Bullying - Verbal
D4 – child-on-child - Bullying - Physical
D4 – child-on-child - Bullying – Cyber

Some behaviours will need to be recorded on SIMs and on CPOMS:
- If behaviour is a safeguarding concern such as a harmful sexual behaviour
- Incidents of bullying
- Behaviour that requires an investigation
- If there is a need for intervention/early help or MASH referral
- If there is a need for significant follow up with family/other agencies due to complicating factors

Add a 'see CPOMS' to the comments section of SIMs if a longer narrative is required.

Mobiles and Mobile Devices Protocol

Students who bring mobile phones or mobile devices into school must hand them in to reception where they are kept in a personalised packet clearly labelled with the students name on it. All packets are kept securely throughout the day, and students collect at the end of the day to take home.

Students found to be misusing this policy will have their device confiscated and it will be returned directly to their parent. Where this isn't possible, school will communicate with parents to outline they do not bring it into school.

Relationship to other Policies

The Behaviour policy links directly to, and reinforces the school's **Intervention Matrix, Reviewing, Recording and Reporting Incidents of challenging Behaviour and The Care and Control Policy**, these polices and protocols are added as appendices to this policy. Establishing positive relationships is a key theme of all policies.

It is directly linked to the **School Improvement Plan**.

The behaviour policy works in conjunction with:

- **Keeping Children Safe in Education 2023**
- **ACES/Attachment Aware Practices**
- **Whistle blowing policy**
- **Anti-bullying policy**
- **Safe guarding and child protection policy and procedures**
- **PREVENT policy**
- **Mental Health policy**

APPENDIX A

Whole School Intervention	Form Tutor/TAs Intervention (20+ behaviour points)	Pastoral Team Intervention (20+ behaviour points and increase)	Pastoral Team Intervention Plus (50+ behaviour points and/or complex)	SLT Intensive Intervention

Universal Provision - Behaviour Provision -
• Team teach trained staff and facilitators
• Dedicated pastoral team
• Advanced behaviour Practitioner
• Pupil Purple File/Pupil Profile
• Dedicated FT and Class TA(s)
• SEND Expertise
• Daily communication with parents through home/school diary
• Annual review of progress and provision
• Rewards and Celebration structure
• Access to extended services all year round
• Access to safeguarding and well-being officer
• Access to a wider external team through referral system
 	
Learning Provision:
• Wave 1 - Quality first teaching
• Wave 2 – Class/subject staff intervention
• SENCO
• Pupil Purple File/Pupil Profile
• Subject specialist teachers
• SEND Expertise
• Differentiated, flexible curriculum pathways dependent on need
• Fully inclusive access to curriculum pathways Yr 7-Yr 14
• Full access to all of school environment and resources
• Progress tracking and progress check meetings
• Data analysis at whole school, subject and class level
• Access to SALT
• Access to medical teams – nursing, VI/HI etc…
	Behaviour Policy – Form tutor /TA Intervention – Repeated C2 behaviours
	• One to One conversations
	• Phone calls home by FT – log on SIMS
	• Positive FT report card
	• FT and class staff to formulate, circulate and deploy strategies to all staff.
	• Daily meetings – monitoring/ discussions
	• Restorative meetings between FT/TA/Student/Staff if and when appropriate
	• Form Time activities
	• Celebratory Assemblies
	• Rewards structure
	
	Form tutor /TA to oversee– Persistent C2 or C3 behaviours
	• Break/Lunch Restorative Meetings
	• Behaviour meeting called
	• Positive handling plan considered
	• Behaviour Profile devised
	• Parental phone calls
	• Parental meetings
	• Celebratory Assemblies
	• Rewards structure
	• Extended report card
	• On Call staff involvement
	
	Lack of Progress-
	Form tutor /TA Intervention – for students not making expected rates of progress for them:
	• Parental phone call – log on SIMS
	• Discuss with Subject Leaders and/or class teachers
	FT to refer to Pastoral Team or SENCO
		Pastoral Support – Persistent behaviours C2 or C3 behaviours:
		• Pastoral Support report card
		• Daily meetings one to one.
		• Parental meetings
		• Solution meetings called
		• Active Solution Plan
		• Positive handling plan considered
		• RAG rate timetable – identify hotspots – Pastoral Support to add extra capacity or strategies to hot spot lessons.
		• Pastoral support to formulate, circulate and deploy strategies to staff.
		• School nurse referrals
		• Social Care/Safeguarding referrals
		• Round Robin – for staff views
		• Restorative meetings between Pastoral Support/TA/ Student/ Staff
		• Home Visit
		
		SENCO/Subject Leaders Support – stubbornly low progress over a long period of time:
		• Round Robin – for staff views
		• Individual Progress Meetings
		• RAG rate timetable
		• Progress Check Meetings
		• Classroom Observations
		• Multi Agency Meetings/Referrals
		• Parental Meetings
		• Subject Leader/Class teachers reviewing interventions with SENCO
		• Work Scrutiny/moderation
		
		Pastoral Team to refer to ABP/SENCO for further intervention
			Pastoral Lead/Deputy Pastoral Lead – Failure of reports – further concerns. Persistent C3/C4 behaviours.
			• Pastoral Lead /Deputy Pastoral Lead to perform parental meeting
			• Pastoral Lead /Deputy Pastoral Lead Report
			• Pastoral Lead /Deputy Pastoral Lead /SLT meetings to look at possible pathway changes/form swap.
			• Refer to SENCO for further external agency involvement
			
			SENCO Support:
			Failure of reports – further concerns.
			• SENCO drop in sessions –all relevant teaching staff to draft out teaching strategies.
			• Referral to multi-agencies
			  Multi-Agency Involvement -
			    ○ Social Care
			    ○ SALT
			    ○ Medical
			    ○ Educational Psychologist
			    ○ Sensory
			    ○ Consultants
			
			• **Intervention Plan drawn up – Inclusive of:**
			• All Sims data on progress, attendance and behaviour.
			• CPOMS
			• Overview of student progress from FT report to Pastoral Lead report inclusive of positive strategies and triggers for poor behaviour.
			• Personalised timetables, programmes/projects to be developed
			
			SENCO to refer to DHT for planned further action
				DHT/Head of School - Persistent Extreme Behaviours C4. Prevention of permanent exclusion.
				
				In house provision:
				• Pathway change – specialist provision
				• Resource agreement request – SEN Team
				
				External Provision:
				• Access to alternative provision/resources
				
				DHT/Head of School refer to SEN Team

	• **Pastoral Support** to arrange meeting to review data with FT – collation of evidence • **Pastoral Lead** to review evidence and advise on next course of action. • **SENCO** to provide advice re provision	• **Pastoral Team** to collate and review evidence • **Advanced Behaviour Practitioner** – observations/looking at evidence	• **Pastoral Lead/SENCO** to review collated evidence folder with DHT • **First Formal Warning and Second Formal Warning** issued by DHT if appropriate • **DHT to call an Interim Review** and contact SEN Team to attend if appropriate • **Head of School** informed	**DHT/Head of School** to review collated evidence folder alongside SEN Team **Final Formal Warning** issued by Head of School if appropriate

APPENDIX B

Step	Planning for Good Behaviour: Class Staff Strategies 1st	Class Staff— **C1** 2nd	Class Staff— **C2** 3rd	Class Staff— **C3** 4th	On Call — **C4** 5th
Type 1 Breaking: *Respect Responsibility Pride*	Planned seating and strategies for individuals in place Tidy and clean environment Meet and Greet – Smile, warm greetings Organised entrance – lining up before entering a classroom (where appropriate) Ensure students are ready to learn e.g. starters, basket tasks, visual schedules, objects of reference as appropriate and ready when students arrive Prompt start (including collection off MUGA) Reward positive behaviour throughout the lesson Learning Objective explained and revisited Fully inclusive classroom – resources accessible etc. Organise exit – ensuring classroom is left how it was found e.g. chairs under tables, resources packed away (where appropriate) ***Students on a behaviour plan/sensory diet – class staff to use those plans to plan for good behaviour**	Verbal reminder Clear instructions Use of symbols to support communication/understanding TA deployment Seating move within class Tactical Ignoring Redirect Behaviour e.g. basket tasks, jobs etc Following agreed behaviour strategies Use positive verbal and body language Redirect behaviour positively Stay calm and follow strategies			
Type 2 Repeatedly Breaking: *Respect Responsibility Pride*			Restorative conversation within lesson Following agreed behaviour strategies **Classroom teacher entry on SIMs – one click** **Not completed in front of student**		
Type 3 Persistently Breaking: *Respect Responsibility Pride*				Formal restorative conversation at break or lunchtime Note in home/school diary and/or Phone call home Report to form tutor Following agreed behaviour strategies ***Level 2 behaviours noted on SIMS** **Classroom teacher entry on SIMS** **Not completed in front of student**	
Type 4 Extreme behaviours. Breaking the RRP: *Respect Responsibility Pride*	**Extreme and dangerous behaviours-** **Extra staff required:** Physical Violence Under the influence of drugs/alcohol Self-harm Using objects as weapons Dangerously running around school				On Call Refer to pastoral team SLT to decide course of action Use of calm rooms Following agreed behaviour strategies ***Level 3 behaviours noted on SIMS** **Staff member leading on incident entry on SIMs.** **Not completed in front of student.**

APPENDIX C

Engagement Profile/Physical Handling Plan
Including Risk Assessment

Name:		Class:		Pathway:		Year:	
Plan no:		Date written:		Review date:			
Contributors to plan:							

Expected outcome

Motivators to engagement

Barriers to engagement

Pupil presentation		
Low level (C2)	Medium level (C3)	High level (C4)

Support to engage		
Help me by	Help me by	Help me by

Review (1st review to take place 4 weeks after initial plan is written)

Positive handling agreement
(Only complete if required)

Preferred Handling Strategies: (Described the preferred staff responses/holds)			
Technique	**Standing/Sitting**	Number of staff	**Recording system**
			Using a simple A4 sheet to record date, time, duration, method and any reasons for physical handling. An "Incident/Use of Reasonable Force" form will be completed should techniques be used beyond those agreed in this plan, or there is injury to staff or students or other triggers listed in the school Care and Control Policy.
Breakaway Techniques:			

Additional information:
e.g. Medical Data: known medication/Epilepsy/Asthma/Nose bleeds etc

Use of calm rooms:
How will it be used? How will this be monitored?

Risk assessment

*A Please circle potential hazard level of "ISSUES/CONCERNS" noted in this plan:

HIGH   MEDIUM   LOW

*B Please circle risk factor:

Risk Factor:

Likely/frequent   (Occurs repeatedly/event only to be expected)   = High risk
Probable   (Not surprised – will occur several times)   = High risk
Possible   (Could occur sometimes)   = Medium risk
Remote   (Unlikely, but conceivable)   = Low risk
Improbable   (So unlikely that probability is close to zero)   = Low risk

Overall Risk:
*Use hazard level at A and risk factor at B to determine the overall risk assessment from the table below

*A		*B			*A		*B			*A		*B		
High	+	High	=	High	Med	+	High	=	High	Low	+	High	=	Med
High	+	Med	=	High	Med	+	Med	=	Med	Low	+	Med	=	Med
High	+	Low	=	Med	Med	+	Low	=	Med	Low	+	Low	=	Low

Overall risk assessment:	
Date:	

Any further actions required:

Signatures	
Form teacher:	**Date:**
Parent/Carer:	**Date:**
Headteacher:	**Date:**

Circulate to:
        Student's Purple class file
       All staff teaching the student – via TA working with pupil
       Place original, signed copy in the Behaviour File in the School Office – IBP with
       Grey Sections completed (Physical Intervention section) **MUST** be signed by
       parents or carers or Legal guardian or Social Worker.

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APPENDIX E

Reviewing, recording and reporting incidents of challenging behaviour

This forms a section of the care and control policy and should be read with this policy.

Reviewing, recording and reporting incidents of challenging behaviour

Intent:

- ✓ To promote pupil well-being and positive behaviour
- ✓ To enable review and quality assure school values and professional response to significant incidents
- ✓ To record incidents of challenging behaviour accurately and in concise detail
- ✓ To reflect the care and control policy
- ✓ To ensure the most effective de-escalation strategies are used
- ✓ To identify and inform effective support and intervention
- ✓ To minimise the use of positive handling and maintain the safety of all
- ✓ Work with parents to best support the needs of their child

Recording a behaviour:

All incidents of behaviour should be recorded on SIMs. Specific language and phrases should be used to record the behaviour and staff response to it.

C2 – low level disruption	Low level disruption in class Not completing homework without good reason	Record as C2 on SIMs – no annotation required

C2 – Refusal to work	Refusal to work or engage in learning, refusal to respond to	Record as C2 on SIMs – no annotation required

A C3 crisis is an incident where a pupil's behaviour persistently causes disruption or upset to other pupils or staff; causes themselves to be unsafe or causes damage to school property. C3 crisis can be recorded under the following categories:	
C3 – Persistent disruption in class	*A pupil continues to shout out despite several warnings and is asked to work in a quiet area away from others*
C3 – Friendship issues	*Disagreements/fallouts between friends where there is no power imbalance and no concerns about prejudicial language or seeking to cause intentional harm.*
C3 – low level physical contact to others	*Inappropriate but not dangerous. Participants are likely to be peers equal or contact is unintentional during an incident of disruptive behaviour.*
C3 – Low level verbal to others	*Verbally inappropriate towards a peer (where there is parity) or a member of staff.*
C3 – Low level self-harm	*A pupil attempts to harm themselves e.g. Maybe hitting their hand on surfaces but not causing hurt or injury or/and can be encouraged to stop.*
C3 – Damage to school property	*A pupil in crisis damages property not intentionally.*
C3 – Unsafe behaviour	*An independent traveler persistently puts themselves at risk of danger whilst travelling to or from school (they can get out of this danger).*
C3 – Persistent refusal to work	*Refuses to complete work or engage in learning for a sustained period of time. E.g. A morning session*

C3 behaviours should be recorded using the drop down option on SIMs.

A significant incident or crisis:

A C4 crisis is a significant and extreme incident where a pupil's behaviour causes hurt or injury to themselves, other pupils, or staff; or causes significant damage to school property. C4 crisis can be recorded under the following categories:	
C4 – Significant self-harm	*A pupil hurts themselves intentionally, eg. Biting themselves or banging their head on a hard surface*
C4 – Significant risk-taking behaviour	*As a result of being in crisis a pupil hurts themselves not intentionally, eg. Banging their head on a hard surface* *A pupil goes into crisis in an area that is a high risk to their own and others' safety, eg. In a public area, near moving traffic, product design workshop* *A pupil moves/runs to an area that is not safe or out of the school grounds, eg. Climb over dangerous fencing, runs into the carpark, runs out of school grounds*
C4 – Significant aggression towards staff	*A pupil intentionally hurts staff, eg. Hard hit, kick, bite, punch, hair pull, grab (around neck)*
C4 – Aggression/harmful sensory seeking	*Behaviour which is a result of significant sensory or communication need. A pupil is unlikely to recognise the impact. Though not intentional, the behaviour may be harmful towards staff, other children, or property.*
C4 – Significant damage to property	*A pupil causes damage to property, eg. Smashing a window, breaking a computer, ripping up other pupils' work*
C4 – Significant disruption to the learning of others	*A pupil's behaviour causes significant disruption to a lesson, eg. A class has to be removed from the classroom, a lesson cannot be delivered due to disruption*

C4 behaviours should be recorded using the drop-down box on SIMS including a follow up action – any further detail if required should be entered in the de-brief notes.

A significant crisis that includes two or more C4s should be recorded on SIMS and through the de-brief process. The most serious C4 should be recorded first then other C4 or C3 behaviours linked to this. This may result in an incident being allocated more than 8 points.

If an incident is significant then it will require a de-brief, then this de-brief should take place and should be recorded on the Significant Incident De-Brief template then uploaded to SIMS. A copy should be added to the pupils pupil record folder and filed with the wellbeing and engagement team. A pastoral lead or SLT should chair the de-brief.

What should you record on SIMs?

Behaviour	C3/C4 - *********/C4 - ********* using drop down option
Location	Use drop down option if a calm room or withdrawal room is used: *Calm room (Blue padded room):* *Calm room 1 = English corridor* *Calm room 2 = Nurture* *Calm room 3 = SP* *Withdrawal room (small room - not padded)* *N1, N2, N3, SP1, SP2, MS1 (main school corridor), C1(College)* *Safe space*
Response	Use drop down option for activity: *Restorative conversation* *Walked to ...* *Guided to ... Positive handling using a …* *Escorted to … Positive handling using a …* *Positive handling used standing in …* *Positive handling used to chairs* *Ground hold ...*
Who	Use comments box: *Staff names – not initials*
Intention	Use comments box: *Access safe area* *De-escalate* *De- escalate – low stimulus* *Make safe for ***** *Prevent hurt/ injury to themselves* *Prevent hurt/injury to others* *Prevent further damage to *****
Time	Start and end of time recorded
Review	Recorded in follow up box: *Review engagement plan* *Solution meeting* *De-brief*
Parents	Use comments box: *How? Who? When? Were parents informed?*
Follow - up	Who took responisibnility for folow up actions Any sanctions that were put in place Support implemented Any restorative work that has happened Any changes to provision

Response – how to describe positive handling:

Level 1	Restorative conversation	This is a conversation should not include any physical intervention(PI)
	Walked to … (name place)	Walked to means walked alongside – no PI required just verbal encouragement
	Guided to … Positive handling used …	Friendly hug Friendly guide Caring C guide
Level 2	Escorted to … Positive handling using a …	Single person double elbow Two -person single elbow Two -person double elbow Figure of four
	Positive handling used standing in …	Shield Half shield Single person double elbow Two -person single elbow Two -person double elbow Figure of four
	Positive handling used to chairs	Two -person single elbow Two -person double elbow
Advanced	Ground hold …	Front ground recovery – must be recorded by Alison Morrell or Dawn Lowe
Level 1	Response to …	Grab response Bite response Neck response
Advanced	Removal of object ….	Take away blunt object Take away edged object Take away chairs

What does a de-brief look like?
A de-brief is a meeting of all staff involved in the incident – where possible along with a PL or SLT and ABP to support.

The de-brief template takes you through step by step:

Pupil name:	*Include full name*
Date and time:	*Date of incident and specific time period – start to finish*
SLT/PL chair:	*Must be names and present*
Staff attending:	*All staff – full names*
Incident summary:	*Professional concise language – this should be able to be read by other professionals and the pupils' parents/carers*
Individual witness statements – ref:	*Reference these and attach – again professional language should be used*
Staff response (Including positive handling used):	*Specific names of positive handling hold as definitions and specific language used.*
Intention:	*Use specific language as guidance booklet*
Steps taken to minimise further physical intervention:	*Has the positive handling plan changed?* *Are there any other effective de-escalation strategies?* *How will you respond if it happens again?*
Review of provision:	*Change of timetable?* *Change of day?* *Placement?* *Pathway?* *Staffing?*
Additional support requested:	*Multi-agency advice?* *Referrals?* *Social Care?* *In school intervention?* *Assessment?*
Actions:	*Specific actions with timings*
Review date:	*When will this de-brief be reviewed and by who?*
Parents:	*How? Who? When? Were parents informed and consulted in a follow up?*
Folow up:	*Details of follow up actions including:* *Any sanctions that were put in place* *Support implemented* *Any restorative work that has happened* *Any changes to provision*

This document should be up-loaded to SIMs.

Significant Incident De-Brief:

Pupil name:		Date and time:	
SLT/PL chair:		Staff attending:	
Incident summary highlight C3 and C4 behaviours: **Witness statements attached yes/no**			
De-escalation strategies used (Including positive handling):			
On reflection what triggered the incident?			
Actions – including steps taken to minimise further physical intervention:			
Review of provision:			
De-brief logged on SIMS	Yes/no		
Additional support requested:			
Review date:			
Parent Signature:			

This form should be completed and shared with parents. Please ensure two copies are sent home, one for parents to sign and return to school. Please ensure Dawn Lowe and Wellbeing and Engagement Team has a signed copy. Actions should be implemented and reviewed with the SLT lead.

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Incident or crisis

Level of crisis?

Record on SIMs

Identify level of recording required

C4/C3

C2

Record behaviour and staff response using set phrases on SIMs

C4 with de-brief
Record de-brief using template and up load to SIMs.

Record on drop down box in SIMs

APPENDIX F

Nurture Rubric

In the Nurture department at Elms Bank, we use several behaviour and reward approaches to support pupil's self-esteem, motivation, self-regulation and emotional literacy. These approaches provide clear visual prompts which supports pupil's communication and understanding of the impact and consequences of their behaviour. The approaches allow pupils and staff to reflect on feelings and behaviours to self-evaluate and develop self-regulation strategies. These approaches need to be used in conjunction with de-escalation strategies.
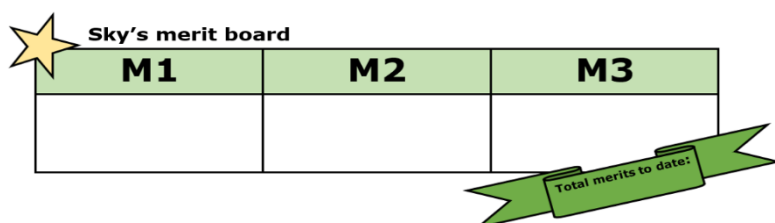
At Elms Bank, all pupils in Nurture are expected to follow these rules:
- Be respectful to others
- Be respectful to staff
- Be responsible for making positive choices
- Be responsible for following staff instructions
- Be proud of your learning

nurture rules need to be displayed in the classroom. Pupils need to be reminded of the rules on a regular basis.

At Elms Bank, all staff in the Nurture department use these approaches simultaneously and consistently throughout the school day:

1. Merit Chart:

- All pupils will need a merit chart laminated and displayed in their workstation/on their desk.
- The chart allows pupils to collect unlimited merits during a lesson, promoting a high level of positive praise to motivate pupils.
- Merits can be awarded for following the nurture rules outlined above – there is no limit on the amount a pupil can receive per lesson.
- At the end of each lesson, pupils will be asked to present their merit board to a member of staff, who will put the merits onto SIMs and tell pupils how many merits they have in total. Pupils will then write this number into the "total merits to date" box.
- At the end of the lesson, pupils will clean merit boards and this process will be repeated for each lesson.
- Pupils will receive rewards for specific merit amounts.

2.“I need” board & “I need” non-negotiables:
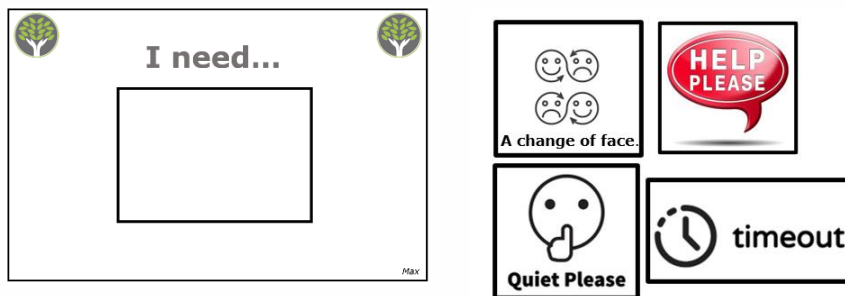
“I need” board:
- All pupils will have an “I need” board laminated and displayed in their workstation/on their desk.
- All pupils to have a bespoke board, with a variety of strategies to support their regulation, de-escalation, and wellbeing.
- “I need” boards will promote pupil's independence and awareness of emotions.
- Symbols should be velcroed onto the back of boards, available for pupils to choose an appropriate symbol and velcro it to the front.

“I need” board non-negotiables:
- All pupils will have the outlined 4 non-negotiables on their boards, and other options will be bespoke to each pupil.
- All boards are to be personalised to each pupil, allowing them to identify strategies that support them e.g. weighted blanket, calm room, school dog.

3. Wellbeing Boxes.
- All pupils in Nurture will have a wellbeing box that they can access.
- All pupils will be able to fill wellbeing boxes with resources that are important to them, and will support their emotional wellbeing, regulation, and de-escalation.
- Pupils are able to access these boxes at all times, and their use should be promoted by staff.

4. Choose Time

Choose time:

- Choose time at the end of the lesson is not earned, this is part of the lesson structure in nurture and should be at the end of every lesson. Pupils engage in the choose that is linked to them being "on

track" (following Nurture rules) or "off track" (not following Nurture rules).

- Choose time at the end of period 1, 2, 3 & 4 should last 5 minutes.
- Choose time at the end of period 5 should last 10 – 15 minutes.

Class choose board:

Austen's Choose Board

	Period 1	Staff	Period 2	Staff	Period 3	Staff	Period 4	Staff	Period 5	Staff
Max										
Lenny										
Rostam										
George										
Dan										
Kaiden										
Marc										

- Whole class choose boards will be laminated and displayed in each classroom, visible for all staff and pupils.
- At the start of the school day, pupils will select 5 different "on track" choose options and decide on the order they would like to do these.
- Pupils should be encouraged to leave their favourite choose options to later in the school day. If a pupil is "off track", they will need to choose an "off track" option from the choose chart.
- This will be completed as a class as part of the morning routine, and staff can identify if pupils require staff support for choose time, and this will be identified on the choose board, ensuring all staff and pupils know what choose should be taking place and how staffing will be organised during these times.

"On track" and "Off track" choose board:

⭐ On track	Off track ⭐

Staying on track:
- Be respectful to others.
- Be respectful to staff.
- Be responsible for making positive choices.
- Be responsible for following staff instructions.

- All pupils should have a laminated "on track" and "off track" choose board in their workstation/on their desk that outlines the choose options when they are on track, and the choose options when they are off track. These choices will be bespoke to each pupil.
- Nurture rules are displayed at the bottom of this board, so that pupils can reminded how to stay on track and receive their desired choose.
- If a pupil is not following the rules, they will be "off track" and will not receive their desired choose. Pupils will have an "off track" choose.

5. Restorative/Reflective work:
- All classes should have a copy of the restorative conversation scaffold available for use.
- This should be used when pupils need to reflect on an incident and consider the impact of their actions on themselves and/or others.
- This conversation should be used to validate emotions and support pupils to develop emotional literacy.
- Restorative work can also include apology letters and completing missed work.

Restorative Conversation Scaffold

- **Tell the story:**
"Tell me what happened…"
"What did you want to happen?" (allow pupils to identify the need)
"It's ok to want……." (validate the pupils' need)
"It's ok to feel…." (validate the pupils' feelings)
"Did your behaviour help you to achieve what you wanted?"
"What rules do we need to follow at Elms Bank?"
"What could you try next time that would help you?" (replacing the negative behaviour)
"Who could help you with that?"

- **Explore the harm & reflect:**
"I can see that you were feeling…… because…."
"Who has been affected by this behaviour? In what way?"
"How do you think they feel about you now?"
"How do you feel now?"

- **Repair the harm:**
"Are you willing to repair the problem?"
"What could you do to repair the problem?"
"What else could you do?"
"What can you do to change this opinion?"

6. Significant Incident
- In the event of a significant incident, SLT or Head of Nurture need to be consulted over consequences/action.
- After a significant event, pupils will need to be supported using "I need" board & a restorative/reflective conversation needs to take place.
- A pupil can only return to their class when they are demonstrating that they are following the Nurture rules and are regulated. They cannot leave the Nurture base following a significant incident.
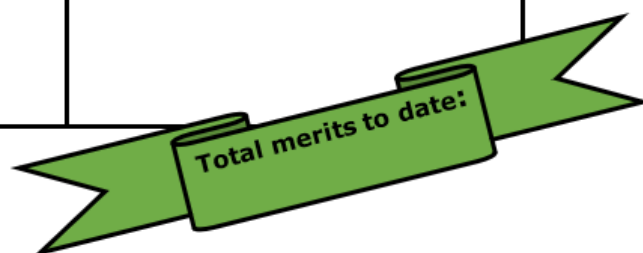
Significant Incident Examples:
- Violence towards staff or students.

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- Significant disruption (destroying environment, other pupils required to leave the classroom).
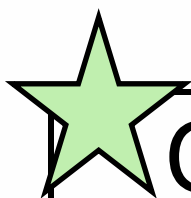- Significant damage to school property.

M1	M2	M3

Total merits to date:

I need...

A change of face.

HELP PLEASE

Quiet Please

timeout

Austen's Choose Board

	Period 1	Staff	Period 2	Staff	Period 3	Staff	Period 4	Staff	Period 5	Staff
Max										
Lenny										
Rostam										
George										
Dan										
Kaiden										
Marc										

⭐ On track	Off track ⭐

Staying on track:
- Be respectful to others.
- Be respectful to staff.
- Be responsible for making positive choices.
- Be responsible for following staff instructions.
- Be proud of your learning.

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Restorative Conversation Scaffold

- **Tell the story:**

"Tell me what happened..."

"What did you want to happen?" (allow pupils to identify the need)

"It's ok to want........" (validate the pupils' need)

"It's ok to feel...." (validate the pupils' feelings)

"Did your behaviour help you to achieve what you wanted?"

"What rules do we need to follow at Elms Bank?"

"What could you try next time that would help you?" (replacing the negative behaviour)

"Who could help you with that?"

- **Explore the harm & reflect:**

"I can see that you were feeling...... because...."

"Who has been affected by this behaviour? In what way?"

"How do you think they feel about you now?"

"How do you feel now?"

- **Repair the harm:**

"Are you willing to repair the problem?"

"What could you do to repair the problem?"

"What else could you do?"

"What can you do to change this opinion?"