

Staff responsible	Andy Taylor
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Headteacher signature	
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1. Introduction

Neurodevelopmental differences have a significant impact on active engagement and social emotional development. Consequently when determining this behaviour for learning policy there is an underlying philosophy that understanding the differences in how pupils' communicate and learn is essential. Supporting the development of social communication, self-regulation and emotional control plays a significant part in the reduction of unconventional behaviours and supports the development of conventional behaviours. We believe that:

- 1.1 A positive approach to learning, recognition of achievement and support for learners who sometimes experience difficulty managing their own behaviour is key.
- 1.2 All pupils need to be treated with respect and as individuals. It is essential that this policy be considered in conjunction with our Communication Policy and practice.
- 1.3 Behaviours that pupils' display have meaning, and accurate interpretation of them is essential in helping the development of social communication and to foster self-regulation and emotional control.
- 1.4 Through training and experiential development staff working with pupils with SEND will develop the knowledge, skills and understanding to support pupils' social communication, self-regulation and emotional control as they transition through the school and beyond.

For a comprehensive breakdown of the legislative framework for this policy please refer to Appendix 1.

2. Aims

Given the disparate needs of pupils at Brent Knoll it is not feasible to have the same expectations for all. Whilst recognising that there are fundamental and universal behavioural expectations these need to be personalised for individual pupils and shared with all staff to allow a consistent approach to be achieved. By understanding and responding to the differences in social communication abilities, and self-regulation and emotional control for pupils with SEND we aim to:

- 2.1 Create a structured learning environment that provides a predictable, accessible and safe place to learn in order to develop personal autonomy and independence.
- 2.2 Establish and reinforce self-confidence and self-esteem by building on their natural strengths, interests and abilities.
- 2.3 Create a culture where respect is central to the ethos of the school and that its mutuality is apparent to all, and underpins our efforts to develop positive, sensitive and supportive relationships.

3. Roles and responsibilities

The promotion of social communication, self-regulation and emotional control is the responsibility of all members of the school community to enable all pupils to be successful and active learners. Community members include pupils, parents and carers, all staff, senior leaders and the Governing Body. We expect:

- 3.1 All *pupils* to behave to the best of their ability to ensure a positive approach to learning. Strategies to support them when they experience difficulty will be selected and implemented, and used consistently, and pupils will be aware of the motivators and rewards offered to them.
- 3.2 All *parents and carers* to work in tandem with school staff to take responsibility for maintaining high standards of behaviour inside and outside of school. This can be enhanced through participation in and attendance at a variety of events and meetings on offer throughout the year.
- 3.3 All *staff* to understand and show an active commitment to the broad aims of the policy, and ensure that they are applied fairly and consistently. All staff are aware of their responsibilities as role models and are acutely aware of pupil's abilities in social communication, self-regulation and emotional control, and plans and supports are implemented and followed consistently.
- 3.4 *The Senior Leadership Team* to maintain an environment that encourages excellent attendance and positive behaviour for learning, provide support and promote opportunities for staff training and development that underpin the principles of the policy.
- 3.5 The Governing Body to support and promote the principles that underpin the Behaviour for Learning and Communication Policies.

4. Understanding social communication, self-regulation and emotional control to promote positive behaviours

We recognise that pupils who display unconventional behaviours often do so, not because of a lack of motivation for reward but, because they do not know how to make better choices. In order to promote positive behaviours so that pupils understand the social expectations to behave in a socially appropriate way in any given setting they need to be taught what they could do differently and be given opportunities to practice new skills in a safe and supportive environment. This can be achieved by helping pupils to:

- 4.1 Develop the most appropriate means of communication. We recognise that behaviour has meaning and is a pupil's way of requesting support, demonstrating their feelings or asking for comfort or attention and may not always be achieved conventionally.
- 4.2 Self-regulate. Sensory processing and executive functioning are two key components that contribute to successful self-regulation.
- 4.3 Recognise and control their emotions. Objectivity, motivation and understanding others' perspectives are essential elements in controlling one's emotions.

5. A consistent approach to promoting positive behaviours

Use of communication systems that are common across the school together with the range of personalised transactional support options will have the greatest chance of promoting successful interactions, developing positive relationships and fostering positive behaviour through consistent application of some of the following:

- 5.1 Visual scaffolds and teachings. This refers to differentiation, visual support and symbol use including appropriate symbol representation, routines, transactions, support during less structured time and rewards and motivators. Rewards should focus on specific behaviours we wish to improve as well as acknowledging where achievement has been noted in other contexts. Rewards can loosely be defined in three ways.

- Social rewards – are the most commonplace of rewards and can be defined or identified as a smile, pat on the back, thumbs up or descriptive praise. Social rewards are welcomed by pupils who like the idea of 'being caught being good' and 'doing over and above'.
 - Symbolic rewards are stickers, Vivo awards, reward charts, merits, notes to parents, certificates, mention in assembly.
 - Special rewards are reward trips, choosing or golden time, responsibilities and privileges.
- 5.2 Zones of regulation. This is a CBT management approach and involves sensory integration and regulation, physical/sensory discomfort, Calming Techniques, and Thinking Strategies (Executive Functioning and Central Coherence Theory).
- 5.3 Social thinking. Use of descriptive praise to focus on what we like about what pupils are doing. Reinforce the behaviours we want to promote and give pupils positive feedback and personal recognition to raise pupils' self-esteem and leads to improved behaviour. Self-awareness and responsibility. The language of choice helps our pupils to take responsibility for their behaviour. By actively encouraging pupils' to choose the right thing to do, by explaining the consequences of their choices, both good and bad promotes an increased sense of pupil responsibility, recognises mistakes as a legitimate part of the learning process, removes a struggle for power, is positive, overtly links responsibility, choice and consequence, allows pupils to take ownership of their behaviour and to manage it with increasing independence.
- 5.4 Support within school. SCERTS Model, SaLT/OT input and assessments, ELSA (anger/emotions management), School Home Support (SHS), SLT
- 5.5 Support beyond school. CAMHS, School nurse, EP assessment and support
- 5.6 Plans. Review of RA/PHP/communication passports, Individual SCERTS plans, student contracts
- 5.7 Meetings. Restorative justice meeting

6. Defining challenging behaviour

For most pupils at Brent Knoll the development of positive behaviour is achievable within our existing range of support systems and strategies. Some pupils with SEND behave in a manner which may be described as challenging. Often this is associated with physically aggressive, abusive, threatening or dangerous behaviour but can also include any behaviour which has a negative impact on the person, their family or the victim, and frequently overshadows their strengths and abilities. We define challenging behaviour as:

- 6.1 Behaviour that has a negative effect on pupil's learning and the learning of others including placing themselves and others in physical danger
- 6.2 Behaviour that leads to isolation from, or inappropriate interaction with others in the learning community and reduces their ability and opportunity to be involved in learning and community activities
- 6.3 Absconding
- 6.4 Behaviour that causes serious damage to property
- 6.5 Carrying or using a weapon
- 6.6 Carrying drugs
- 6.7 Bullying
- 6.8 Behaviour that makes excessive demands on staffing and resources

7. Supporting challenging behaviour

Most pupils respond positively when strategies are devised and transactional supports implemented to support self-regulation in order to reduce or prevent these behaviours re-occurring. It is recognised that some pupils require a more sensitive and differentiated approach, or additional support to manage self-regulation and emotional control.

8. Bullying

- 8.1 Bullying is the persistent and intentional abuse of a person or group by another person or group where the relationship is characterised by an imbalance of power.
- 8.2 Young people can be bullied for any reason but it is often on the grounds of race, gender, sexual orientation, disability or based on some other notion of difference.
- 8.3 Bullying will not be tolerated and staff should be alert to the signs of bullying such as distress, a change in mood or behaviour and injury.
- 8.4 The school community will act to prevent, de-escalate and/or stop the continuation of harmful behaviour.
- 8.5 Staff will react to incidents of bullying in a proportionate, reasonable and consistent way.
- 8.6 Safeguard that pupil who has been bullied and put support in place.
- 8.7 Apply disciplinary sanctions to the pupil using restorative principles and offer additional input where required.
- 8.8 Work with parents to ensure that they are informed and clear about the processes.

9. Screening and searching

- 9.1 Screening is not carried out at the site. Searching and confiscation is not routinely carried out but where there is evidence that it may be necessary the HT or DHT will authorise the action. In this event the DfE: [Screening, searching and confiscation – Advice for Headteachers, staff and Governing Bodies 2018](#) will be the framework through which staff conduct the process.

10. Recording and monitoring

- 10.1 The recording of incidents of positive and negative behaviours is vital to ensure that staff and other stakeholders have an informed view of how the pupil is performing at school.
- 10.2 Recording and monitoring provides contextual information and soft data, which can assist in making sense of progression data.
- 10.3 It is necessary to provide personalised learning pathways for pupils and helps determine where additional support and focussed intervention can be applied to support the young person.
- 10.4 Will help inform strategies to target resources to promote a more positive approach to learning.
- 10.5 Provide evidence to support procuring additional services where a change of placement may be appropriate.

11. Appendices and related policies

Appendices

1. [Legislative framework](#)
2. Systems and processes to support positive behaviour
3. Systems and processes to support challenging behaviour

This policy must be read in conjunction with the following school policies:

1. Safeguarding policy
2. Anti-bullying policy
3. Attendance policy
4. Physical intervention policy
5. Communication policy

[Glossary](#)