



What I learn today, prepares me for tomorrow.

Supporting Self-Regulation Policy (Behaviour Policy)

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	September 2021	September 2022	Mark Phillips, Headteacher All staff

Contents:

1. Rationale & Scope
2. Aims
3. Legislation and statutory requirements
4. Barndale- Vision & Values
5. Behaviour as communication
 - a. What behaviour could be communicating
6. Important Principles-
 - a. Relationships
 - b. Consistency & Predictability
 - c. Visuals
7. Zones of Regulation- readiness to learn
8. A Tiered approach & resources
9. Rewards & Strategies
10. Language that Cares
11. Reflections
12. Staff briefs/debriefs-solution circles
13. Appendices

At Barndale we recognise the importance of supporting our entire school in being able to regulate so they can access their learning and therapeutic activities. Although many schools use a traditional 'behaviour management' approach we feel this contradicts our ethos, working practices and understanding of our pupils.

This policy will map out the breadth and depth of ways we will support all our children in being able to access the curriculum and how in turn this will adequately prepare them for adulthood. The policy will also identify how we will keep the pupils and staff safe as part of our commitment to a safer school culture.

Aims

- To create a calm, safe and secure environment for pupils and staff
- To ensure the consistency and confidence in approaches are shared across the school community
- To develop a culture where wellbeing is of paramount importance and that strategies are available and effective in being able to regulate emotions
- To create a positive learning environment in which pupils can discuss and be supported in being able to reflect and regulate
- To ensure barriers to learning are minimised so that pupils are able to access both the academic and holistic curriculum
- To ensure the communicating of incidents are accurately reported and recorded
- To work together with parents and other multi-agency professionals to ensure best practice in relation to supporting pupils as individuals
- To ensure pupils feel confident and proud that they are able to be independent in their approaches to managing their behaviours

Barndale- Our Vision and Values

At Barndale House School we are committed to providing a high quality education in a safe, welcoming and supportive environment where different abilities and individuality are accepted, respected and celebrated. We believe that every child and young person has something special to offer the world and that our school is a place where this can be nurtured and realised.

'Every day is an opportunity to shine'

Our Values

As a school we value:

- Kindness – looking after each other
- Equality – feeling special
- Respect – looking after our school
- Co-operation – working together
- Determination – aiming high and trying your best

Our values underpin everything we do at Barndale and have been agreed in consultation with staff, pupils, parents and other members of our school community. Our values are embedded within all aspects of school life and are promoted through assemblies, our curriculum, social times, our residential provision and extra-curricular activities.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

[Definitions](#)

Deregulation/Deregulated behaviour is defined as:

- Vocalisations- shouting, screaming, crying, murmurs
- Physical behaviours- pushing, nipping, biting, spitting, hitting
- Work avoidance- general disruptions, lethargy, frequent breaks
- Deflection- instigating a change in others, directing focus on tasks/behaviours

Serious causes for concern are defined as:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

[Behaviour as Communication](#)

The staff at Barndale recognise that behaviour is a form of communication and that for some of our pupils this is one of the only ways they can communicate.

'Considering that more than half of our communication is nonverbal, it is really no surprise that both adults and children use behaviour to communicate in pretty much every moment of every day. As adults, the facial expressions

and the gestures we make communicate for us. These are often subconscious; the lengthy yawn during a long meeting, the glance at your watch when someone grabs you when you're in a rush, arms folded tightly across your chest when you are confronted.

Unsurprisingly, children rely heavily on nonverbal communication. Your child is using behaviour to communicate with you while they are developing their understanding and use of the verbal language.

Often this challenging behaviour manifests out of frustration at either not understanding a situation or being unable to verbally express their wants, needs and feelings. As children get older and develop appropriate vocabulary, sentence structure and social skills, these high-level behaviours reduce.

But for children with speech and language delays or disorders[including autism], these behaviours can continue. Often communication difficulties and the anxiety surrounding interactions are at the root of a child's behaviour.'

-Extract from 'A growing understanding'

(<https://www.agrowingunderstanding.com.au/actions-can-speak-louder-than-words-behaviour-as-communication/>)

So what could deregulation/deregulated behaviours be communicating to us?

- Frustration – they can't do something or can't tell you what they want
- Fear – they are frightened of something
- Strong feelings – they are unhappy or angry about something; they dislike or are unhappy about a situation.
- Anxiety – they are feeling confused, worried, stressed, unable to think well
- Confidence/self image- the feeling of being inadequate or unable to succeed
- Hyperactivity – they have excess energy and cannot seem to burn it off
- Discomfort – they are in pain and can't tell you
- Attention – they are making attempts to meet their need for attention, attachment and interaction by behaving in a certain way and they are wanting engagement with you
- Difficulty with understanding – They may not know what is expected. They may need time to work out what is meant and how they need to respond. They might not know what is happening around them or retain information that you have given them.
- Difficulty processing or making sense of sensory experiences in the environment – for example, certain touch, noise and lights. Some children may have hyper or hypo-sensitivities to certain stimuli in an environment.
- Seeking sensory input and/or experiences

Important Fundamental Principles

At Barndale House School we aim to provide:

- ❖ An environment conducive to learning (sensory needs)
- ❖ Predictability and Structure (visuals)
- ❖ A means of communication (zones inc PECs)
- ❖ Recognition, rewards and relationships (communicating success)

An environment conducive to learning

How activities/lessons are planned and delivered will substantially affect pupil motivation, engagement, participation and response. The following pointers are associated with effective teaching and learning:

- Noise level - carefully managed to maintain a calm space
- Deployment of adults – to focus, assist and motivate pupils
- Classroom layout – considerate of pupils needs and the task/activities
- Learning environment – easy and clean to navigate physically/visually (minimise displays)
- Organised – pupils know where resources are kept and are accessible

Predictability and Structure

Maintaining constants and familiars support pupils in understanding the order of the day and the routines in which they can be successful. These include:

- Visual timetables

- Activity beginning on time with all pupils engaged
- Consistent adults and approaches
- Ensure all materials and resources are available before the activity begins
- Ensure that activities are well structured
- Set clear transitions between one activity and another. If possible, bring pupils together as a group at the beginning and end of activities
- Ensure clearly communicated transitions between different places- walking to the field, places in a line, seats on a bus etc.

Means of communication

Some of our pupils struggle to verbalise or recall the language to communicate needs, feelings and support they need. We support our pupils communicating we will:

- Adopt Zones of Regulation across the school
 - o Every classroom will have a display
 - o Staff will adopt the same language when supporting pupils
 - o Each class will have a way for all pupils to check in
 - o Pupils will be supported in reflecting on period of dysregulation
- PECs/AAC will be used to support those pupils with communication barriers
- Widgit symbols will be used across the school to reinforce text-picture communication

Recognition, Rewards and Relationships

- All classes adopt token economy
- Ensure that pupils are aware of progress/small gains they make
- Adults communicate what pupils need to do to be successful
- Give visual and verbal feedback on pupils work
- All adults to model unconditional positive regard
- Pupils are supported, guided and scaffolded to be successful
- Reinforce 'Barndale Expects....' rather than naming unwanted behaviours

Supporting deregulated pupils

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

(<https://www.zonesofregulation.com/learn-more-about-the-zones.html>)

The ZONES of Regulation®

			
BLUE ZONE Sad Sick	GREEN ZONE Happy Calm	YELLOW ZONE Frustrated Worried	RED ZONE Mad/Angry Terrified

As a school community we have adopted 'Zones of Regulation' throughout all of our classes and have found it is such an accessible and informative way to give pupils ownership of self-regulating. To reinforce the approach we:

- o Have displays in every classroom
- o Provide pupils with resources to 'check-in'
- o Develop and review bespoke toolkits for each child
- o Support pupils in reflecting and adapting approaches to prevent periods of deregulation/dysregulation

Serious causes for concern behaviours

In rare cases behaviour displayed by pupils may be specific in causing physical/mental harm to themselves, others or deemed as criminal activity. The list as stated earlier is not exhaustive but covers some of the more commonly known behaviours that would fall into this category.

Whilst these behaviours would be deemed as serious (and alarming) it would be important to remember that our pupils do have additional needs and the approach would be bespoke and aimed at supporting them in receiving help to prevent behaviours recurring. With that in mind the school would always work in conjunction with the police, parents/carers and anyone effected by the behaviours to conclude the best possible resolution.

In the case of any of these behaviours being reported the school would:

1. Investigate the matter thoroughly
2. Ascertain the antecedents and any evidence available
3. Work with wider agencies (police, CYPS, counselling, social care, therapists)
4. Respond with interventions/curriculum adaptations
5. Monitor the process and outcome
6. Communicate openly and transparently with all stakeholders involved

As a special school we would avoid any form of exclusion but in cases may look to support pupils in finding a more appropriate provision, if this was agreed to be beneficial. Any change of provision would have to be concluded, legally, through the EHCP review process.

Supporting pupils in distress

Some pupils across the age groups require supportive physical contact as part of the normal programme of work in school. In the early years' setting the use of physical prompts is seen as part of normal practice, and there will be situations when it is necessary to lift a small pupil.

Lifting and handling young pupils

Lifting a small pupil should be considered in situations where:

- i) there is a risk of injury to the pupil and/or others
- ii) there is risk of significant damage to property

- iii) the pupil is behaving in a way that is compromising good order and discipline
- iv) the pupil is distressed and requires comfort

However, it should only be considered as an option when the following judgements have been made:

- a) not lifting the pupil is likely to result in more dangerous consequences than lifting the pupil in terms of injury to the pupil and/or staff
- b) this response is in the paramount interest of the pupil

Where a pupil has gone into the red zone a record needs to be kept. This could also be if there has been a specific incident in the class. This would be recorded on our CPOMS platform. This should be recorded within 24hrs of the incident taking place to ensure that any follow up can be quickly actioned.

Restrictive physical intervention (RPI)

If physical intervention is used with any pupil it needs to be recorded, on the same day, on our safeguarding platform. Physical intervention is any type of force that restricts or physically directs a pupil led by staff.

Restrictive physical interventions should only be considered as a last resort to support pupils in times of crisis and should only be used:

- i) where there is risk of injury to self and/or others
- ii) where there is risk of significant damage to property
- iii) where a pupil is behaving in a way that is compromising good order and discipline

However, it should only be considered as an option when the following judgements have been made:

- a) not intervening is likely to result in more dangerous consequences than intervening
- b) alternative calming strategies have failed to de-escalate this situation or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury
- c) this response is in the paramount interest of the pupil

Definition and context for restrictive physical intervention (RPI)

Restrictive physical interventions/physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of barriers to restrict movement would also be considered to be a restrictive physical intervention. Physical prompts or manual guidance from which a pupil can release him/herself without difficulty do not fall within this definition.

Guidelines for the use of Restrictive Physical Intervention (RPI)

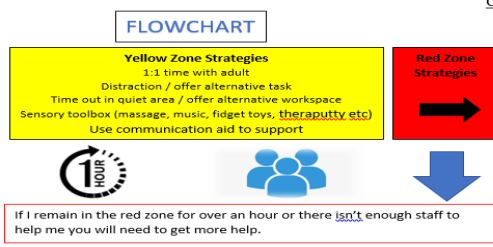
The use of RPI / physical restraint should be used as the last resort. All other methods of managing the behaviour should be used first, including listening to the pupil, talking to the pupil, asking for others to withdraw, using calming strategies and negotiating. RPI / Physical restraint must only involve the **reasonable, proportionate and necessary force** to maintain good order and safety. It should be applied only until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold / restraint in order to encourage the pupil to calm as quickly as possible, e.g. using 'help scripts', talking rationally and calmly to the pupil and explaining what is happening, why, and when it will end.

RPI / restraint should be used to de-escalate a potentially dangerous situation. It should not be used as a threat or a punishment. There should be careful planning of responses to individual pupils known to be at risk of self-harming, or of harming others, with pre-arranged strategies and methods which are based upon a risk assessment. This needs to be written into a pupil's Crisis Plan and individual risk assessment. Where RPI strategies are planned, these should be agreed in advance by a multi disciplinary or school based team working in consultation with parents/carers and the headteacher or senior teacher. Again, these should be specified within a pupil's Crisis Plan.

Blank example:



Crisis Plan



When in the red zone (in crisis) I will need help!!	
What I will do...	What you will need to do...
Try to run away	Ensure I can't access keys or press fire escapes
Lock myself in the toilets	Do not let me use them, unless supervised
Swallow items/liquids	Remove items or help me to a safe space
Bite	Use t-wrap or 2 person hold to stop me
Pull my hair	Keep my hands away or press against my head
Attempt to strangle	Make sure I don't have string or loose clothing
Headbutt hard surfaces	Give me a cushion for my head or use a hand
Scratch/mark my arms	Remove sharp items, keep my arms covered or help hold my hands
Throw things	Keep me in a safe space and remove resources
Hit adults	Give me space or hold me somewhere safely

Step 1:

Time:

Response:

Key Contact Information

Crisis Plans should be reviewed and updated whenever necessary (e.g. when a new behaviour is seen). Parents/carers must be informed if any form of RPI / physical restraint has been employed and should be consulted with, and involved in, the development of the positive handling and behaviour management plan. It is important that a multi-agency approach to supporting pupils with challenging behaviour is adopted wherever possible, with other agencies involved in the care and/or support of pupils informed and involved in behaviour management programmes and/or planning. Social Services should be involved if the pupil is a Looked After Child (LAC)

Self Defence/Emergencies

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of RPI to an absolute minimum. However, staff should be aware that, in an emergency, everyone has a right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury, or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. (Education and Inspections Act 2006.)

Reporting and Recording

In all incidents involving a pupil being severely dysregulated and where RPI / physical restraint has been used, the following actions must be taken:

- 1) The Headteacher or other member of the senior leadership team must be informed as soon as possible (on day of incident)
- 2) Parents/carers should be informed (on the day of incident)
- 3) The staff involved must complete a written record (**Form on CPOMs**) as soon as practically possible. This should be completed within 1 working days and should take note of any other people present who may act as witnesses if required.
- 4) In circumstances where the incident and resulting action has caused significant concern it is recommended that the school notify the appropriate member of staff within the Local Authority (e.g. Director of Education, Social Worker, Educational Psychologist, Northumberland Strategic Safeguarding Partnership etc)
- 5) All reports will remain on the CPOMs platform.
- 6) Incident reports will be reviewed by the SLT/DSLs termly.

Post-Incident Management

Following an incident in which RPI / physical restraint has been used, both staff and pupil(s) should be given separate opportunities to talk about what happened in a calm and safe environment. Staff need to ensure that the pupil or staff member is comfortable and offered a drink / snack if needed. They should not be used to apportion blame or punish those involved. If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they should receive prompt mental health support and / or medical attention where relevant and appropriate.

Authorised staff

The 1996 Education Act allows all staff at a school to use **reasonable force** to control or restrain pupils. It also allows other people to do so, in the same way as teachers, who have control or charge of pupils, provided they have been authorised to do so by the Headteacher. At Barndale House School this includes teachers and teaching assistants employed by the school. All staff will have a copy of this policy and clear guidelines for behaviour management / physical intervention. All staff and other people working in the school will be aware of and understand what this authorisation means. Training and guidance in De-escalation and Restrictive Physical Intervention and relevant training updates will be provided for all permanent staff.

Staff Training

The school and residential provision follows De-escalation and Restrictive Physical Intervention guidelines for positive handling, behaviour management and the use of restrictive physical interventions. All permanent staff have access to regular training and updates, most recently through P&I Training (2020). Permanent staff have received a full day of training (6 hours) which will be refreshed every 2 years. All staff who have had the training should be familiar with and have access to the P&I De-escalation and RPI manual. A copy of this is kept on the Staff Share drive.

References and further information

DfE guidance: 'Use of reasonable force – Advice for headteachers, staff and governing bodies' (July 2013)

NICE (National Institute for Health and Care Excellence) guidance: 'Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges' (May 2015)

All sections of the behaviour management policy should be reviewed on an annual basis.