

# Behaviour Approach

## Background Information

Pens Meadow provides a quality education for up to 110 pupils aged 3-19 across two sites. Our pupils have complex needs, severe learning difficulties, including autism, and pupils with profound and multiple learning difficulties. We have high expectations of behaviour from all of our pupils however complex their needs are. We pride ourselves on our consistency of approach across both sites and offer a range of strategies to help all of our young people.

Good behaviour underpins learning and developing whilst in school. It also supports our young people in understanding the expectations of society when they leave school. Therefore, it is important to have a comprehensive Behaviour Approach which follows the Behaviour Policy.

By working within our Behaviour Approach all of our young people will be supported to achieve their full potential and all of our staff will be competent and effective in supporting our pupils. This promotes mutual respect whilst still in school and the outcome of 'The Pens Meadow Way' which is for our young people to become valued and contributing members of society.

## What do we offer?

At Pens Meadow we work with a wide range of outside agencies as well as our own experienced personnel. We offer a wide range of therapies and are able to adapt all that we offer into appropriate personalised packages for our pupils.

The headteacher leads the behaviour approach; behaviour for life and learning. The school has an identified lead teacher for behaviour who is responsible for co-ordinating all training and evidencing impact. There is a team of staff in school who are behaviour advocates. If staff have any concerns it is their responsibility to make them known to the advocates, lead teacher or headteacher.

## School support

### All Pupils

- All pupils are placed in classes according to need. Typically classes have between 8 and 12 pupils. Classes are staffed by a teacher supported by Special Needs Support Workers (SNSW) / Teaching Assistants (TA) and / or Higher Level Teaching Assistants (HLTA). Staff ratios are determined by pupil needs. Pupils are funded according to Pens Meadow Resource Allocation which school have divided into Levels of Provision.
- We have a Behaviour Policy which is adhered to and updated at least annually (available on school website). All staff must read, understand and follow this policy.
- All pupils have an 'All About Me' which details communication and behaviour support strategies. As all behaviour is a form of communication, this is key information.

- The pupil information documents are kept on pupil clipboards. They are working documents and must be annotated. They should be reviewed, amended and updated at least once per term.
- All pupils have access to our Family Support Team who are an important link between home and school.
- We have regular family and adult learning sessions which provides family members with a supportive environment to discuss and share concerns as well as celebrations.
- All pupils have an allocated key worker who liaises with home and outside agencies.
- Home visits are carried out when requested, or a need is identified. This can be a joint visit from school staff and outside agencies according to need.
- We have regular staff training, both internal and external which is reflective of pupil need.

### **Pupils with behaviour identified as a concern**

Currently, approximately 30% of our school population have behaviour identified as a concern. With these pupils there may be a need for pupil specific behaviour support strategies. The percentage of pupils requiring additional strategies fluctuates during the year, although we can evidence a reduction over time. When pupils start demonstrating new or different behaviours, these should be logged and analysed using a recurring behaviour format. These pupils may require:

- Behaviour Support Strategies (BSS) detailing pupil specific triggers, behaviour and consistent staff responses. These are agreed with parents and reviewed each term. BSS's are used for pupils who demonstrate behaviour which presents a risk, either to themselves, or others and who can be supported to engage with strategies to support managing their behaviour.

Having a BSS supports effective behaviour management. When effective de-escalation strategies are used it leads to fewer or no incidents. Usually, because of the consistent use of the strategies on a BSS, pupils' behaviour incidents reduce or cease. Each year, because of the successful use of a BSS we have a number of pupils for which it is no longer appropriate to have one. At this point, they will revert to behaviour support strategies recorded on the pupils' All About Me.

### **Pupils where multi agencies are involved**

There are approximately 10% of pupils with behaviour as a concern that have extra staff support. This is provided as part of a multi-agency approach. These pupils receive all of the above, plus:

- Personalised Learning Pathways (PLP's) -These pupils have extra adult support which allows them to access their learning via a non-standard timetable when required

## **Outside agencies**

- Regular and flexible input from Dudley Educational Psychology Service who are very experienced in working with young people with special needs
- Local authority SEN team offer school and family support
- Local authority Autism Outreach team
- CAMHS work with pupils that have been accepted by them
- Social Care
- A range of Health Care professionals including support for pupils with speech and language needs, or visual and hearing impairments, which can all impact on pupil behaviour
- Sensory Integration Occupational Therapist. Whether this is a need for support with proprioceptive, vestibular, gustatory, olfactory or auditory senses, personalised therapy is available

## **Therapeutic approaches**

It is our aim to support all pupils in understanding and processing their sensory needs. The approaches we include are:

- Environment; our learning environment is tailored to need. This might include music, low level lighting and a totally sensory approach to learning
- Massage in Schools; pupils have regular opportunities to engage with this calming strategy, used at an appropriate time during the school day
- Sensology; used daily as appropriate, it encourages pupils to refocus ready to learn
- Specific Sensory diets for identified pupils
- Music

## **Intervention Strategies**

Our chosen behaviour intervention strategy forms part of the Pens Meadow Approach: Behaviour for Life and Learning. We have a team of behaviour advocates ranging from the Head teacher to TA's. These advocates deliver a comprehensive range of training to all staff, and some governors, at least annually.

We have a rigorous behaviour recording and reporting system. Both sites also have a weekly meeting which is attended by staff from each class. Comprehensive recording systems along with weekly meetings enable us to be proactive in the support we offer our pupils. Robustly analysing our recorded evidence has enabled us to provide an appropriate level of support for pupils to access their education.

However, we are also confident to challenge our systems. All staff and Governors are encouraged to, and do, question when they see something can be improved. If something is not working for our young people, we will endeavour to investigate and amend or change it. Being confident to do this ensures we retain focus on the school priority of providing outstanding provision.

## **Recording and reporting**

Whilst the use of a BSS supports effective behaviour management, incidents do still occur.

All staff have comprehensive training on how to complete behaviour incident paperwork. Accurate paperwork enables us to identify patterns and triggers and consistency is key to successful recording and reporting. We ensure that all staff have a copy of this behaviour offer and part of our introductory training is instruction regarding which paperwork should be completed. This ensures there can be no ambiguity. (see current behaviour incident recording systems)

A behaviour report is presented to Governors at each School Improvement Committee meeting. Governors often challenge information given and we have acted on this, for instance making changes to our recording paperwork and reporting impact of this to Governors.

## **Training**

To ensure the ethos of the school is consistent and important to all stakeholders we ensure that all paid staff, students and where possible volunteers, have at least introductory and annual update of our training. Our annual update training is based around reflecting on the psychology of behaviour as well as the impact of the total communication approach in school.

Follow up peer observation is carried out by behaviour advocates.

Certificates are issued for active participation in training.

We actively encourage staff to challenge themselves and support different class teams to develop their skills and approaches to achieving positive behaviour outcomes for all pupils.