THE ORCHARD SCHOOL

together we learn

Positive behaviour and relationships Policy

Approved by Governors on: 11.10.24

Signed by Chair of Governors:
Head Teacher: Elizabeth Hopewell

Review date: September 2025

CONTENTS

APPENDICES

1. Aims:

The Orchard School aims to

- Provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive.
- Teach children how to behave well and appropriately.
- Create a culture where pupils and staff flourish in safety and dignity and where senior leaders and governors ensure that it permeates through every aspect of school life.
- Provide staff with the appropriate training so they collectively embody this school culture, upholding the schools' core values of supporting children to regulate their feelings and behaviour and responding appropriately to pupils consistently and fairly.
- Teach explicitly what good behaviour looks like and support pupils where possible to recognise and manage their feelings.
- To share strategies and information with parents and seek advice from relevant professionals such as CAMHS, Community Nursing Team, OTs.

2. Legislation and guidance

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

- Behaviour in schools September 2022
- The Equality Act 2010
- Use of reasonable force in schools 2013
- The Special Education needs and Disability (SEND) code of practice 2015
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

3. Creating and maintaining high standards of behaviour in school

- The Orchard school believes in a positive approach to supporting pupils to manage their feelings and behaviour.
- Every pupil has the right to feel safe, valued, and respected, and learn free from the disruption of others.
- Behaviour management and support to manage their feelings will be rooted in a clear understanding of each child's developmental stage and early childhood adverse childhood experiences.
- Often, how a pupil behaves is a way of communicating emotions, sensations and feelings or may come from the need to seek sensory feedback due to sensory processing difficulties. For others they may be routed in adverse childhood experiences or abuse in early childhood. This may be particularly true with looked after children.
- Pupils may display behaviours that may not always appear to be appropriate. Therefore, it is always important that the root cause is sought and addressed to meet the child's need, this may be by
  - Teaching the child to communicate their need by using for example symbols to communicate.
  - Helping the child to understand what is expected of them and the consequences of for example completing an adult initiated task using a `now and next' strip
  - or a symbol timetable. It may be through classroom routines or a TEACH approach.

- Labelling a child's emotion and providing calming or soothing activities that will lead to self-regulation (although for most pupils at the Orchard school it is likely the child will need an adult to support and co-regulate with them).
- For some children their sensory processing disorder will drive the child to seek more input through their bodies or to avoid activities and environments that are overwhelming or unpleasant.
- Some children may have experienced abusive or traumatic early childhoods and have complex needs to be managed through an attachment aware trauma-based approach bespoke to the individual.

- Families are encouraged to contribute too and undertake strategies involved in supporting their child manage their feelings and behaviour in order to enable a consistent approach to this between pupils' school and home life.
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- All staff should be aware of the measures outlined in the school's `Positive behaviour and relationship' policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

4. A whole school approach to behaviour

The Orchard school strives to promote an environment that promotes a readiness to learn and fosters a respect for others. This respectful, calm, and purposeful approach to managing feelings and behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions (if appropriate) to are required where rules are broken.

Appropriate sanctions need to consider the age/ stage of the pupil's development and root cause of the behaviour. At all times the child's social and emotional well being should be at the fore front of adults thinking. `Good' behaviour is reflected throughout the schools developmentally based curriculum and the routines of each classroom throughout the school day. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Because of the diverse needs, experiences, and developmental level of the children at The Orchard we would expect that adjustments are made to routines for individual pupil or classes, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations

4.1 Governors
Governors are responsible for approving this positive behaviour and relationship policy and the statement of behaviour principles.
They will review the policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 Headteacher

The Headteacher will:

- Develop and agree the core principles and expectations of the `Positive behaviour and relationship policy in consultation with staff.
- Promote the consistent implementation of the `Positive behaviour and relationship 'policy and regularly review its effectiveness.
- Support the development and training of staff regarding strategies to identify the purpose of the behaviour and understand different responses to them.
- Ensure that the policy is shared with parents and families.
- Encourage good behaviour and respect for others
- Promote, among pupils where possible self-regulation
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

4.3 Staff

Staff will:

- Create a happy, secure, and stimulating learning environment where expectations for pupils behaviour, where appropriate, are explicit through class rules.
- Carefully plan lessons where activities and pace are varied, appropriate and meet individual needs.
- Consistently maintain personalised communication systems (e.g. PECS, timetable, schedules, symbols, TASSELS, photographs etc.) appropriate to each pupil's level of understanding.
- Set a good example to pupils through respect, courtesy, punctuality.
- Establish positive relationships with pupils.
- Establish clear routines in the classroom, play areas and specialised rooms.
- Consistently follow agreed behaviour management approaches (The Orchard School uses Crisis Prevention Institute (CPI) Safety Intervention Training).
- Identify and provide appropriate equipment, movement breaks and support for pupils who need `sensory diet '.
- Be calm and empathetic and co -regulate where children are overwhelmed.
- Maintain records of pupil's responses and behaviour.
- Proactively develop and implement individual behaviour management plans for pupils, where necessary, through a multi-disciplinary approach.
- Liaise closely with parents/carers and families to promote a consistent and supportive approach to behaviour management across home and school settings
- Work with other professionals such as Occupational therapists, Camhs and CCNs in developing and implementing Positive behaviour plans, Sensory diets and communication system.
- Build and maintain positive relationships with families, updating them about their child's behaviour and encouraging families to celebrate success.
- Provide support by sign posting parents to services or information that may support their understanding of their child's behaviour such as the Challenging behaviour Foundation website or referring them to the appropriate services such as CAMHS learning disability team.

4.4 Parents and families

Parents and families are encourage to :
- Share any concerns they have about their child's behaviour.
- Work in partnership with school staff to develop and implement individual behaviour management plans as necessary.
- Support the school in the consistent implementation of the positive behaviour and relationship policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Engage in services which they have agreed for referrals to be made such as CAMHS.

5. Classroom management strategies

5.1 Establish consistent routines and expectations through:

- Opportunities for all the class team to communicate and share concerns and solutions regarding classroom and individual behaviour.
- Using a consistent approach across the day including break and lunch times.
- Ensuring behaviour plans are shared and agreed across the classroom team, MDS and department.
- Using visual prompts and support where appropriate.
- Designing the classroom resources and equipment to suit the needs of the individuals.
- Ensuring the timetable remains balanced and relevant to individual's development needs and understanding.

5.2 Promoting good behaviour:

- The school uses a variety of strategies to encourage and promote good behaviour.
- These will be used dependent on the needs and development of the individual child.
- These strategies will be clearly outlined in the child's positive behaviour plan.

5.3 Planned ignoring:

- Ignoring the behaviour and not the child. This is useful at times when a child may display negative behaviours to gain attention. This is usually the first strategy to be used.
- Planned to ignore should be used only when the child or others are not in immediate danger, the child is not becoming increasingly distressed, and property is not being destroyed.

5.4 Distraction:

- The stimulus of a new resource, activity or change of staff will often help the child to refocus and can be used at times when negative behaviour is being displayed.

5.5 Re-direction:

- In giving a child a visual or verbal demand, this can reinforce the desired behaviours and help the child regain focus.

5.6 Sensory diets:

Short bursts of physical/sensory activity can often improve a child's focus prior to more focused tasks.

(see Sensory Detective toolkit).

6   Rewards and Sanctions

6.1 Rewards

The Orchard School aims to reward pupils for their positive behaviour thereby constantly reinforcing appropriate behaviours. Rewards used will be:

- Age appropriate
- Meaningful to the individual child
- Developmentally appropriate so that the child understands the reward system

6.2 Reward Systems

The reward systems used across school may include (this is not an exclusive list):

- Verbal praise
- Good work stamps – staff will complete a certificate which will be given to the pupils during assembly and taken home to be shared with their family.
- Individual and personalised star charts.
- Working towards charts.
- Good work/celebration assemblies.
- Pupil of the week certificates.
- Positive comments in the home school diary.
- Class reward systems – these may differ from class to class so that they are appropriate for pupils and link to pupil interests.

6.3 Celebrating Success

The Orchard School is committed to celebrating the achievements of all pupils. This allows us to value and share the excitement of the achievements made, this helps to promote and develop a passion for learning. We will celebrate individual and whole class achievements, these may include an increased effort in a task, learning new skills, being kind and helpful or waiting their turn.

We celebrate achievements by:

- Immediately praising the child to acknowledge their success.
- Sharing their achievements with peers/class.
- Good work slips in the home school diary to share success with families.
- Pupil of the week celebrated by placing a red apple on our school celebration tree in the school reception. Pupil of the week certificates sent home to families.

  Head teacher awards, rewarded by the Head Teacher and a gold apple placed on the celebration tree in the school reception.

We celebrate success through special assemblies throughout the year and the annual achievement assembly. Special assemblies may include:

- Performances such as the Christmas play.
- Music soiree (termly) to showcase musical abilities practised through the term.
- Choir performances e.g. carol concert/ Harvest.
- Dance troupe.

Our annual Time to Shine achievement assembly is held in June/July and celebrates special achievements. Awards are given for the following categories:

- Awesome Attitude Award
- Curious Explorer Award

- Kindness Award
- Magnificent Mover Award
- Perseverance Award
- Shining Swimming Award
- Social Butterfly Award
- Tremendous Thinker Award

Pupils are nominated by all staff across the school. The nominations are collected and the Senior Leadership team decides upon the winners from the nominations received. Parents are invited to the assembly and Governors or special guests are invited to present the cups to the winners. Whilst some pupils receive special recognition for special achievements by receiving a medal, **all** children are recognised by receiving an individual 'Time to Shine' scroll which has their special achievements from the year listed. This is completed by the class team for every child in the school.

We also celebrate whole school success. The school have been very successful in achieving special awards that recognise and value the work we undertake with children in school. The award information will be shared with parents and families via a newsletter and website.

6.4 Sanction Guidelines

- Sanctions must be relevant to the individual, taking into account their ability to understand the link between the behaviour and the consequence.
- Sanctions must be sensitive to ethnic needs and cultural backgrounds.
- Sanctions do not involve taking an item from a child that is deemed necessary for their wellbeing (e.g. taking a comfort item from a child where this might negatively affect the child's emotional well-being).
- Sanctions should be discussed within regular meetings and agreed by all parties as appropriate.
- Sanctions are, where possible, linked to "restorative justice" whereby the individual is able to "repair" an aspect of the effect their negative behaviour has caused.
- Sanctions should be implemented within an appropriate timescale for the child to be able to understand the consequence is due to their behaviour.

Please note the following are strictly prohibited:
- Withholding food, drink, physical comforts, or any basic needs.
- Shouting, use of sarcasm or demeaning language.
- Locking in a room with or without supervision.
- Exclusion from the classroom without supervision.
- All forms of corporal punishment, including rough handling.
  Being deprived of a school trip or event unless there is a health and safety risk

7.Functional analysis

Behaviour is a form of communication and generally falls into the categories detailed below:

- **Sensory**: Children may engage in a behaviour to seek sensory stimulation e.g. a child playing with their spit, flapping card or avoiding or to avoid certain sensory experiences food textures, wearing shoes or where a child becomes overwhelmed by the environment.
- **Escape**: Negative behaviours that occur to escape/avoid a situation they are not comfortable with or to avoid a demand being placed upon them e.g. dropping to the floor.
- **Attention**: A behaviour that occurs in order to gain attention from another person e.g. hitting a child that a supporting adult may be giving their attention to.
- **Tangible**: This behaviour occurs to gain an actual object of desire e.g. becoming upset at leaving the toy area without a toy or object of desire.

Functional analysis of an individual child's behaviour can be achieved by:

- Discussions with class team and where appropriate a member of SMT or a Team Teach Trainer.
- Observations from class teams.
- Development, implementation, and review of specific interventions through a Positive Behaviour Support Plan.
- STAR recording Form (Appendix B) – this will prove useful to chart the pattern of a behaviour; it may indicate triggers so that those situations can be reduced, modified, or eliminated.
- Motivation Assessment Scale (Appendix C) – used to determine where a behaviour is most likely to occur; this can help in avoiding these situations.
- Frequency Chart (Appendix D) – to assess the frequency of the behaviour.
- ABC Frequency chart (Appendix E) - to identify the antecedent to the behaviour and the trigger.
- Reinforcement Inventory (Appendix F)- aids identification of activities and items the child enjoys.
- The schools' Educational Psychologist is available to provide behavioural support and advice in school.

7. Positive Behaviour Support Plan

Having identified and assessed the behaviour, an Individual Behaviour Support Plan (Appendix A) should be drawn up including the following elements:

- **Staff involved** - Identify who has been involved in writing the plan and who it is has been shared with.
- **Pre-escalation techniques** - What staff do to prevent undesired behaviour occurring.
- Description of inappropriate behaviour
- **Description of the Behaviour to be Taught** - What is the positive behaviour that needs to be taught?
- **Appropriate Environment to Facilitate Learning** - All the adaptations to the environment that mean the behaviour being taught is more likely to occur. The term 'environment' is used in its broadest sense to cover every external factor that may affect the pupil's behaviour e.g. positioning in the classroom, reduction of auditory or visual distractions, the use of structure such as daily schedules, the way in which people interact with the pupil, words which may act as triggers etc.
- **Positive Programme** - What does the pupil require so that s/he does not need the behaviour? Skills taught should be socially acceptable behaviours which serve the same function as, or replace the need for, the behaviour that has been targeted for reduction.

- **Reinforcement Procedure** - What reward will the student receive for appropriate behaviour? Who will give it and how often?
- **Restrictive practices** – eg, If a child uses a seating system with a belt on it, then specify what reason this is used, for how long and for what purpose.
- **Monitoring and review** - The class team will need to monitor and review the behaviour plan and the strategies identified. This will need to be reviewed as often as required but at least once a term.
- **Reactive Strategies** - What will staff do if the behaviour to be reduced does occur? These procedures enable difficult situations to be dealt with as safely as possible. They do not teach the pupil new skills, but they do enable staff to know how to react in the event of the behaviour occurring.
- **Recording Methods** - Note how the change in behaviour to be reduced or increased will be recorded and by whom. Eg, will weekly summary sheets be completed to chart progress? Examples of Recording methods can be seen in Appendices D and E.
- **Review Date** - When the programme will be reviewed and updated, completed, or continued. Indicate who will be responsible for monitoring and ensure it is dated and shared with the family.

- Staff are to use the charts found in General > Blank forms>Behaviour

9. Restrictive Physical Intervention (RPI) and the Use of Force
In line with: "Use of reasonable Force – Advice for Headteachers, staff and governing bodies" DfE 2013

The use of physical intervention at The Orchard School is very low. A physical intervention to manage behaviour will only be used as a last resort and only when it is reasonable and absolutely necessary.

The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.
- It should be reasonable in the circumstances.
- Control is defined as either passive physical contact (standing between pupils) or active physical contact – such as leading a pupil by the arm.
- Restraint is defined as holding back physically or bringing a pupil under control.

9.1 When can reasonable force be used?
The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances Physical intervention strategies are only justified if:
- The individual is causing damage to him/herself or others or serious damage to property.
- The information is shared to families and all staff working with the pupil for the implementation of the techniques.
- Staff involved have received training in appropriate physical intervention strategies.
- The physical intervention is reasonable, proportionate, and necessary in line with the strategies detailed in the child's positive behaviour management plan and physical intervention plan. (Appendices A and G).

9.2 Planning and Recording Restrictive Physical Interventions
Not all physical interventions are foreseeable, however if it is predicted that they will be required it is

necessary to complete a Physical Intervention Plan (Appendix G).

Following a physical intervention staff will receive support and an opportunity for a debrief. It is recognised that having to undertake such an intervention is very stressful to the staff involved and they often need time to unload.

Time must also be given after the situation has calmed for the child, where appropriate, to be able to talk about the situation and their feelings. This may prove difficult for some children, but staff must endeavour wherever possible to provide this opportunity.

It is the responsibility of the Headteacher to monitor the use of physical interventions in the school. Where a number have occurred with an individual child it may be necessary to revisit the child's behaviour plan.

Where escorted walks are used with a child or where self-defence strategies are used e.g. for biting, hair pulling etc. This must be recorded on the relevant form (Appendix I).

9.3 Crisis Prevention Institute (CPI)
The school uses the CPI approach to positive handling of pupils. CPI is a recognised training programme which teaches positive handling strategies for responding and managing challenging behaviours. This is incorporated with restrictive positive handling techniques.
CPI is CPD accredited. The school has 6 CPI Safety Intervention Foundation Tutors and will undertake appropriate training with staff.

The CPI principles are that physical intervention should form only a very minor role in dealing with children who challenge.

9.4 Physical Intervention in Unforeseen Circumstances
In the rare event of an emergency occurring where there is no agreed programme in place, but physical intervention is needed, school staff will be expected to do a 'Dynamic risk assessment' of the situation. Physical intervention in unforeseen circumstances will only be carried out once. Following the intervention this must be recorded following the same process for all physical interventions (appendix H) and then a physical intervention plan written and shared with all professionals working with the child and parents and family (appendix G).

CPI techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

9.5 Restrictive movement in seating
Some children require specialised seating to allow access to their learning or correct their seating position. In order to ensure health and safety, children may need the use of a lap strap or similar to secure their seating position. Any child who is secured in a chair, will be continually monitored regarding the length of time they are seated and restricted. The reasons for this are clearly laid out in their positive behaviour plan and are reviewed on a regular basis.

10. Risk Assessments

In most cases strategies for minimising risks are included as part of the child's behaviour plan and physical intervention plan. In extreme cases a separate risk assessment will be produced on a child where there is considerable health and safety risk to children or staff.

11. Support for Staff

If a member of staff wishes or needs to discuss their concerns about a child's behaviour, they should speak to a senior member of staff. (This is particularly relevant following an incident of aggression against them). All aggression against staff should be recorded. In the case of minor injuries e.g. scratches, staff should complete the minor accident form, which is located in General > Blank forms> Behaviour. Where there is a more serious injury e.g. a bite which has broken the skin an Accident & Incident Report form must be completed and sent to the LA.

Staff are encouraged to ensure they are covered by up-to-date vaccinations.

12. Exclusion

Exclusion is only exercised as a last resort when all other strategies have been used and is in response to serious Health and Safety concerns as a result of the child's challenging behaviour. Multi-agency discussion must have been held with the LA and Inclusion Support and any other agencies involved with the child and family in advance of making this decision. Please refer to the Sandwell Council Statement on pupil Exclusions which The Orchard School have adopted.

13. Other Relevant Policies

- Safeguarding
- Health and Safety
- Anti-bullying
- Staff Code of Conduct
- Whistle Blowing
- Compliments and Complaints
- Exclusion

14. Review

This policy will be reviewed annually by the school and governors.

Reviewed November 2021 LP / HG / AF
Reviewed September 2022 LP/ BA/ LA/ LS

Appendix A

Positive Behaviour Support Plan

Name of child:-			Completion date:-		
Staff involved in completion:-					
Shared with: (please tick as appropriate)	Yes	No	Comment/Date		
Class team					
Department					
Whole school					
MDS					
Multi agency team – list :					
Parents/Carers					
Others – list					

Description of inappropriate behaviour

Description of behaviour to be taught – positive behaviour to be taught

De – escalation strategies to be used

Appropriate environment to facilitate learning – e.g. adaptations to the environment, interactional styles etc.

Positive programme – how you will teach the new behaviour(s) and therefore reduce the incidence of problem behaviours...

Reinforcement procedure – the reward the child will receive for appropriate behaviour, who will give it and how.

Restrictive practices – what is used, how long and for what purpose?

Monitoring Procedures

Review procedures

Reactive strategies – what to do when the behaviours continue to occur. May include a physical intervention if absolutely necessary – complete a separate physical intervention plan

Recording methods.	
	15
Review date	Responsibility for monitoring plan
Signature	

Appendix B

Star Recording Form

Name of child: -

Behaviour to be observed: - e.g. disruptive mealtime, including throwing food, cutlery & plates

DATE	SETTING	TRIGGER	ACTION	RESULT
Example	Martin upset when taken to hall. Unsettled morning. Usual co-educator off sick. On way had been shouted at by another child. Hall very noisy.	Another child pushed in front of Martin to be seated.	Martin threw cutlery and dinner at the child, picked up another dinner plate and threw it.	Martin escorted from the dining room to sit on a chair until calm. Returned to have his dinner.

Appendix C

Motivation Assessment Scale

Name of child: -   **Date of completion**: -

Setting Description: -   **Completed by**: -

The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in a certain way. From this information, more informed decisions can be made concerning the selection of appropriate interventions and rewards. To complete the Motivation Assessment Scale, ensure that you have defined the behaviour to be assessed very specifically. As one behaviour can serve more than one function, try to identify the setting in which the behaviour causes the most concern – this may be general, such as 'the classroom', or it may be more specific, such as 'at registration time'.

Once you have identified the behaviour specifically, along with the setting, read each question carefully and circle the one number that best describes your observations of the behaviour.

Question	Never	Almost Never	Seldom	Half the time	Almost Always	Always
1. Would the behaviour occur continuously, over and over, if the child was left alone for long periods of time, e.g. for several hours?	1	2	3	4	5	6
2. Does the behaviour occur following a request to perform a difficult task?	1	2	3	4	5	6
3. Does the behaviour seem to occur in response to you talking to other persons in the room?	1	2	3	4	5	6

4. Does the behaviour ever occur to get a toy, food, or activity that this child has been told s/he cannot have?	1	2	3	4	5	6
5. Would the behaviour occur repeatedly, in the same way, for very long periods of time, if no-one was around (e.g. rocking back & forth)?	1	2	3	4	5	6
6. Does the behaviour occur when any request is made of the child?	1	2	3	4	5	6
7. Does the behaviour occur whenever you stop attending to the child?	1	2	3	4	5	6
8. Does the behaviour occur when you take away a favourite food or activity?	1	2	3	4	5	6
9. Does it appear to you that this child enjoys performing the behaviour? (It feels, tastes, looks, smells, sounds, pleasing?	1	2	3	4	5	6

10. Does the child seem to perform the behaviour when you are trying to get him/her to do what you have asked?	1	2	3	4	5	6
11. Does this child seem to perform the behaviour to upset or annoy you when you are not paying attention to him/her? (e.g. Were you interacting with someone else?)	1	2	3	4	5	6
12. Does the behaviour stop occurring shortly after you give the child the toy, food, or activity that s/he wants?	1	2	3	4	5	6
13. When the behaviour is occurring, does the child seem calm and unaware of anything else going on around?	1	2	3	4	5	6
14. Does the behaviour stop occurring shortly after you stop working with the child? (1 – 5 minutes)	1	2	3	4	5	6

15. Does the child seem to perform the behaviour to get you to spend some time with him/her?	1	2	3	4	5	6
16. Does the behaviour seem to occur when the child has been told s/he cannot do something s/he had wanted to do?	1	2	3	4	5	6

Scoring: -

Scoring categories Questions Nos. & scores	Sensory	Escape	Attention	Tangible
	1	2	3	4
	5	6	7	8
	9	10	11	12
	13	14	15	16
Total scores =				
Mean score =				
Relative rankings =				

Add your total scores for each question in each category and complete the space next to the question number. Add the scores for each category. Calculate the mean for each category. Use the mean scores to place into rank order. You should then be able to ascertain the reasons for the child's behaviour – are they of a sensory nature, are they a means of escape, to attract attention, or to obtain something tangible.

Appendix D

Form D - Frequency Chart

Name of child: -   **Week ending: -**

Put a tick for each incident in the appropriately timed 15-minute box.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45					
9.00					
9.15					
9.30					
9.45					
10.00					
10.15					
10.30					
10.45					
11.00					
11.15					
11.30					
11.45					
12.00					
12.15					
12.30					
12.45					
1.00					
1.15					
1.30					

1.45					
2.00					
2.15					
2.30					
2.45					
3.00					
3.15					

Total number of recorded incidents: -

Appendix E

ABC - Frequency Chart

Name of child: -   **Date:-**

Key e.g.

Target work – TW   In wheelchair - WH   Scratching – S   Biting - B

Time	Antecedent (Location, activity)	Behaviour	Consequence
8.45			
9.00			
9.15			
9.30			
9.45			
10.00			
10.15			
10.30			
10.45			
11.00			
11.15			
11.30			
11.45			
12.00			
12.15			
12.30			

12.45			
1.00			
1.15			
1.30			
1.45			
2.00			
2.15			
2.30			
2.45			
3.00			
3.15			

Appendix F

Reinforcement Inventory

The purpose of this form is to identify all the activities and items an individual child enjoys.
Name of child: -

Families and Carers – please complete this form as fully as you can.
Teachers – complete the forms as fully as you can, taking into account information sent in from home. If there are any activities about which you are unsure make a list and try to find an opportunity to try them out.

Description of potential positive reinforcements	not at all	a little	a fair amount	much	very much
A. FOOD ITEMS					
1. Sweets / chocolate					
What kind?					
a.					
b.					
c.					
2. Ice-Cream					
What kind?					
a.					
b.					
3. Fruit					
What Kind?					
a.					
b.					
4. Crisps					
What flavour/make?					
a.					
b.					

5. Cake					
6. Biscuits					
7. Drinks					
What kind?					
a.					
b.					

8. Other foods					
a.					
b.					
c.					
d.					
B. TOYS & PLAYTHINGS					
1. Cars/Garage					
2. Wooden train set					
3. Bicycle					
4. scooter					
5. Trampoline/ trampette					
6. Swing					
7. Playing with dolls					
8. Make-up & dressing up toys					
9. Construction toys					
10. Ipad					
What games/songs/videos?					
a.					
b.					
c.					
11. Computer					
What games/songs/videos?					
a.					
b.					
12. Musical/ interactive toys					
13. Twiddlers					

What kind?					
a.					
b.					
13. Any other?					
a.					
b.					
c.					
C. ENTERTAINMENT					
1. Watching television					
Favourite programmes					
a.					
b.					
2. Videos					
a.					
b.					
3. Films					
a.					
b.					

4. Listening to music					
Favourite songs?					
a.					
b.					
D. SPORTS & GAMES					
1. Playing football with children					
2. Playing football with families					
3. Swimming					
4. Bike riding					
5. Running					
6. Trampolining					
7. Donkey-riding					

8. Rock climbing					
9. climbing apparatus					
10. Gym equipment outside					
11. Games – specify					
a.					
12. Computer games					
13. Video games					
14. Competitive games					
15.Physio/PE/Sports day					
15. Other					
a.					
b.					
E. MUSIC / ARTS / CRAFTS					
1. Playing a musical instrument					
a.					
b.					
2. Singing					
3. Dancing					
4. Drawing					
5. Building models					
6. Working with tools					
7. Working with clay					
8. Performing Plays					
9. Painting					
10. Music interaction					
11. Yoga					
12. Sensory materials					
13. Other					
a.					

F. EXCURSIONS / COMMUNITY					

1. Riding in car					
2. Soft play areas					
3. Visiting grand families / relatives					
4. Visit to beach					
5. Picnic					
6. Holiday					
7. Bus / train					
8. Going out for dinner					
9. Visit a friend – who?					
10. Visit a city – where?					
11. Visit a museum					
12. Going to shops – where?					
13. Going for a walk					
14. Going to the library					
15. Visit amusement park					
16. Parks					
17. Farms					
18. Other					
a.					
b.					
G. SOCIAL / INTERACTION					
1. Playing with others – whom?					
2. Being praised – by whom?					
3. Being hugged and kissed					
4. Being tickled					
5. Group activities –school trips/camps, Prom					
6. Talking with others					
7. Joking					
8. party for friends					
9. Intensive interaction					

10. Happy faces, smiles					
11. Others -?					
H. ACADEMIC / CLASSROOM					
1. Learning a new communication system.					
Like what?					
a.					

b.					
c.					
d.					
2. working in a work-station					
3. Reading					
4. Being read to					
5. Looking at books					
6.Using Objects of reference					
7. Science					
8. Writing					
9. Physical Education					
10. Maths.					
11. Going to school					
12. Riding the bus to school					
13. Doing homework					
14. Helping teacher					
15. Helping others					
16. Classroom chores					
17. Free time					
18. Listen to music					
19. Individual conversation					
20. Getting a drink or snack					
21. Helping another child					
22. Other					
a.					

b.					
I. DOMESTIC ACTIVITIES					
1. Setting the table 1-1 correspondence					
2. Making the bed					
3. Baking					
4. building or creating					
5. Working in the garden					
6. Going on errands/jobs around school					
7. Cooking					
8. cleaning/ tidy up time					
9. Threading					
10. Shopping					
11. Choosing what to eat					
12. Exempt from a domestic activity					
J. PERSONAL APPEARANCE					

1. Getting new clothes					
2. Wearing a chewy					
3. Wearing splints					
4. Wearing special clothes					
5. Dressing in a costume					
6. Wearing others' clothing					
7. Getting a haircut					
8. Wearing special shoes					
9. Manicure					
10. Pedicure					
11. Massage					
12. Wearing perfume/cologne					
13. Wearing jewellery					

14. Wearing a special helmet					
15. Having picture taken					
16. Others					
a.					
b.					
K. OTHER EVENTS & ACTIVITIES					
1. Staying up past bedtime					
2. Visiting Cinema					
3. Having free time					
4. Having a pet					
5. Feeding the pet					
6. Having or going to a party					
7. Taking a bath or shower					
8. Listening to stories					
9. Having friend to visit					
10. Using Knife, fork, spoon					
11. Using hairdryer					
12. Plan the day activities					
13. Public display of work / progress					
14. Choosing own bedtime					
15. Sleeping late					
16. Brushing teeth					
17. Brushing Hair					
18. Attention given in a group					
19. Period with no supervision					
20. getting dressed/undressed					
21. Other					
A					
B					
C					

D					
L Token rewards					
Stars on a chart					
Smiley faces					
Special stickers					
Apples on tree					
Certificates					
Mention in assembly					
Head teachers award					
Correct marked on page					
Numbers					
Stamps					
Praise					
Trophy Medals					
Letters reports home					
M OTHER					

What activity does a child do 5 times a day ?

What activity does a child do 10 times a day ?

What activity does a child do 15 times a day ?

What activity does a child do 20 times a day ?

How much time does the child spend on the following activities, in hours and minutes in any one day?

Watching television?	Sleeping?
Listening to music?	Alone?
Playing with others?	Reading?
Playing with toys?	Playing alone?
Talking on the telephone?	Organized sports?
Sitting still ?	Eating?
Random activity?	

What is the child's most favourite thing to do?

What is the child's least favourite thing to do?

What does the child ask for most?

What does the child complain about most?

What does the child seem to try to avoid the most?

Appendix G

Physical Intervention Plan

Name of child: -   Date: -

Prepared & recorded by: -

Rationale

Physical interventions are only used as a last resort, when all other strategies have failed, in the following situations: -

- when a child is endangering him/herself
- when a child is endangering others
- when a child is posing a **serious** threat to property

Any time a physical intervention is required, it should always begin with the least amount of force. If more control becomes necessary, then more restrictive techniques are applied. This approach, known as gradient control, reduces the likelihood of injury to the child.

The physical interventions to be used with the child are taken mainly from the CPI approach, with some techniques from the Strategies for Crisis Intervention (S.C.I.P.). These interventions are designed to be non-threatening to the child, maintaining his/her dignity whilst ensuring the safety of others in the environment.

Physical intervention procedures: -

Review date: -

These Procedures have been discussed, agreed & signed by: -
Families / Carers: -   **Date: -**

Head Teacher: -   **Date: -**

Class Teacher: -   **Date: -**

Educational Psychologist: -   **Date: -**

Appendix H

Record of Incident requiring Restrictive Physical Intervention

Name of Pupil:	Person Recording the Intervention:
Date of Incident:	Time of Incident: am/pm
Log Book Number:	Page in Log Book:

Location of Incident:

Staff Members Involved:	Active/Passive	Designation
_____	Act ( ) Pass ( )	T LSP ST HT
_____	Act ( ) Pass ( )	T LSP ST HT
_____	Act ( ) Pass ( )	T LSP ST HT
_____	Act ( ) Pass ( )	T LSP ST HT
_____	Act ( ) Pass ( )	T LSP ST HT
_____	Act ( ) Pass ( )	T LSP ST HT

Other Witnesses to Intervention:

De-escalation Techniques used:

Verbal support ( )	Space given ( )	Reassurance ( )	Redirection ( )
Calm talking ( )	Time out ( )	Planned ignoring ( )	Distraction ( )

Other:

Response to De-escalation: Positive ( )   Negative ( )
Reasons for Intervention: (tick all appropriate reasons)

Immediate/potential danger to child ( )	Immediate/potential danger to others ( )

Serious damage to property ( )	Other (please state)

What happened prior to Intervention:

Techniques used in Intervention:

Position: Standing (   )   Sitting (   )   Ground (   )

Is the intervention an agreed strategy linked to the Behaviour Management Plan? Yes/No

Details of Incident:

Duration of Incident: Hrs Mins	Duration of Intervention: Mins

Medical Intervention: (circle all appropriate areas)

Breathing monitored: Yes/No Circulation monitored: Yes/No	
Injuries to pupil: Yes/No If so what?	Injuries to staff: Yes/No If so what?
Accident form completed? Yes/No	Violence to employees form completed? Yes/No
Seen by (circle): F/Aider School nurse GP Casualty	Seen by (circle): F/Aider GP Casualty

Action Taken after the Incident:

Alterations made to behaviour plan: Yes/No If so what?	
Staff debrief completed: Yes/No (completed by the Head/Deputy Teacher)	**Pupil debrief completed:** Yes/No
Staff signature(s) **Date:** **Head Teacher signature** **Date:**	
Notifications:	

Appendix I

Frequent unwanted behaviour chart

Name of child					Week Beginning				
Tick and initial boxes below. Every incident should be recorded to get a bigger picture of the behaviours in school.									
Target child									
Target Adult									
Hitting									
Pinching									
Kicking									
Biting									
Hair pulling									
Slapping face /body									
Dropping to floor									
Noncompliance									
spitting									
Striping									
Throwing									
Scratching									
Team Teach Techniques used.									
Guided Walk									
Single Elbow									
Double Elbow									
Figure of 4									

- This will be your weekly record for each child who displays unwanted Behaviours.
- At the end of the week all sheets should be put on Lisa Ashtons desk where the data will be recorded.
- Any Team Teach techniques in red should be recorded and added to the Team Teach bound book.

Full names of staff involved:

Executive Head Teacher: Kate Hazelwood

Causeway Green Road,
Oldbury, West Midlands
B68 8LD

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Medical Office:	0121 552 6185
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Web: www.orchard.sandwell.sch.uk

Positive behaviour support at home evaluation 2022

Please return to Lisa Ashton

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
My child has a positive behaviour support plan.					
The positive Behaviour support plan has been shared with me.					
The school is supportive to our family about my child's behaviour					
The school understands my child's behavioral needs					
My child is safe at School					
I feel confident in the staff					
My child's behaviour has improved at School					
My child's behaviour has improved at home					
School have supported me at					

home with strategies for positive behaviour.					
School celebrates my child's achievements					
School supports my child's sensory needs					
I feel confident to ask staff for additional support at home.					

Any comments or suggestions that you would like to add