

TRINITY SCHOOL



Behaviour Policy

Updated Annually

Date of Document: September 2019

Signed Chair/Vice Chair of Governors

Trinity School Behaviour Policy

This Policy is intended to ensure that the Governors' Behaviour Principles, Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life-....*Excellent personal development, behaviour and welfare....*

Trinity School Aims

Our young people will:

- *have developed an ability to regulate their distress and anxiety associated with Autism, Sensory Integration issues and other neurological conditions*
- *have the skills to keep themselves safe and healthy.....*

**(excerpt from the Trinity school Aims-please see website)*

This policy connects to, and is consistent with our other policies such as 'The Use of Physical Intervention and Emergency Secure Space for Complex Needs Policy', 'Health and Safety Policy' and 'The Child Protection Policy'.

The Governors' Behaviour Principles

....All behaviours are functional and have meaning...

- *In the context of severe learning difficulties and complex needs, we believe all challenging behaviour at Trinity is a communication of anxiety and/or distress.*
- *We seek to reduce distress and anxiety and improve outcomes for all as early as possible*
- *We are sensitive, caring and respectful, even in the face of extreme challenge-every student has a right to be supported through their anxiety and/or distress, and to have their dignity preserved.*
- *We offer positive and proactive behaviour support, never punitive or coercive, outlined in clear behaviour plans and risk assessments which are shared with all*
- *Person-centred approaches are embedded; the curriculum is rewarding and stimulating; everyone accesses motivational programmes based on well-matched communication systems, curriculum, pedagogy, reward systems and behaviour management plans, which come together to minimize anxiety and/or distress.*
- *We teach skills to keep students safe and healthy.*
- *We support students to develop an ability to self-regulate.*
- *We seek to understand and address all the triggers for challenging behaviour*
- *We seek to explore all types of de escalation strategies including the use of food – See Appendix 1 on how to use food to support students*
- *We maintain attractive supportive environments to support challenging behavior at various levels, including structured classrooms, calming pods and personalized learning rooms*
- *We understand that occasionally crisis behaviours will escalate and become an emergency. The need to physically intervene and/or secure the space will be paramount to safeguard the pupil, other pupils and staff/visitors. Both actions are a last resort, will be reported transparently and followed up to improve outcomes as swiftly as possible. We never lock away, punish or exclude students.*
- *We ensure good communication of behaviour plans between staff and families/carers*
- *We work closely with families and carers*
- *We work closely with the multidisciplinary team.*

- *We have a clear Behaviour Support structured referral system shared with all.*
- *We have a clear Emotional and Sexual Development referral system and support structures shared with all.*
- *We ensure that staff are well-trained in behaviour approaches and that there are expert staff who can advise and train others. All staff members attend induction which covers the Behaviour Policy.*
- *Staff demonstrate respectful relationships to all pupils and colleagues*
- *Staff are held to account where they have not adhered to the Behaviour, Physical Intervention and Safeguarding policies. We expect staff to be transparent in their reporting of challenging behaviour and how it is supported, physical interventions and use of emergency secure spaces. Staff should not collude with poor practice. Our success in managing pupil behaviour cannot be judged by the absence of problems but by the way we deal with them.*
- **We include everyone in meaningful and safeguarded living**

This Policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Agreed Procedures

- The Behaviour Policy is shared and understood by staff across whole school via induction and whole staff updates
- The Structured Teaching Gateways Proactive Management strategies and the list of sensory regulation and modulation activities are used to underpin all classroom practice (Appendix 2) and differentiated rewards systems operate throughout the school.
- The Behaviour Support Structured Referral System levels 1-4 is used to identify levels of support and accountability (Appendix 3)
- Success at reducing distress and anxiety is measured against levels on the referral system; Head of School for Primary and Secondary and the Assistant Headteacher for FEC track and report half-termly to Governors via the Deputy Headteacher. The Annual Data Book reports a summary of behaviour data. Timescales for achieving a reduction in distress and anxiety will differ from student to student-there will be a record of the Behaviour Management Team's efforts in the Behaviour Management Team minutes and the individual student's files.
- The Behaviour Team meets weekly at Behaviour Update Meeting to discuss students at Levels 3-4 on Behaviour Support Structured Referral System
- The Behaviour Management Team comprises of the two Deputy Headteachers, Head of Schools for Primary and Secondary, Assistant Headteacher for FEC, Living and Learning Centre managers, Extended Schools Manager, the Structured Teaching Consultant, the Inclusion Class Lead and the Consultant for SALT and Sensory integration specialist. It reports to the Headteacher. It is committed to the Behaviour Principles and improving outcomes.
- Parents/carers must be drawn into the process as soon as possible as stresses at home will require sensitivity and support
- The wider multiagency team is called upon as necessary to support students at level 2 plus and may include School Nurses, Therapists, Social Workers, Pediatricians, Psychiatrists, Educational Physiologists.
- Behaviour Management Plans (Appendix 4) are drawn up at a level 2-the plans include levelled risk assessments, agreed physical interventions and medical interventions where necessary. There may need to be access to individualised timetables, calming rooms, Personalized Learning Rooms or as a last resort, emergency secure spaces. These are recorded on the Behaviour Management Plan. They need to be agreed and signed by the Parent/Carer and the Headteacher or Deputy. They are reviewed as necessary and at least annually.
- When a pupil is on Behaviour tracking it is the teacher's responsibility to complete it and hand it over to the phase management at the end of the week

- It is the responsibility of the phase's management team to collect and store Behaviour management plans and tracking in their office and it must be accessible.
- The behaviour planning process must include the teachers and teaching assistants or keyworkers who work directly with the student, and must lead to a concise plan that everyone understands.
- Where behaviours are escalating so that class life is too much of a challenge for the pupil, the school provides access to the Personalized Learning Centre (PLC) where recovery via individualized structured programmes can be carried out under the leadership of the Structured Teaching Consultant (STC).
- The STC consults closely with the Head of Schools and Assistant Head as appropriate and will consult on exit strategies with the Head of Schools, Assistant Head and Teachers/ class teams so that wherever possible personalized learning rooms are not considered to be long term solutions. Some students may require longer periods of recovery than others. The Head of Schools, Assistant Heads and teachers will maintain visits to the child in the PLC to keep track of what is working.
- Where a placement in the PLC goes on for longer than anticipated-usually 2 weeks or more, then the Head of Schools, Assistant Headteacher and class teacher will liaise with the STC to ensure that the appropriate curriculum is delivered on an ongoing basis to ensure progress and PLOs are worked on.
- Behaviour tracking completed in the PLC must be filled in by the STC and will be passed onto the phase management team for storage in their office
- The Headteacher provides access to teaching assistants designated for recovery purposes within the established total of Teaching Assistants for the school. Requests come via the Behaviour Management Team
- Physical interventions and use of emergency secure spaces will be agreed, noted on the Behaviour Plan and staff trained by the Team Teach trainers as necessary. They are reported to the Deputy Headteacher, logged and monitored weekly by the Safeguarding Lead.
- The Use of Physical Intervention and Emergency Secure Spaces for Complex Needs Policy gives more detail, however in summary:
 - *Decisions to make a physical intervention or use an emergency secure space should always be made with the student's interests at heart, and keeping them safe will be paramount.*
 - *Physical Interventions and use of emergency secure spaces at Trinity are :*
 - *A last resort in unsafe situations*
 - *Intended to make a situation safe or safer*
 - *Monitored to ensure contact time/duration of the use of an emergency secure space is kept to a minimum with the least restrictive hold*
 - *Reported in a transparent way*
 - *Staff are well-trained to make the best decision and use the best hold, and know the importance of reporting the intervention.*
 - *Reporting is designed to alert the senior management team to the issue-it may be ongoing and need further resources; it also can trigger a multidisciplinary approach via therapists, nurses, CAMHS, social care. Reporting also protects staff.* In the event of a PI/ESS being used a form will be filled in within 24 hours of the incident. (Appendix 5)
- Although unusual at Trinity, fair and proportionate sanctions may be used for students who have an understanding of cause and effect, and for whom distress and anxiety or mental health issues are not the area for concern-these should not include missing favourite lessons or clubs, snacks, etc

Mental Health

- Along with the annual safeguarding training, staff will be trained to be aware of some common symptoms of mental health problems
- Although unusual at Trinity, staff are aware of the Bullying policy, and the stress that sharing a class with a student with mental health issues may cause to other students
- If staff have a mental health concern and it is also a safeguarding concern, immediate action will take place following the School's Child Protection Policy and speaking to the Designated Safeguarding Leads

How do we know this approach is working?

Behaviour data at the end of each year should indicate that all students have had access to high quality support for overcoming their distress and anxiety and have 90% plus chance of recovery. Staff adhere to the Behaviour Policy and the advice and training they are given. They are held accountable for its delivery.

Appendix 1

Using food to support pupils approaching or in a crisis

Issue of food – this has been debated several times. From September this is how food will be used at Trinity to support young people approaching or in crisis

- ▶ Food can be used in two ways;

As a part of their daily routine

To help the young person when they are approaching or in a crisis

As a part of their daily routine

- It is important to use food as part of a routine and it is on their schedule so that they know what is happening throughout their day
- When using food it must be used in moderation. An example of this, is when using a packet of crisps instead of giving the pupil the whole bag, empty the bag and place 4 crisps in the bag. This helps the pupil to understand that once the bag is empty, that is it. Another example, is placing a number of biscuits in a container and indicating to the pupil that once the container is empty that means the food is finished.
- Staff need to think carefully about what to put on their communication board, if food is on their board, you are allowing them to choose food
- The pupil's communication system needs to be available at all times and if they ask for food and it is on their communication board, it **MUST BE HONOURED**

To help the young person when they are approaching or in a crisis

- If staff know that food will help the pupil to avoid going into crisis, give it to them otherwise there is a very big possibility of someone getting hurt and leading to a physical intervention or an emergency secure space

Appendix 2

| Stages | Who takes action? | What possible action could be taken? <i>Tick/date where applicable</i> |
|--------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage one | Class teacher/tutor with Phase manager/ /Head of School | <p>In accordance with Structured Teaching Gateways Proactive Management and the list of sensory regulation and modulation activities below</p> <ul style="list-style-type: none"> • Neutralize or eliminate the conditions that trigger problem behaviours or make them worse or more likely; • Enhance the learning options available / modify the teaching approach or work; • Introduce/ modify structure / schedules/therapeutic approaches such as Sensory Integration • Support the pupil in difficult situations and safely manage crises if and when they occur • Assess the 'why' and 'when' so intervention strategies can be based on understanding of why – the function of behaviours; • Identify possible prevention strategies; establish when things work well • Identify settings and events that make the problem behaviour worse (e.g. diet, medical conditions / illness, sleep, fatigue, social conflicts) • Identify events that precede, trigger or occasion problem behaviour (e.g. task demands, instruction, peer/adult requests); • Identify outcomes that maintain problem behaviours (e.g. attention, escape / avoidance); • Teach new social, behavioural and communication skills;-Personalised Learning objectives should be drawn up to reflect the degree of challenge at the starting point and criteria for small step achievements • Complete accident/Physical Intervention (PI) /Emergency Secure Space (ESS) forms as appropriate • Offer a time /place for cooling off • Summon additional support if required; • Share concerns with parents/carers and regularly update them |
| Stage two | Class teacher/tutor with Phase manager/ /Head of School | <ul style="list-style-type: none"> • Begin tracking and record behaviours as part of Phase tracking; • Consult with Structured Teaching Consultant, Team Teach trainers, SI and SALT Therapist, Nurse, Emotional and Sexual Development team (SDT), Designated Safeguarding Lead (DSL), as appropriate • Seek advice from the Team Teach trainers for safe physical interventions to be used as last resort • Report any safeguarding concerns to the designated safeguarding lead (DSL) • Head of School informs DHTs that a pupil is at stage 2 • Hold joint Interviews with the pupil and their parents where appropriate; • Undertake risk assessment with team and write/agree/share behaviour support plan with family; class team; PE and swim team; MDA team; Headteacher • Modify timetable/ Head of School decides to use calming room in Phase for a designated programme of support • Head of schools decide if a referral needs to be made to stage 3 and fill in the referral form with evidence (this includes tracking, behaviour plans and reports of interventions from School Nurse/SI and SALT Therapist/Structured Teaching Consultant) • Stage 3 Referral is given to the DHTs to discuss with the behaviour management team who meet weekly |
| Stage three | Behaviour Management Team Headteacher/Leadership team | <ul style="list-style-type: none"> • Behaviour management team meet weekly and look at referrals from stage 2 to evaluate effectiveness of interventions and plan next steps <p>Leadership team considers options for next steps-this could include:</p> <ul style="list-style-type: none"> • Coordinate interim review with Parents/Carers and relevant professionals including educational psychologist/ school nurse/SALT/ Refer to CAMHS counsellor • Headteacher allocates additional resources to the class for a short-term period • Headteacher prioritises placement in LLC/PLC Recovery programme for fixed period • DHT tracks impact half-termly |
| Stage four | Headteacher | <ul style="list-style-type: none"> • Headteacher with the Leadership team makes decisions about effectiveness of |

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| | | <p>additional resources; consult with parents/carers and EP</p> <ul style="list-style-type: none"> • Approach LA for a reassessment of special educational needs • Seek alternative provision eg full time placement in LLC via SENART or alternative provision • Seek further medical advice and support |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Structured Teaching Gateways
Proactive Management

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | Have you offered an opportunity for your student to communicate using objects, signs, symbols or speech and have you responded positively? |
| Choice | Have you offered another activity and encouraged your student to choose? |
| Environment | Have you offered a change of location or setting e.g. a smaller space, a low distraction area and have you adapted the environment to support your student? |
| Physical Needs | Have you considered hunger ,thirst, pain, heat, cold, tiredness, activity or the need to go to the toilet.....? |
| Interaction | Have you offered a change of staff member and responded to the need for attention? |
| Therapeutic Alternatives | Have you offered time to chill out or listen to music, massage etc.? |
| Relaxation | Have you tried deep breathing, slow breathing etc.? |
| Calming Techniques | Have you used verbal and non-verbal calming techniques, redirection, and reassurance? |
| Listening Techniques | Have you listened, read the signs, picked up cues, and given prompts rather than hurrying to give advice? Are there any triggers? |
| Sensitivity | Have you helped to restore your student's confidence and dignity by sensitivity rather than being confrontational and offered a constructive functional activity. |

SENSORY REGULATION AND MODULATION ACTIVITIES

Please highlight the activity chosen, then date and colour code the outcome at each event using the colours below

| | |
|--|------------------|
| | Immediate effect |
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| | Some effect |
| | No effect |

T =TACTILE A=AUDITORY HW=HEAVY WORK V=VESTIBULAR P=PROPRIOCEPTIVE

| Activities | Code | Date & outcome |
|---------------------------------------------------|-------|----------------|----------------|----------------|----------------|----------------|
| Ball: kick, throw or catch weighted balls | HW | | | | | |
| Balloon pumps | HW | | | | | |
| Blowing balloons, bubbles, pom poms, whistles | HW | | | | | |
| Body sock | P | | | | | |
| Bottle tops, jar lids (attach to bottles or jars) | HW | | | | | |
| Carry weighted objects | HW | | | | | |
| Dig with a hand trowel | HW | | | | | |
| Chewy tubes | HW | | | | | |
| Clean windows | HW | | | | | |
| Climb on outdoor equipment | HW | | | | | |
| Climbing rock walls, rope ladder, etc. | HW | | | | | |
| Cuddle loop | P | | | | | |
| Cutting play dough, cardboard or thick paper | HW | | | | | |
| Cut shapes in pastry or cookie dough | HW | | | | | |
| Cut vegetables or cheese (supervised) | HW | | | | | |
| Deep pressure compression vest | P | | | | | |
| Drinking from straws, e.g. milkshake | HW | | | | | |
| Drinking from sports bottle | HW | | | | | |
| Eat chewy or crunchy food | HW | | | | | |
| Exercise bike | HW | | | | | |
| Fidget: bendable toys | HW | | | | | |
| Fidget: fascination tube | V | | | | | |
| Fidget: finger exerciser | HW | | | | | |
| Fidget: fidget balls/wrist bands | HW | | | | | |
| Fidget: fibre optic lights | V | | | | | |
| Fidget: glitter wands | V | | | | | |
| Fidget: koosh ball | T | | | | | |
| Fidget: mesh ball | HW | | | | | |
| Fidget: monster ball, jelly octopus, etc. | HW | | | | | |
| Fidget: rainmaker | A / V | | | | | |
| Fidget: stretchy lizards and similar objects | HW | | | | | |
| Fidget: sucker toys | HW | | | | | |

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|-------------------------------------------------|--------|--|--|--|--|--|
| Fidget: weighted fidgets | HW | | | | | |
| Fidget: Wikki sticks | T / HW | | | | | |
| Fidget: wooden twisty shapes | HW | | | | | |
| Fidget: silly putty | HW | | | | | |
| Fidget: Skwooshi | HW | | | | | |
| Fidget: colour motion tubes | V | | | | | |
| Fidget: slinky | V | | | | | |
| Fidget: light up toys | V | | | | | |
| Fidget: spinning toys | V | | | | | |
| Fidget: small wind-up toys | V | | | | | |
| Fidget: Galaxy spinner | V | | | | | |
| Fidget: paper lazer | V | | | | | |
| Fidget: holographic spinning tops | V | | | | | |
| Fill containers with water, sand, etc. | HW | | | | | |
| Grate vegetables or cheese (supervised) | HW | | | | | |
| Gym ball: bouncing, lying over | V / HW | | | | | |
| Hole punches | HW | | | | | |
| Hoover carpets/floors | HW | | | | | |
| Jumping | P | | | | | |
| Knead dough | HW | | | | | |
| K'Nex activities | HW | | | | | |
| Lego brick or Duplo brick activities | HW | | | | | |
| Lifting weighted objects from floor to cupboard | HW | | | | | |
| Lifting weighted objects from cupboard to floor | HW | | | | | |
| Mash potatoes or similar vegetables/fruit | HW | | | | | |
| Sand play: pouring | V | | | | | |
| Sand play: using spade | HW | | | | | |
| Sand play using cars, etc. | P | | | | | |
| Sand play (wet): compacting / building | HW | | | | | |
| Sand play (wet): filling and decanting | HW / V | | | | | |
| Magnetic construction activities | HW | | | | | |
| Messy play (hard & dry): biscuits | T / P | | | | | |
| Messy play (hard & dry): dried leaves | T / A | | | | | |
| Messy play (hard & dry): pasta shapes | T | | | | | |
| Messy play (hard & dry): pebbles, shells, etc. | T / A | | | | | |
| Messy play (hard & dry): pulses & grains | T | | | | | |
| Messy play (hard & dry): scrunched up | T / A | | | | | |

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|-----------------------------------------|-----|--|--|--|--|--|
| paper | | | | | | |
| Messy play (hard & dry): shredded paper | T/V | | | | | |
| Messy play (hard & dry): polystyrene | T/V | | | | | |
| Messy play (hard & dry): Wheetabix | T/P | | | | | |
| Messy play (med dry): breadcrumbs | T | | | | | |
| Messy play (med dry): cereals | T/P | | | | | |
| Messy play (med dry): cotton reels | T/V | | | | | |
| Messy play (med dry): dried porridge | T | | | | | |
| Messy play (med dry): crushed biscuits | T/P | | | | | |

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|-------------------------------------------------|------------|--|--|--|--|--|
| Messy play (med dry): cotton wool | T | | | | | |
| Messy play (med dry): popcorn | T | | | | | |
| Messy play (med dry): rice | T/A | | | | | |
| Messy play (med dry): sand | T/V | | | | | |
| Messy play (med dry): sequins | T/V | | | | | |
| Messy play (med dry): sugar | T/V | | | | | |
| Messy play (fine dry): cocoa | T/V | | | | | |
| Messy play (fine dry): corn flour | T/V | | | | | |
| Messy play (fine dry): flour | T/V | | | | | |
| Messy play (fine dry): Icing sugar | T/V | | | | | |
| Messy play (soft/wet/messy): baked beans | T/P | | | | | |
| Messy play (soft/wet/messy): bread dough | T/HW | | | | | |
| Messy play (soft/wet/messy): bubbles | T/V/ HW | | | | | |
| Messy play (soft/wet/messy): bubble wrap | T/HW | | | | | |
| Messy play (soft/wet/messy): cooked pasta, etc. | T/P | | | | | |
| Messy play (soft/wet/messy): evaporated milk | T | | | | | |
| Messy play (soft/wet/messy): feathers | T/V | | | | | |
| Messy play (soft/wet/messy): gravy | T/V | | | | | |
| Messy play (soft/wet/messy): jelly | T/V | | | | | |
| Messy play (soft/wet/messy): play dough | T/HW | | | | | |
| Messy play (soft/wet/messy): rice pudding | T/V | | | | | |
| Messy play (soft/wet/messy): shaving foam | T/V | | | | | |
| Messy play (soft/wet/messy): snow (fake) | T/V | | | | | |
| Messy play (soft/wet/messy): soft fabrics | T/V | | | | | |
| Messy play (soft/wet/messy): sponges | T/P | | | | | |
| Messy play (soft/wet/messy): squirty cream | T/V | | | | | |
| Messy play (soft/wet/messy): squishy balls | HW | | | | | |
| | T/V/ | | | | | |

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|--------------------------------------------------|------------|--|--|--|--|--|
| Messy play (soft/wet/messy): tinned tomatoes | HW | | | | | |
| Messy play (soft/wet/messy): vegetable shapes | T/V | | | | | |
| Messy play (soft/wet/messy): yoghurt | T/V | | | | | |
| Messy play (sticky): condensed milk | T/V | | | | | |
| Messy play (sticky): crazy soap | T/V/P | | | | | |
| Messy play (sticky): Angel delight | T/V | | | | | |
| Messy play (sticky): Golden syrup | T/V/P | | | | | |
| Messy play (sticky): Banana | T/V/ HW | | | | | |
| Messy play (sticky): cornflour gloop | T/V/P | | | | | |
| Messy play (sticky): milkshake powder dry to wet | T/V | | | | | |
| Messy play (sticky): mashed potato | T/V/ HW | | | | | |
| Messy play (sticky): porridge oats | T/V/P | | | | | |
| Messy play (sticky): ready-made custard | T/V/P | | | | | |

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|----------------------------------------------|------------|--|--|--|--|--|
| Messy play (sticky): baby oil or baby lotion | T/V/P | | | | | |
| Messy play (sticky): papier mache | T/V/ HW | | | | | |
| Messy play (sticky): mud | T/V/ HW | | | | | |
| Messy play (sticky): shaving foam | T/V/P | | | | | |
| Messy play (sticky): paint | T/V/P | | | | | |
| Mix ingredients | HW | | | | | |
| Move chairs and tables | HW | | | | | |
| Move heavy mats and benches in PE | HW | | | | | |
| Pop beads | HW | | | | | |
| Open classroom/corridor doors | HW | | | | | |
| Open and shut plastic containers | HW | | | | | |
| Octon activities | HW | | | | | |
| Parachute games | HW | | | | | |
| Peel vegetables | HW | | | | | |
| Popoids | HW | | | | | |
| Push heavy trolley | HW | | | | | |
| Rake leaves | HW | | | | | |
| Ride a bike/scooter | HW | | | | | |
| Rowing machine | HW | | | | | |
| Running | HW | | | | | |
| Scoop ice cream or balls of watermelon | HW | | | | | |
| Sharpen pencils with pencil sharpener | HW | | | | | |
| | P/V | | | | | |

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|----------------------------------------|--------|--|--|--|--|--|
| Sitting on inflatable wedge or cushion | | | | | | |
| Skipping | HW | | | | | |
| Slice vegetables | HW | | | | | |
| Spray bottles | HW | | | | | |
| Spread butter, jam, etc. on bread | HW | | | | | |
| Squeeze balls | HW | | | | | |
| Squeezy bottles | HW | | | | | |
| Stack chairs | HW | | | | | |
| Stickers | HW | | | | | |
| Stickle bricks | HW | | | | | |
| Stretch bands | HW | | | | | |
| Structured walks | P / HW | | | | | |
| Swing from trapeze bars | HW | | | | | |
| Swimming | HW | | | | | |
| Swinging | HW | | | | | |
| Tear lettuce into bite-sized pieces | HW | | | | | |
| Theraputty | HW | | | | | |
| Throw water balls | HW | | | | | |

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|-----------------------------------------------|--------|--|--|--|--|--|
| Trampoline | HW | | | | | |
| Treadmill | HW | | | | | |
| Tug-of-war | HW | | | | | |
| Tweezers to pick up objects | HW | | | | | |
| Twist pepper mill or salt grinder | HW | | | | | |
| Use piping bags | HW | | | | | |
| Water play: splashing | V / T | | | | | |
| Wall push-ups | HW | | | | | |
| Washing pegs to pick up objects | HW | | | | | |
| Water plants using a watering can or hosepipe | HW | | | | | |
| Weighted blanket | P / HW | | | | | |
| Weighted backpack | P / HW | | | | | |
| Weighted lap pad | P / HW | | | | | |
| Weighted vests | P / HW | | | | | |
| Whisk eggs | HW | | | | | |
| Wipe tables and work surfaces | HW | | | | | |
| Wrap tightly in blanket | P / HW | | | | | |
| Zuma rocker chair | V | | | | | |

Appendix 3

Appendix 3

Trinity School Positive Behaviour Support Structured Referral System 2019

| Stage | Trinity School | LLC |
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| <p style="text-align: center; font-size: 48pt; font-weight: bold;">1</p> | <ul style="list-style-type: none"> • Quality First Teaching -Class- level interventions in accordance with Structured Teaching Gateways Proactive Management and the list of sensory regulation and modulation activities • supported by Phase manager and Head of School • Parents /carers continually updated | <ul style="list-style-type: none"> • Quality first teaching delivered in in all individualised learning environments with interventions in accordance with Structured Teaching Gateways Proactive Management and the list of sensory regulation and modulation activities • Liaise daily with parents and carers • Behaviour monitored daily with issues and DHTs are informed |
| <p style="text-align: center; font-size: 48pt; font-weight: bold;">2</p> | <ul style="list-style-type: none"> • Tracking/recording behaviours begins • Liaise daily with parents and carers • Head of School seeks advice from Structured Teaching Consultant, Team Teach trainers, SI and SALT Therapist, Nurse, Emotional and Sexual Development team (SDT), Designated Safeguarding Lead (DSL), as appropriate • Behaviour Management Plan/Risk Assessment written and shared -record access to calming rooms, personalised learning rooms, emergency secure spaces as necessary; report, log, analyse physical interventions and use of emergency secure space • When a pupil is on Behaviour tracking it is the teacher's responsibility to complete it and hand it over to the phase management at the end of the week • It is the responsibility of the phase's management team to collect and store Behaviour management plans and tracking in their office and it must be accessible. • Phase informs Deputy Headteachers (DHTs) that the pupil is on stage 2 • Head of school decide if a referral needs to be made to stage 3 and fill in the referral form with evidence (this includes tracking, behaviour plans and reports of interventions from School Nurse/Sensory Integration (SI) and SALT Therapist/Structured Teaching Consultant) | <ul style="list-style-type: none"> • Tracking and recording shows a rise in challenging behaviour and is discussed in detail with the Deputy Headteacher (DHT) • Liaise daily with parents and carers • LLC managers seeks advice from Structured Teaching Consultant, Team Teach trainers, SI and SALT Therapist, Nurse, Emotional and Sexual Development team (SDT), Designated Safeguarding Lead (DSL), as appropriate • Behaviour Plan/Risk Assessment reviewed, written and shared -record access to emergency secure spaces as necessary; report, log, analyse physical interventions and use of secure emergency space • Liaise with the Family Support Worker (FSW) to support care package reviews • CAF may need to be completed by the Designated Safeguarding Lead (DSL) • LLC managers decides if a referral needs to be made to stage 3 and fill in the referral form with evidence (this includes tracking, behaviour plans and reports of interventions from School Nurse/Sensory Integration (SI) and SALT Therapist/Structured Teaching Consultant) |
| <p style="text-align: center; font-size: 48pt; font-weight: bold;">3</p> | <ul style="list-style-type: none"> • Behaviour management team who meet weekly, look at referrals from stage 2 to evaluate effectiveness of interventions and plan next steps • Level 3 students tracked and strategies discussed at weekly behaviour management team meetings; • Behaviour Management Team consult DHT/HT to consider new approaches/allocate additional resources to Phase where necessary or agree placement in Personalised Learning Centre (PLC) or on LLC site for a short or longer period of time • Where a placement in the PLC goes on for longer than anticipated-usually 2 weeks or more, then the Head of Schools, Assistant Headteacher and class teacher will liaise with the STC to ensure that the appropriate | <ul style="list-style-type: none"> • Behaviour management team who meet weekly, look at referrals from stage 2 to evaluate effectiveness of interventions and plan next steps • LLC managers to review learning programmes and travel arrangements • Level 3 students tracked and strategies discussed at weekly behaviour management team meetings • Behaviour Management Team consult DHT/HT to consider new approaches/allocates additional resources to LLC • Educational Psychologist and/or CAMHS referrals made • Liaising with the EHC team to discuss family support and wrap around care during periods of LLC closure • DHT tracks impact |

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| | <p>curriculum is delivered on an ongoing basis to ensure progress and PLOs are worked on.</p> <ul style="list-style-type: none"> • Behaviour tracking completed in the PLC must be filled in by the STC and will be passed onto the phase management team for storage in their office • Educational Psychologist and/or CAMHS referrals made • Structured Teaching Consultant oversees any agreed programmes in Personalised Learning Centre (PLC) with curriculum input from Phase who are responsible for writing PLO/PCO targets • DHT tracks impact | |
| <p style="font-size: 48pt; text-align: center;">4</p> | <ul style="list-style-type: none"> • Positive Outcomes at level 3 are limited • Consultation with Educational Psychologist • Local Authority level- re-assessment of SEND via interim review of EHC plan • LA reviews placement-Seek long term placement in Living and Learning Centre or alternative provision | <ul style="list-style-type: none"> • Positive Outcomes at level 3 are limited • Consultation with multi agency team and all stakeholders • Local Authority level- re-assessment of SEND via interim review of EHC plan • LA reviews placement-Seek long term placement in an alternative provision |

Appendix 4

| Risk Level | Behaviours I use in order to communicate | What it means | What you should do |
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| 1 | | | |
| 2 | | | |
| 3 | | | |