



Heart of the Forest School

Behaviour Policy

Designated Staff Member	Lucyna Mansfield
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Stephanie Withington (Head Teacher)	
Maxine Wiseman (Chair of Governors)	

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1. Introduction

Rationale

1.1 At Heart of the Forest School we strive to ensure all pupils are supported through a holistic and child centred approach to teaching and learning. This is embedded through a nurturing culture which reflects our emphasis on the importance of supporting mental well-being. Every member of the school community, without exception plays a key role on establishing and maintaining this ethos.

1.2 The key purpose of this policy is to describe our practice at Heart of the Forest School in promoting positive behaviours and values. We recognise that there are a wide range of behaviour strategies that may be implemented, given our broad age range from 3-19 years however, the underlying principles and values remain the same

1.3 We actively promote pupil's demonstration of positive behaviours and support them in their development of recognising the impact of their behaviour upon others. Through the delivery of a comprehensive curriculum pupils, have access to enriching learning opportunities to promote their understanding of recognising and understanding their own emotions. We will also empower pupils to develop and maintain positive relationships, have self-worth and respect for themselves as well as for others.

Aims

1.4 At Heart of the Forest School we aim to;

- ✓ Create a stimulating and supportive educational environment that within which appropriate behaviour is modelled, encouraged, supported and reinforced.
- ✓ Establish a purposeful and positive atmosphere within which pupils are motivated to learn.
- ✓ Teach pupils the importance of trust, self-respect, tolerance, cooperation, self-regulation and emotional well-being.
- ✓ Enable pupils to develop meaningful and functional communication and social skills.
- ✓ Develop pupil's independence skills to prepare them for adulthood.
- ✓ Encourage pupils to obtain a sense of personal responsibility for their behaviour.
- ✓ Provide training, structure and support for all.
- ✓ Record and monitor challenging behaviour with the aim to identify positive intervention strategies which help support pupils and staff in improving behaviour.
- ✓ Work in partnership with parents, carers, governors, external professionals and the wider community.

Statutory Requirements and Guidance

1.5 This policy was written in consultation with the staff and Governors of Heart of the Forest School and complies with the statutory requirements set out in the [SEND Code of Practice 0-25](#) (2015) and has been written with reference to the following guidance and documents;

- [Teachers Standards](#) (DfE 2011)
- [Use of reasonable force in school](#) (DfE 2013)
- [Behaviour and Discipline in Schools](#) (DfE 2016)

- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings](#) (2015)
- [Keeping Children Safe in Education](#) (2020)
- [The Equality Act 2010](#) (c.15) London: The Stationery Office.
- [Exclusion from maintained schools, academies and pupil referral units in England](#) (2017)

2. Procedures and Practice

2.1 The policy recognises that all of the pupils on roll at Heart of the Forest School have significant learning barriers and for some the impact of unaddressed additional emotional and behaviour difficulties can be detrimental to the well-being, learning and engagement of pupils.

2.2 At times some pupils may present with challenging behaviour and we understand that much of this behaviour results from a number of key factors such as external factors including anxiety, low-self-confidence and/or difficulties with communication or social skills. This may also be linked to personal negative experiences which in turn can have an impact on how pupils present.

2.3 To manage challenging behaviour effectively it is paramount that we are proactive as opposed to reactive in our approach to enable us to address behaviour on an individualised needs basis.

Strategies to promote positive behaviour

2.4 At Heart of the Forest School we actively promote a strong ethos of tolerance and respect for ourselves and others, including respect for difference and diversity, ensuring that examples of positive behaviour are publically acknowledged and rewarded. To further promote positive behaviour the following strategies are advocated.

- ✓ Consistent routines supported through the use of visual timetables.
- ✓ Preparing pupils for change (verbal/visual explanation)
- ✓ Distractions and re-directing pupils
- ✓ Reinforcing school rules and expectations (displayed visually within each classroom)
- ✓ Modelling expected and appropriate behaviour
- ✓ Building confidence and self-esteem through positive reinforcement.
- ✓ Maintain effective communications between parents / carers and other agencies.
- ✓ De-escalation strategies
- ✓ Calm, quiet, organised classroom environments to reduce stress and anxiety
- ✓ Individual behaviour plans and risk assessments (where appropriate)
- ✓ Engaging, creative and individualised learning opportunities.
- ✓ Incremental positive behaviour reward charts (personalised)

- ✓ Pupil Voice i.e. student council
- ✓ Sensory regulation strategies and equipment (supported by Occupational Therapists)
- ✓ Zone Boards (Pathway 2 and 3 classes)

Zone Boards

2.5 The Zone Board is a visual tool to support pupils in understanding what behaviour is expected of them and a visual representation of the behaviour choices being made by individuals and whole classes, both in class and within the wider school environment.

2.6 The Zone Board is primarily there to encourage behaviours that are conducive to good learning; hence the board clearly states which particular colours are in 'The Learning Zone'.

2.7 How does it work?

- The Zone Board can be found in all Pathway 2 and 3 classes as well as being implemented across all phases of the school to allow for a consistent approach. (Alternative strategies and methods of positive reinforcement can be found in all Pathway 1 classes).
- The Zone Board requires a high level of consistency from all staff supporting this approach to allow for effective outcomes (2 minutes of inconsistency can undo 2 weeks of consistency).
- It is displayed in a high profile area of the classroom, accessible to all pupils and staff.

The Zone Board



- Each Zone Board has 5 colour zones from pink – blue – green – yellow to red. All pupils begin the day in the largest zone on the board, green zone. Each pupil is represented by a photographs or names of all the pupils in the class.
- Next to each colour are the 'rewards' that a pupil can choose from as a result of being in that colour at different stages of the day. In yellow and red the 'consequences/sanctions' will be displayed. Choice/reward time takes place twice a day for pupils in lower and middle phases (EYFS/KS1/KS2/KS3) and once a day for pupils in our upper phases (KS4/KS5) to enable the reinforcement of the Zone Board.
- It is an expectation that pupils should be in green or above zones because a child in green is following the school's rules and displaying a positive learning attitude.

Note: A guide to using the Zone Board produced to support all adults implementing this positive behaviour management strategy can be found in *appendix 1*

School Rules

2.8 At Heart of the Forest School the voice of the pupils is very important and highly valued. Therefore, in consultation with our staff and pupils, via the school council, a set of school rules have been established which underpin our views of positive behaviour in school. The rules support our pupils to identify what is expected of them and what we are helping them to be i.e. to be a good friend as opposed to what is not expected i.e. do not be unkind to friends. Furthermore, our school rules complement both our school ethos and values, underpinning our vision of what we collectively represent at Heart of the Forest School. Each school rule is represented using widget symbols to further support the visual communication of this information to pupils in the classroom.

Rewards

2.9 Rewards are of great motivation and extremely effective in reinforcing desired behaviours. Within Heart of the Forest rewards systems operate on a whole school, class and individual basis. Pupils are rewarded for their achievements, not only in relation to their behaviour and attitude but also within their personal and academic achievements. It is important that pupils learn about the positive consequences of their actions.

2.10 Below are some of the many ways rewards are implemented at Heart of the Forest School to recognise positive behaviour;

- Moving up the Zone Board where motivating activity choices are available.

- Use of motivators / rewards for good work / good choices / good behaviour specific to individual pupils.
- Verbal praise
- Star of the week (celebrating weekly during whole school assembly and shared within our school Facebook page)
- Choice time / Reward time
- Certificates
- Messages in home / school diaries reinforcing positive behaviour
- Individual or whole class recognition of achievements shared through Dojo
- Display of work

Note: Rewards must be meaningful to the individual pupil, age appropriate and also achievable.

Sanctions

2.11 Sanctions are a necessary part of the behaviour management policy in that they help pupils to learn about the negative consequences to their behaviour / choice. Sanctions must form part of an agreed behaviour plan which is drawn up in consultation with parents, carers, professionals and the individual pupils themselves. Sanctions should always be given in a timely manner and as soon after the inappropriate behaviour / choice as possible. Sanctions also need to be proportionate, relevant and understandable to the pupil. They must be used consistently and should be personalised to help the specific pupils concerned.

Note: Sanctions cannot include the removal of pupils rights i.e. food, drink, going to the toilet.

2.12 It is important to remember; sanctions are not as effective in changing behaviour as rewards therefore the emphasis will always be on positive encouragement of good behaviour choices.

2.13 Sanctions include:

- Verbal explanation of acceptable behaviours
- Visual prompt about acceptable behaviours
- Moving to the Yellow or Red part of the Zone Board, where less motivating activities are available.
- Short time out (This should be for the shortest time possible but enough time to allow the pupil to reflect on the choices they have made – 5 minutes approx.)
- Removal from an activity
- Pupil to work by themselves away from other pupils (within the classroom, sensory integration room or in an appropriate work space)

- Missing out on specific activities i.e. offsite visits (health and safety)
- Contact with parents e.g. by phone call

Physical Intervention

2.14 Due to the nature of some of our pupils, at times they may present with challenging behaviours and in high risk situations staff may need to use physical interventions to limit the risk of harm to the pupil, others or the environment. All physical intervention should however only used as a last resort, must be reasonable and proportionate and may only be carried out by trained personnel.

Note: The use of corporal punishment (acts designed to physically punish or inflict hurt) is expressly prohibited.

2.15 Any physical intervention used must follow an agreed training program, should be agreed by the Head Teacher and recorded on a behavioural incident form within a reasonable period of time after any incidents where inappropriate behaviour has been displayed; ideally on the same day or within 24 hours.

2.16 For pupils who present with challenging behaviour it is important to recognise that physical contact should not only be used in situations linked to their challenging behaviour. There are occasions where it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. There may be situations where physical contact is necessary for example to keep a child safe, to enable a child to access everyday learning, to support pupils with their personal care needs or to reassure a child.

Note: The Physical Intervention, Touch, and Absconding Policies should also be read in conjunction with the Behaviour Policy.

Reporting and recording physical interventions

2.17 In the event of any behaviour incident regardless of whether physical intervention was used or not it is a requirement that this is recorded by the staff members involved. The relevant staff involved will record the behaviour incident using the online recording and reporting system SOLAR. Within the incident form staff will record details of what happened during the incident including what happened, where it occurred and when as well as providing other relevant details as required.

2.18 After any behaviour incident involving physical intervention the same procedure as above is required. Staff involved are required to complete a behaviour incident form using the online recording and

reporting system SOLAR. Within the form staff will clearly document what physical interventions were used in relation to managing the behaviour presented. The use of physical intervention is also required to be recorded in the legally binding bound book as documentation of the incident on the same day the incident occurred.

2.19 Physical interventions can be very upsetting for all those involved i.e. pupils, staff and witnesses. It is important that time is taken after the event to support and discuss / review the incident. Staff and pupil de-brief is key in helping to support those involved, identify what happened and why, to review current practices and to identify future options as well as any changes that need to be put in place.

2.20 Staff involved in any incident regardless of whether physical intervention was required or not are entitled to a de-brief with a member of the Behaviour Team or with a member of SLT. This is indicated directly by staff or when completing the behaviour incident form by selecting the option for a de-brief to take place. Pupils are also supported to complete a de-brief as appropriate to their level of understanding. A widget symbolised de-brief form is available to support pupils in discussing what happened using visual cues to support them.

Note: The Physical Intervention Policy contains further information relating to post incident support.

Behaviour Support Team

2.21 At Heart of the Forest School a dedicated behaviour support team has been established to provide support at different levels. This enables a well-structured, scaffolded approach of support to pupils, staff and families. The over-arching roles and responsibilities of each member of the behaviour support team are defined as follows;

- **Assistant Head Teacher (AHT)** – Accountable for overseeing behaviour management across the school, manage the introduction of whole school initiatives, ensuring best practice through monitoring effectiveness, liaising with external professionals, delivery of inset training as required, supporting staff and parents / carers, work closely with the Family Support Worker, review and update behaviour policies as necessary.
- **Behaviour Lead** – Responsible for overseeing and managing the day to day behaviour incidents that occur, weekly behaviour reporting including the analysis of incident data, organising behaviour support meetings with class teams, oversee the organisation of Team Teach training, review behaviour support plans / individual pupil risk assessments, deliver inset training as required, report to Governors and host pastoral behaviour meetings.

- **Pastoral Support Assistants** – Provide additional support to class teams in the event of a behaviour crisis, work with pupils to provide ELSA sessions, support class teams with the construction of 'Emotional Plans', build positive working relationships with pupils across the school, model appropriate behaviour support strategies to class teams, implement interventions as required, support pupils with sensory integration.

2.22 The behaviour team, together with SLT have established a tiered approach of support available to all staff in the event of a behaviour crisis. All staff have received clear guidance as to the actions they should take in the event of a pupil in crisis. A flow diagram displayed in each classroom details the key steps to follow if a pupil is displaying challenging behaviours as well as identifying the layers of support available to them to ensure the safety of the pupil in crisis, other pupils and staff. Please see Actions to take for pupils in crisis *Appendix 2*.

2.23 The behaviour support team work in collaboration with each other to provide effective support to individual pupils, class teams and families as required. The behaviour support team are managed and overseen by the Head Teacher who provides clear strategic direction in line with the overarching values and ethos of the school.

Interventions

2.24 Interventions are recognised as a key tool in further offering pupils personalised support in managing their day to day behaviour and well-being. The following intervention strategies are implemented to offer further support to pupils who may benefit;

- *Sensory Regulation* – Pupils may be supported by bespoke sensory diets provided by a sensory occupational therapist who may offer support strategies and equipment to enable a child to engage more readily in the classroom environment.
- *Sensory Integration Room* – This room is available to all pupils who require access to specific sensory regulation equipment or for pupils who are momentarily unable to maintain a well-regulated state in a classroom environment. Pupils may require short term, adapted education provision within this purposeful environment before re-integrating back into the classroom. Parents / Carers will always be well-informed should the need for this provision be deemed necessary to support their child. All pupils who access the Sensory Integration room are supported by either a member of the behaviour team, by a member of the class team or both.

- *De-escalation Space (Amber Room)* – The Amber Room provides pupils with a safe, appropriate space which they may access should they require an environment to de-escalate post crisis. Furthermore, the room may be accessed by pupils who have become dysregulated and require a non-stimulating space outside of their learning environment to calm, with the aim of preventing any further escalation. All pupils who enter the Amber room are fully supported by an adult/s and are never left unattended.
- *Emotional Literacy Support Assistants (ELSA)* – This is an educational psychology led intervention for promoting the emotional wellbeing of children and young people. At Heart of the Forest School, designated staff within the behaviour support team have received specialist training to enable them to provide ELSA intervention sessions. This is offered to pupils identified as requiring additional support with their emotional literacy and well-being.

3. Safe Space Environment

3.1 This Policy has been informed by 'Behaviour & Discipline in School Guidance, January 2016 (updated 2020), page 12, para 42' (see page 3) on the use of seclusion and isolation rooms and all practice should adhere to these guidelines.

"Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare"

3.2 The purpose of a Safe Space environment is to reduce the use of physical interventions for pupils who experience repeated cycles of crisis. The prolonged and repeated use of physical interventions can lead to break down in trust between the pupil and supporting staff and in some cases a belief on the part of the pupil that their behaviour can only be controlled through the use of physical intervention. The use of the Safe Space room supports with reducing the incidence of crisis situations and is used as part of a restraint reduction plan, offering a less restrictive option than manual "holding" to prevent harm.

3.3 A safe space within Heart of the Forest School is an area which provides a safe and pleasant withdrawal area or retreat. This is set up within a designated pastoral classroom environment in which intervention sessions may take place within the external perimeter of the classroom environment. Within the internal environment the space is viewed as a safe environment to support pupils in crisis and furnished with a

safe space tent. Under no circumstances should staff send pupils to the safe space as a form of punishment.

3.4 Pupils are encouraged to ask to go to the safe space environment when they are displaying crisis behaviours and need some time away from their peers. Some pupils will ask to go to the safe space during times of crisis however, there are some occasions where pupils display crisis behaviour before choosing or being directed to the safe space. On these occasions it may be necessary for staff to physically escort the pupil to the safe space in order to manage the crisis behaviour and make the situation safe. Although, staff must consider the following before physically escorting a pupil:

- Physical intervention is the last resort. Staff are confident that there is no alternative approach available to manage the situation.
- Physical intervention needs to be reasonable, proportionate and absolutely necessary.
- Staff physically intervening need to approach the behaviour calmly and objectively and in the best interests of the pupil.

3.5 Guidelines for Use

- Use of a safe space must not be a punishment or sanction for noncompliance. A safe space may be used as part of a de-escalation strategy as detailed in a pupil's individual behaviour plan which will be shared and signed by parents and staff.
- Whenever a pupil is in a safe space, a member of staff will always be able to see the pupil and monitor them.
- Pupils may be offered and encouraged to use a safe space when they are showing signs that could precede an emotional or behavioural outburst.
- Some pupils will be encouraged to use the safe space as a calm, safe area when they become stressed or angry.
- Ensure all other de-escalation strategies have been exhausted before removing a pupil to a safe space. It must not be used as the initial strategy to calm a pupil.
- Some pupils may choose to be on their own within the safe space tent, staff will ensure they observe closely and monitor.
- All visits to safe spaces will be logged. The log will state the date, length of stay and name of accompanying staff. Usage of other quiet/withdrawal rooms such as the Amber Room will also be logged as appropriate. Where a pupil requires assistance to access a safe space this must be recorded on SOLAR.
- If a pupil is using a safe space as part of a de-escalation strategy, they will be aware of how long they will remain in the safe space. Staff will use a means of communication appropriate to their level of understanding i.e. symbols, timers, photo's etc.
- If a pupil demonstrates extreme and dangerous behaviour, where a pupil is an immediate danger to themselves and/or others e.g. hitting, kicking, biting, attempting to abscond etc. and a staff member is in immediate danger of being harmed, they will be supported to stay safe. This can be by staff physically blocking the open doorway to the safe space and remaining in the room.

- If all other strategies have been exhausted and the staff member is in continued danger of significant harm, the safe space can be temporarily secured closing the zip on the safe space tent. The pupil will remain closely observed, monitored from outside the safe space tent and SLT notified. The zip must be reopened as soon as it is safe to do so.
- Where the safe space is used by pupils in crisis behaviour, patterns should be analysed over time in order to ensure that there is a consistent pattern of reducing crisis. Where crisis behaviours are increasing staff must review management strategies, particularly de-escalation strategies, in order to ensure that crisis patterns start to reduce.

4. Training

4.1 At Heart of the Forest School staff are trained in Positive Behaviour Management Level 1 by a qualified Team Teach trainer. At present designated staff throughout the school have received a bespoke Team Teach training package appropriate to supporting the level of behaviour observed by pupils at Heart of the Forest School. In time all permanent members of staff will have received the same level of Team Teach training to further support a collaborative and consistent approach to managing behaviour.

4.2 Physical interventions used within Team Teach may include adult blocking, disengaging, holding or directing a pupil by the arm or guiding a pupil away. It may also involve an adult restricting the movements of a pupil to prevent / reduce the risk of harm to the pupil, others or the immediate environment and property.

Note: Further information relating to the pedagogy of the Team Teach training program can be found in the Physical Intervention Policy.

4.3 All new staff will be provided with a copy of the behaviour policy as part of their induction process. Newly inducted staff will be further supported by their class team and the behaviour support team to assist them in proactively managing behaviour. All staff will be provided with a SOLAR log-in to allow for the recording of behaviour incidents.

4.4 A small number of staff have received Advanced Level Team Teach training to support with managing pupils who present with behaviours which pose a higher risk and are not effectively managed through foundation level holds. This includes ground holds and other higher level advanced skills which will only be used if proportionate to the level of risk posed by the pupil in crisis. The advanced level hold training delivered is regularly reviewed by the qualified Team Teach trainer and only holds relevant to the behaviours presented by pupils are taught to staff. If advanced level holds are required to support a pupil in crisis this will be recorded in their behaviour plan and detailed within their personal risk assessment.

4.5 Throughout the inset training program conducted during the academic year, there will be opportunities for further behaviour management support training focussing on key areas as identified by the behaviour team. This may include strategies to support de-escalation, re-fresh of Team Teach skills, importance of visual aids etc. Heart of the Forest School is committed to providing the staff team with on-going high quality training episodes. This in turn provides staff with the skills, knowledge and confidence they require to carry out their job role as effectively as possible, which is in the best interest of the pupils they support

4.6 A key number of staff have adopted the role of 'Mental Health First Aiders' and have received training to support them in this role. At Heart of the Forest School the role of Mental Health First Aiders is to support pupils with any issues related to their mental health and negative impacts that can occur through poor mental health. Staff will have the training to signpost pupils, their parents and staff to suitable support materials and services.

4.7 Continued professional development (CPD) is valued highly at Heart of the Forest School and staff are encouraged to put forward any training opportunities that may further benefit them individually or provide support to the wider school community.

5. Behaviour Plans and Risk Assessments

5.1 It is important that a clear support program is identified and put into practice for pupils who find it more challenging to regulate their own emotions and behaviours appropriately.

5.2 At Heart of the Forest School pupils with identified barriers linked to their behaviour are subject to a comprehensive assessment. This enables staff to identify the best strategies to put in place in order to support the pupils in managing their own behaviours more effectively. The subsequent behaviour plans also identify key areas, such as self-confidence, social and communication skills, self-awareness, understanding of emotions etc, which may be underlying factors in a pupil's demonstration of inappropriate behaviour.

5.3 The criteria for pupils who require the support of individual behaviour plan are as follows;

- Behaviours that prevent a pupil from accessing their curriculum
- Behaviours that have a direct impact to the learning of others, disrupting engagement in the classroom.
- Behaviours that present as a danger to pupils themselves and/or other pupils/staff

- Pupils who exhibit consistently challenging behaviours.

5.4 ABC charts can also be used to ascertain causes of inappropriate behaviour and to inform Individual Behaviour Plans. An ABC Chart is a direct observation tool that can be used to collect information about the events that are occurring within a pupil's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour. The "B" refers to observed behaviour, and "C" refers to the consequence, or the event that immediately follows a response. *Appendix 3* ABC chart

5.5 Behaviour plans are written on an individual basis and are specifically written to reflect the needs of the pupil. All behaviour plans will follow a consistent format encompassing a gradient 'traffic light system' approach, used in conjunction with the CAMHS team. Inclusive of each behaviour plan, information captured will detail why the pupil may be displaying the behaviour observed, the type of behaviour being witnessed and the ways in which staff should respond. The final page of the plan (blue section), discusses how the pupil is likely to present as they are de-escalating from a time of crisis.

5.6 Where necessary other professionals such as the clinical psychologist, CAMHS and Sensory Occupational Therapist may support in the construction and review of behaviour plans. A multi-agency approach may be required from other agencies to support in ensuring all areas of development and strategies of support are included to offer the best possible outcomes for pupils.

5.7 For all pupils who have a behaviour plan, for whom there is a potential increased risk due to their behaviours, pupil specific risk assessments are also put in place. These risk assessments relate to specific learning activities within school, offsite activities or known situations where the pupil's behaviours may possibly increase. Risk assessments form part of the behaviour support plan and are shared with staff to ensure they have an awareness of the increased potential risks posed by a pupil.

5.8 To further support the emotional well-being of pupils, the behaviour support plan contains an emotional support plan section. This section of the document will not only provide clear guidance to staff supporting the child but also reiterate the importance of emotional well-being. **Please see appendix 4.**

5.9 Once a behaviour plan and risk assessment has been written by a class team it will be ratified by the Behaviour Lead who will read and email the class team to approve the documents. All behaviour plans and risk assessments are then shared with parents/carers and agreed.

5.10 Behaviour plans and risk assessments are dynamic documents which are regularly reviewed, adapted as required and updated to reflect any changing needs of the pupils. In addition, parents / carers will be informed of any significant changes to these plans. All documentation is formally reviewed by the Behaviour Lead at the end of each term.

Note: Example Behaviour Support Plan and Risk Assessment *appendix 5.*

6. Working in partnership with Parents and Carers

6.1 A shared understanding and dialogue between school and home regarding behaviour and other issues is extremely important. Parents and Carers are involved in discussions regarding behaviour and consulted when a behaviour plan is written, implemented and reviewed.

6.2 In the event of a behaviour incident occurring in school it is the role of the class team to communicate this information to a parent / carer. In the event of an incident requiring the use of Team Teach physical intervention it is paramount that information concerning the incident is communicated to a parent / carer by the class teacher in the first instance. Depending on the nature of the incident and severity of the outcome this will either be communicated through telephone conversation, home/school diary or through e-mail.

6.3 Where an increase in behaviour is observed by an individual pupil in school and further intervention is required, parents / carers are invited into school for a behaviour support meeting. This is conducted by a member of SLT in conjunction with the behaviour support team. Where appropriate the child may be invited to the meeting to be involved directly with support strategies discussed. In addition to this, multi-agency meetings together with parents / carers might be necessary to review additional input required.

6.4 Parents and Carers are encouraged to contact school at any point to discuss any concerns and issues. Opportunities are also available for parents / carers to discuss their child's achievements and any concerns they may have with staff at EHCP review meetings and parents evening. The home / school diary and class Dojo also provides daily opportunities for staff and parents / carers to share information.

6.5 Heart of the Forest School also employs a Family Support Manager who is able to offer advice and support as and when required.

7. Working in Partnership with Local Authority Transport

7.1 A shared understanding and dialogue between home, school and Passenger Assistants is also extremely important with regards to behaviour, as a large percentage of the pupils at Heart of the Forest School travel to and from school on LA transport. Passenger Assistants are encouraged to share any concerns with parents / carers, LA transport and school (where appropriate) should they arise.

8. Seeking Support and Advice from other Agencies

8.1 There may be times when, as a school, we need to seek advice and support from other agencies regarding a pupil's well-being or behaviour for example CAMHS, Educational Psychology, Clinical Psychologist, Social Services, Occupational Therapist, SALT, Team Teach etc. Each has a wealth of knowledge and experience to offer and can play a key role in supporting pupils who are struggling within areas of emotional regulation.

8.2 Teachers are able to make referrals to external professionals and agencies to seek additional assessment for further support. Any referral made must be in conjunction with parent / carer consent.

8.3 Each month a Pastoral meeting takes place with the focus of behaviour support. This meeting is attended by the Behaviour team including Assistant Head Teacher, Behaviour Lead and Behaviour Support TA alongside the CAMHS team. During which key pupils who are currently receiving input or pupils who now require input are discussed. This allows for a joined up approach of support for the child in both their school and home setting.

8.4 A multi-agency meeting takes place once every half term (6 meetings across the academic year) to allow for all professionals to be involved with supporting key pupils and further enabling a collaborative approach. As part of this, behaviour support is discussed and any support strategies implemented in school or with families raised.

9. Exclusions

- 9.1 Heart of the Forest School adheres to the statutory guidance and regulations on exclusion from the DfE. In addition, Heart of the Forest School complies and adheres to requirements set out in the Local Authority (GCC) [Exclusion from Maintained Schools, Academies and Alternative Provision Schools](#) (2018) in the event of having to make a decision regarding the exclusion of a pupil.
- 9.2 A decision to exclude a pupil will only be taken after all options have been exhausted in response to an imminent risk to the physical and emotional well-being of the pupil or a member of the school community, or risk of serious damage / loss to school property.
- 9.3 The decision to exclude a pupil can only be exercised by the Head Teacher and this must be on disciplinary grounds. Any decision to exclude must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), rational, reasonable, fair and proportionate.
- 9.4 The Head Teacher will, without delay, notify the pupil, parent / carer, Governing Body and the Local Authority (GCC) of any permanent exclusion or any fixed period exclusion.
- 9.5 Following a period of exclusion parents/carers will be asked to attend a re-admission meeting where behaviour targets will be discussed and a Pastoral Support Plan set up. The maximum number of exclusions allowed in any one year is forty-five days. Permanent exclusion is the final sanction but a managed move, through PSP/Annual Review process, to a new school is always the preferred option.

10. Educational Inclusion and Equal Opportunities

- 10.1 The Governing Body of Heart of the Forest School is committed to the inclusion of all pupils to ensure all pupils receive their statutory curriculum entitlement. The Head Teacher will ensure this policy is applied fairly and without prejudice. Responses to pupil behaviour will be consistent in the context of the individual special educational needs of the pupil concerned.

11. Monitoring and Review

- 11.1 The policy will be reviewed every two years, unless circumstances dictate that it should be reviewed sooner. The policy will however be updated should there be any amendments or changes to practice or procedure. The policy will be reviewed and revised by the Head Teacher and approved by the Safeguarding Committee of the Governing Body.

Glossary of Terms

Abbreviation	Definition
CAMHS	Child and Adolescent Mental Health Service
CPD	Continued Professional Development
DFE	Department for Education
ELSA	Emotional Literacy Support Assistants
GCC	Gloucestershire City Council
LA	Local Authority
SEND	Special Educational Needs and Disability
SLT	Senior Leadership Team



What is the Zone Board?

The Zone Board is a behaviour management strategy that promotes the use of positive choice making and good behaviour for pupils. The zone boards assists with enabling pupils to follow school rules as well as preparing them for adulthood in demonstrating behaviour that is deemed acceptable outside of our school community. The zone board supports pupils to understand that the choices they make have a direct impact on the choices they have either positive or negative. The onus is always placed on the student with language such as “you are choosing” or “you have chosen” to reflect how this links directly to the actions they make.

How is the Zone Board used in the classroom?

The Zone Board is implemented in all Pathway 2 and Pathway 3 focus group classes where pupils will be able to appropriately understand its meaning. Alternative, positive reinforcement strategies are implemented as appropriate in Pathway 1 classrooms as appropriate to reflect the choices pupils make.

The Zone Board is used consistently by all staff working at Heart of the Forest School to enable a consistent approach which has meaning for all pupils. It is positioned in each classroom in a place where it can be easily observed by all pupils during their lessons. The Zone Board is only to be manipulated by staff who move pupils up or down the board in accordance with the choices they make. It is to be used throughout the day and should reflect choices made immediately after they happen both positive or negative. A time delay in doing so by staff will reduce the impact and intended meaning that the Zone Board has. The zone board is reactive to what is happening within a classroom at any given moment and all staff are responsible for recognising this. The zone board should therefore not be used just at the end of a lesson to recap choices that have been made within a lesson but as and when they happen during a lesson. If used effectively the zone board can indirectly promote positive choice making by all pupils when one student is moved up or down for their choices as it acts as a model for other pupils to base their choices on.

The Zone Board is reflective of the whole school rules and language reflective of these rules should be used frequently, where appropriate to promote the rationale behind a student moving up or down the board. The school rules must also be displayed visually (words and symbols) within the classroom for this to be promoted. Pupils must not be simply told they have moved up or down the board but be given clear information as to why this is the case as they are moved by an adult. This further reinforces their understanding of the choices they make and provides recognition for choices we want to promote. For Example;

“**you** are **choosing** to move down the zone board because you used **unkind hands**”

“**you** have **chosen** to move up to blue zone for **good listening**”

“**you** are **choosing** to move up the zone because you have demonstrated excellent reading when looking at symbols in our story”

Which rewards or consequences should be included in each colour zone?

It is important that before the Zone Board is established within any classroom that pupils are consulted on what they perceive to be as the best choices or choices they deem to be less desirable. This allows a class to take ownership to their class zone board and to increase its impact. Staff are to support pupils in shaping their ideas to fit with each colour zone to incorporate all student's choice activity ideas. These choice activities should be displayed in symbol and word format to the right of the Zone Board, positioned to correspond with each colour. Over time it may be necessary to rotate choices within pink or blue zone (not between) to promote pupils to choose varied choice activities and not become reliant on the same activity such as accessing an iPad. It may also be appropriate to introduce a rota for some choice activities should there only be one or two available to avoid disappointment. Where possible pupils can also be promoted to share and take turns with choice activities.

When are pupils rewarded with their choice activities?

Pupils in EYFS/KS1/KS2/KS3 will have 2 **choice time** sessions each day to reward them for the positive choices they have made throughout the morning and afternoon. The Zone board will therefore be reset at the end of the lunch period to begin the afternoon in green zone.

Pupils in KS4/KS5 will have 1 **reward time** session at the end of each day to reward them for the positive choices they have made throughout the day.

Choice or reward time sessions should last for a minimum of 10 minutes and a maximum of 15 minutes and will take place prior to key transition points of the day including lunch time and home time.

Pupils who also access individual reward charts that allow them more frequent reward sessions or learning breaks after each activity they complete or lesson should continue as needed. The Zone Board can be used alongside any reward chart or system in place. In some cases, this may need to be explained to pupils in the class and be referred to as learning breaks as not to confuse this with choice/reward time.

What does each colour zone represent on the Zone Board?

The Zone Board is split into 5 different colour zones as represented below. **Pink**, **Blue** and **Green** zones are positive zones for pupils to be and are reflective of positive choices that have been made. **Yellow** zone reflects a series of negative choices that have been made resulting in the student moving down, acting as a warning zone. **Red** zone further reflects negative choices that have been made either with a student moving down gradually in small steps or choosing to move immediately to **red** zone should they display unsafe choices such as hurting another person. Pupils move fluidly up and down the zone board and will always have the opportunity to move back up the zone board should they momentarily be in **yellow** or **red** zone. Please also refer to additional guidance for each zone below.

On arrival to school each day pupils will be placed on **green** zone. Pupils may wish to be represented on the board by their photograph which is encouraged in the first instance however they may also be included on the board through the use of a name card, character image or wooden peg in which their name is written.



Pink Zone This is the most desirable zone for pupils to be in, reflected by their preferred choice activities. Pupils are encouraged to work towards being in pink zone. Staff will praise and promote the display of positive choice making by pupils who have reached pink zone. During choice/reward time pupils may choose a pink choice or any choice activity below pink (including blue and green zones if preferred). Pink zone should visually be represented as a slightly smaller section than blue zone.

Blue Zone Pupils are moved to blue zone from green having made a positive choice. Pupils may also be moved from pink down to blue should they demonstrate a low level negative choice such as not listening. Choice activities in this zone should also be desirable and include activities pupils are motivated by. During choice/reward time pupils may choose a blue choice or any choice activity below blue (including green zones if preferred). Blue zone is visually a slightly smaller section of the zone board than green zone.

Green Zone This is where pupils begin the day or when the zone board is reset. Green is good and should still be celebrated as a positive zone to be in. Pupils may have been in yellow/red zones and should be congratulated on making positive choices to move back to green zone. Pupils may also be moved down the zone board from blue should they make a low level negative choice. Choice activities at choice/reward time are also somewhat motivating and enjoyable. Green zone is visually the largest section on the zone board.

Yellow Zone Pupils who are in yellow zone are choosing to make a negative choice. Yellow zone acts as a more formal warning. Pupils may be moved down towards yellow zone having been moved down in gradual steps for consistently displaying low level behaviour. At this stage pupils will be reminded that they are close to red zone but can turn it around and move back up the zone board. Pupils should be actively encouraged to make a positive choice to move up the zone board. One or two activities which are less desirable should reflect choice activities for choice/reward time such as sharpening pencils or tidying drawers (being mindful not to include an activity student/s enjoy). Yellow zone should be represented as a smaller section of the zone board, approximately the same size as pink zone.

Red Zone Any student who persistently chooses to make negative choices either for low level disruptive behaviour or has made a single significant negative choice such as hurting a peer or staff member will choose to move to red zone. Pupils may make a series of low level negative choices resulting in them being moved to red however, every effort should be made by the class team to use strategies to re-direct or support to prevent this from occurring. This is a clear indication that a child is moving towards crisis and every effort should be made to support them i.e. re-direction to complete a class job, sensory regulation or learning break (as detailed in behaviour plan) Any student in red zone will complete 'time out'. This is to provide the student with an opportunity to reflect on their actions and to appropriately calm. Pupils will be supported throughout their 'time out' which in most instances will last no longer than 5 minutes. A visual timer should be used to measure this. This may be completed in the classroom or sat on a chair outside of the classroom environment as appropriate. For some student this may require additional time to calm in the amber room or an appropriate space. As soon as the time out has been completed and the student is displaying calm, safe choices then they will be moved to yellow zone. It may be appropriate to encourage the student to apologise for their actions at the end of their 5-minute time out or this may be encouraged before the end of the day. This may however, not be appropriate to encourage for all pupils. This is the smallest section of the zone board.



Actions to take for pupils in crisis

The following flow diagram shows the systems to follow if a pupil in your class is displaying challenging behaviours and you feel that you require support from additional staff in order to ensure the safety of both the pupil and others.

In all cases it is important to follow those de-escalation techniques that you have laid out in pupil behaviour plans and risk assessments before calling for support. The below steps are there to offer support in the case of emergencies where you feel the pupil themselves or others are at direct risk and that this risk cannot be reduced safely without support.

Step 1:

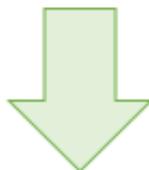
If de-escalation within your team has not been effective, then contact Zoe using the walkie - talkie system. If you do not have a walkie - talkie, then contact the office and a member of the admin team will be able to contact Zoe on your behalf. If available, Zoe will come to your class as soon as possible to provide support, reflective to the situation. This may be to cover a member of your team whilst they work with the pupil in crisis or it may be to provide a change of face.



If Zoe is not available then please move to step 2.

Step 2:

Please contact staff in adjacent classes to see if further support can be offered. In the case of a physical intervention this support would then need to be offered by a member of staff trained in Team Teach. Please ensure that any physical interventions used are based on your risk assessment of the situation. They must be proportionate to the level of risk being presented.



In situations where a high level of risk is presented in an emergency situation, please follow step 3 if Zoe and other staff members are not available.

Step 3:

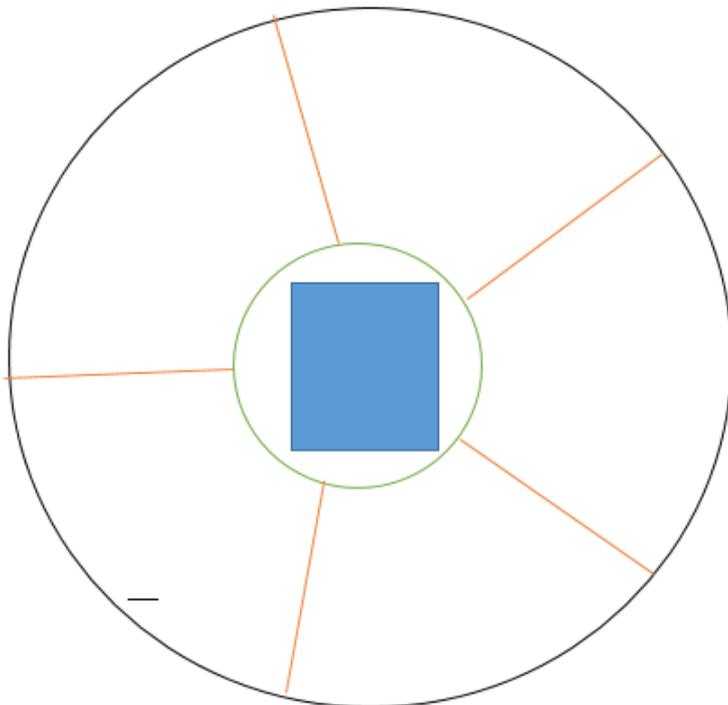
In the event that no other support is available then please use the nearest phone to contact reception to alert a member of SLT to respond.

Please note, in the event of a pupil attempting to abscond from the school site, the alarm system is to be pressed immediately.

Appendix 3 ABC chart

Date,Time	Antecedent	Behaviour	Consequence	Notes

Emotional Plan



Feeling Safe	Connection and Environment
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Strengths Interests Qualities

-

Understanding

-

Care

-

Name:
Class:

Emotional Plan

State of Regulation	Potential displayed behaviour	Agreed response for Regulation
<p>Calm Safe/Socially Engaged</p>	•	•
<p>Dysregulated Mobilised/Immobilised</p>	•	•

<p>Crisis Unsafe/In Danger/ Dangerous</p>	•	•
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Remember a child cannot learn in a heightened state of emotion. Support the child to regulate their emotion before expecting them to return to learning.

All staff working with this child to sign and date	
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Pupil Name Traffic Light Behaviour Plan

This document should be read in conjunction with _____ risk assessment.

WHY	How _____ behaves	HOW WE RESPOND
•	•	•

WHY	How _____ behaves	HOW WE RESPOND
•	•	•

WHY	How _____ behaves	HOW WE RESPOND
•	•	•

How I behave when I am calming down	How we respond
•	•

Plan created:

Teacher Signature:

Date:

Learning Behaviour Manager:

Date:

Heart of the Forest Community Special School

Risk Assessment (page two)

Numerical Method for estimating risk assessment:

This method assigns a numerical value to the likelihood of an accident and the severity of an expected injury. Multiplying the numbers together give a risk potential rating.



Occurrence (Probable likelihood) rating as:	Harm (Hazard severity) rating estimated as:
1 = Improbable (probability close to zero)	1 = Trivial
2 = Possible (remote chance)	2 = Minor
3 = Occasional (has been known)	3 = Lasting more than three days
4 = Frequent (annual/bi-annual)	4 = Major injury to one person
5 = Regular (3-6 months)	5 = Major injury to several persons
6 = Common (1-3 month occurrences)	6 = Death of one person
7 = Continuous (daily/weekly event)	7 = Multiple deaths
Risk Rating = Occurrence x Harm	
Risk Rating	Risk Potential
1-14	Low
15-24	Medium
25-49	<u>High</u>

