Strathmore School
Behaviour & Safety Policy

Key Document Links:

[Team Teach – Training in positive behaviour management](#)

Auriga Trust Behaviour Policy: [CS - AAT Behaviour Safety Policy Common Cover.docx](#)

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Rights Respecting School

Strathmore School is a UNICEF Level 1 (Silver Award) Rights Respecting School. The schools in the Auriga Trust are proud to promote the United Nations Convention on the Rights of the Child which the UK Government has signed and ensure that the whole school community learns about their rights and show respect for each other. In all our work we strive to model and teach tolerance and respect for the similarities and differences in our community and the wider world.

The Convention underpins the ethos and curriculum of our schools; it has a significant, positive impact on student well-being and school improvement. It also has a positive effect on relationships, teaching approaches, attitudes and behaviour of the entire school community.

Article 19
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 28
You have the right to an education. Discipline in schools should respect children's human dignity.

See Auriga Trust policy for:

CHARTER & BEHAVIOUR PRINCIPLES

BEHAVIOUR & SAFETY MANAGEMENT

POSITIVE BEHAVIOUR MANAGEMENT

MANAGING CHALLENGING BEHAVIOUR

- **Managing challenging behaviour by pupils with autism**
- **Internal and External Exclusions**

Rewards:

At Strathmore School, learners are recognised for their various successes and sometimes this will include recognition for self-regulation or communicating effectively. Our *Strathmore Poem* that is shared with the children each week during assembly relays an important message:

'If things go wrong, we will try again. We all learn from yesterday'. (Appendix D)

Every day is a new day, and, in that way, we try to ensure that pupils' self-esteem is preserved and any events that have previously happened, do not taint experiences of the learners after the incident.

Some learners who are on the PECS (Picture Exchange Communication System) pathway use a 'token' system to earn immediate rewards. Some learners earn points across the day to earn rewards. We do not run a system where tokens are removed once earnt, even if there is an escalation in behaviour. We must honour what the learner has earned aside from any other event.

Rewards offered are controlled by the members of staff who know the learners and will only offer things that can happen rather than an open option as this can cause confusion when the staff cannot deliver. (see appendix A)

Sanctions:

Generally speaking, when learners show behaviours of concern, we do not practice sanctions. We follow the 'Team Teach' behaviour advice that we must nurture preferred behaviour rather than focus on behaviours that challenge.
When guided by our Educational Psychologist, we may use sanctions if the learner is cognitively able to understand the link between their behaviour and consequences. Any sanctions would be discussed with the learner's parents as well as other professionals.

Sanctions, where necessary, must consider all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for an additional intervention if required which may include outside agency support – for example, ELSA, Primary Mental Health Team, CAMHS, Counselling, Play/Art Therapies, and Educational Psychology Service.

Recording Incidents:

Behavioural incidents are recorded using CPOMS (an online tool where Strathmore draws data from to summarise behaviour across the school and note patterns or concerns). Entries onto CPOMS should be made at the earliest convenience after a behavioural incident has taken place. Senior Leaders and teacher will discuss individual learners/classes to ensure appropriate follow up, interventions agreed, and outcomes met. A training video and checklist is provided during induction and the checklist is attached to this as an appendix.

Homophobic and Racist Log:

Both homophobic and racist incidents are to be recorded using CPOMS. In both cases, the victim and perpetrator must be clearly identified – these incidents must be assigned directly to the Headteacher.

Reporting, Analysis & Monitoring:

Entries on CPOMS are analysed on a termly basis by the Behaviour Leads and/or Senior Leadership Team. The analysis is also monitored termly by the appropriate sub-committee of the Local Governing Body.

Information obtained from CPOMS data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils as well as times of the day that are more challenging.

We have access to the following supportive interventions:
- CPOMS
- Medical and Supervision cards (risk assessment of learners)
- Functional Behaviour Analysis
- Behaviour support plans
- EHCP Outcome Reviews / Annual Reviews
- Educational Psychology support
- Learner Keyrings

Incidents outside of school:

Learners' behaviour outside of school tends to mirror that inside of school as many of the learners are learning how to self-regulate, manage change and transition between destinations with less support. Learners are sufficiently supported when outside school on Educational Visits and all visits planned are differentiated and appropriate for the learners, reducing the risks of behaviours that challenge. Many

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visits are undertaken each week to support and enhance the curriculum and provide opportunities for learning in the community. All learners have a Medical and Supervision card specifically written about them and their needs. This supports the staff member working with them to know how best to support the learner outside of school and what levels of prompting they need.

A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and all risk assessments must be approved by the Leadership Team.

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of physical intervention or de-escalation strategies. In this event a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

An example of the wording on the card is as follows:

- We are staff from Strathmore School.
- We are supporting this pupil who is in crisis.
- We are trained in postive handling techniques to protect this pupil and keep everyone safe.
- Please give us space and privacy.
- Any questions or concerns please do not hesitate to contact our Head of School on 0208 948 0047.
- Alternatively phone 101 but do not intervene with what we are doing. Thank you.

Behaviour issues should be dealt with along the lines of this policy when outside of school and incidents recorded on CPOMS.

Staff training:

New staff will be introduced to the principles of the Trust and School's Behaviour and Safety Policy as part of their induction/mentoring process. Team Teach training will be planned and given within the first term of employment. Other in-service training needs on behaviour management will be identified through the school improvement plan and accommodated in the Continuing Professional Development Calendar, surveys and performance management interviews with senior leaders. Staff can also request peer observations, to promote the sharing of knowledge and expertise.

At Strathmore School we have four Intermediate Team Teach trainers who work closely as a team to provide behaviour training to all permanent staff (including physical techniques). The trainers are based across all of the Strathmore campuses and where staff need help with refreshing knowledge, the TT trainers can support.

These trainers collaborate with other TT trainers in the Auriga Trust and deliver behaviour training for new staff across the Trust, as well as in their own school.

Staff support:

The stress for staff supporting learners who present challenging behaviour is recognised by leadership. In order to protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:
- Be given the opportunity to undertake training on behaviour management
- Contribute to Behaviour Support Plans
- Support colleagues dealing with stressful situations and all staff following the Team Teach 'help' scripts
- Not attach blame regarding pupil's behaviour
- Give time for de-briefing to colleagues after a major incident
- Have access to confidential counselling through the Education Assistance Programme

Behaviour Support plans:

Learners who need additional support to self-regulate and/or display behaviours of concern towards others or themselves, have a Behaviour Support Plan. This is structured (see Appendix E) in the format of the *6 stages of crisis* (see Appendix F) where behaviours and strategies are listed at each stage to support staff with consistent approaches and the signals, they should be aware of for the learner they are supporting. These plans are written by class-based staff and shared with Behaviour Leads, Senior Leadership, Parents, Therapists and other agencies the learner encounters.
The BSPs are rated 1 to 3*.

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1 – Behaviours of concern require consistent prevention and reactive interventions (e.g. happen daily-weekly)
2 – Behaviours of concern are less frequent (e.g. happen fortnightly-half termly) and consistent routines and support tools keep learner regulated most of the time.
3 – Behaviours of concern have not been seen in an extended period of time e.g. over a term. Learner is kept on BSP for risk assessment measures.

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*internal use only.

Legislation, statutory requirements and statutory guidance:
This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policySchedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Key points:
- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their

- 4 functions are carried out with a view to safeguarding and promoting the welfare of children.
- The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010.
- They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Teachers have a statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- (Section 91 of the Education and inspectors Act 2006)

All staff working for the Auriga Academy Trust have a duty of care for our pupils.

Appendix A: REWARDING LEARNERS at STRATHMORE SCHOOL

Rewarding pupils at Strathmore School very much depends on the individual pupil's **interests and motivators**. Staff therefore initially spend a lot of time getting to know each pupil and identify what they like and what type of activities or objects they are motivated by.

These motivators are outlined on the Learner Keyrings, Supervision Cards and

Behaviour Support plans

Learners may be given:

- ❖ Verbal praise
- ❖ Work on display
- ❖ Responsibility within the class/school e.g. a job
- ❖ A positive note to parents in the daily email communications
- ❖ Stickers for personalised charts
- ❖ Tokens on 'I am working for' chart (combined with individual reward)
- ❖ Certificates, Strathmore Star of the Week or other recognition as part of the celebration assembly
- ❖ Time with favourite objects including:
- ❖ sensory toys/objects for sensory stimulation, e.g. sensory room, light toys, noisy toys, vibrating toys, dark tent
- ❖ toys, e.g. favourite characters (Disney, Fireman Sam etc.), puzzles, soft toys etc. books, magazines, newspapers
- ❖ musical instruments
- ❖ comforters such as blankets or bean bags
- ❖ Time with playground equipment including trampoline, spinners and swings
- ❖ Attention/play with an adult or peer
- ❖ Outings, including work experience such as participation in school-based enterprise projects, participation in sports competitions
- ❖ Jack Petchey nominations
- ❖ Relaxation activities, including TACPAC and massage
- ❖ Access to favourite IT equipment such as iPad or laptop
- ❖ Food (whilst food is not used as a direct reward, students may be referred to a 'now and next' timetable stating 'work first, then snack')

No matter what the individual reward or recognition of good behaviour is, all staff continuously celebrate each achievement across the day and through the curriculum and praise progression through their positive language and attitude. Our online assessment tool, Earwig, is one way we can share progress and success with families through videos and photos of their child's achievements.

Appendix B – Responses to behaviours of concern

Responses to behaviours of concern very much depends on the individual learner and techniques or strategies are clearly outlined in each learner's Behaviour Support Plan.

All staff at Strathmore strive to de-escalate inappropriate behaviours as early as possible. Our philosophy is that we see behaviour as a 'language' and we therefore strive to create an environment and culture in which learners have the tools to communicate their needs in an acceptable and successful way.

All permanent staff are trained and continuously develop their skills and knowledge of Team Teach and **Strathmore Specialist Strategies** in order to respond to learners' individual communication and self – regulation needs.

Appendix C – CPOMS

CPOMS is an online tool that is used to record behaviours and monitor/analyse behaviour patterns. It is also a system used to record Safeguarding incidents. It is accessed online via https://www.cpoms.co.uk/. All staff employed by Strathmore School have access to CPOMS via their own login and this is on our school website for easy access. For those not employed by Strathmore (e.g. agency staff) they must verbally report all behaviour concerns or injuries to the class teacher or a member of support staff who will report the incident on their behalf.

Behaviours are only reported on CPOMS if they are persistent or if they are high level or serious incidents.

How to record an incident on CPOMS:

Student
Begin typing a student's name

Incident
When writing the incident: don't include the surname of the student,
Adults' surnames only: Ms Smith or Mr Ford

Categories
☐ Attendance ☐ Behaviour ☐ Behaviour (CAUSE) ☐ Behaviour (ENVIRONMENT) ☐ Behaviour (INTERVENTION/REACTION) ☐ Behaviour (TIM
☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Communication ☐ Concern Category ☐ Home Issues / Parenting Issues ☐ Medica
☐ Safeguarding ☐ Verbal & Aggressive Incidents

Linked student(s)
Begin typing a student's name
Forename and surname

Categories
☐ Attendance ☑ Behaviour ☑ Behaviour (CAUSE) ☑ Behaviour (ENVIRONMENT) ☑ Behaviour (INTERVENTION/REACTION) ☑ Behaviour (TIME OF DAY)
☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Communication ☐ Concern Category ☐ Home Issues / Parenting Issues ☐ Medical Issues
☐ Safeguarding ☐ Verbal & Aggressive Incidents

Behaviour Subcategories
☐ Absconding ☐ Biting ☐ Destroying property ☐ Grabbing ☐ Hair pulling ☐ Headbutting ☐ Headlock ☐ Hitting ☐ Inappropriate touch ☐ Jumping onto others
☐ Kicking ☐ Pinching ☐ Pulling ☐ Purposeful wetting/soiling ☐ Pushing ☐ Scratching ☐ Self harm ☐ Slapping ☐ Smearing ☐ Spitting ☐ Stabbing
☐ Strangling ☐ Swearing or using inappropriate language ☐ Throwing objects

Behaviour (CAUSE) Subcategories
☐ Adult expectations too high ☐ Attention Seeking ☐ Boredom ☐ Dehydration/thirst ☐ Ending of an activity ☐ Hunger ☐ Medical Needs ☐ Non-preferred activity
☐ Others' behaviour ☐ Over stimulated ☐ Personal Space Invaded ☐ PMT (monthly cycle) ☐ Preferred object taken away ☐ Reaction to injury ☐ Sensory Needs
☐ Tiredness ☐ Transition ☐ Triggers (words, sounds, actions; personal to that pupil) ☐ Unexpected change ☐ Unfamiliar adult ☐ Unknown

Behaviour (ENVIRONMENT) Subcategories
☐ Bus ☐ Classroom (Andromeda) ☐ Classroom (Aquila) ☐ Classroom (Capella) ☐ Classroom (Delphini) ☐ Classroom (Hercules) ☐ Classroom (Leo)
☐ Classroom (Luna) ☐ Classroom (Mira) ☐ Classroom (Nova) ☐ Classroom (Pegasus) ☐ Classroom (Perseus) ☐ Classroom (Phoenix) ☐ Classroom (Vega)
☐ Corridor ☐ Educational Visit ☐ Flat ☐ Food tech room ☐ Front of school ☐ Hall ☐ Hygiene Room ☐ Lift ☐ Mainstream (Inclusion) ☐ Outdoor Area
☐ Playground ☐ Reception Area ☐ Sensory Room ☐ Small work room ☐ Soft Play room ☐ Stairwell ☐ Toilet ☐ Washing room (washing/tumble driers)

Behaviour (INTERVENTION/REACTION) Subcategories
☐ Beanbag barrier ☐ Caring C's (Team Teach) ☐ Change of environment ☐ Change of face ☐ Deep pressure/massage ☐ Distraction ☐ Double elbow (Team Teach)
☐ Ignore ☐ Moved away from peers ☐ Movement Break ☐ Offered motivator ☐ Peers moved away ☐ Physical Intervention ☐ Single Elbow (Team Teach)

Behaviour (TIME OF DAY) Subcategories
☐ Registration

Categories
☐ Attendance ☑ Behaviour ☑ Behaviour (CAUSE) ☑ Behaviour (ENVIRONMENT) ☑ Behaviour (INTERVENTION/REACTION) ☑ Behaviour (TIME OF DAY)
☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Communication ☐ Concern Category ☐ Home Issues / Parenting Issues ☐ Medical Issues
☐ Safeguarding ☐ Verbal & Aggressive Incidents

Behaviour Subcategories
☐ Absconding ☑ Biting ☐ Destroying property ☐ Grabbing ☐ Hair pulling ☐ Headbutting ☐ Headlock ☐ Hitting ☐ Inappropriate touch ☐ Jumping onto others
☐ Kicking ☐ Pinching ☐ Pulling ☐ Purposeful wetting/soiling ☐ Pushing ☐ Scratching ☐ Self harm ☐ Slapping ☐ Smearing ☐ Spitting ☐ Stabbing
☐ Strangling ☐ Swearing or using inappropriate language ☐ Throwing objects

Behaviour (CAUSE) Subcategories
☐ Adult expectations too high ☐ Attention Seeking ☑ Boredom ☐ Dehydration/thirst ☐ Ending of an activity ☐ Hunger ☐ Medical Needs ☐ Non-preferred activity
☐ Others' behaviour ☐ Over stimulated ☐ Personal Space Invaded ☐ PMT (monthly cycle) ☐ Preferred object taken away ☐ Reaction to injury ☐ Sensory Needs
☐ Tiredness ☐ Transition ☐ Triggers (words, sounds, actions; personal to that pupil) ☐ Unexpected change ☐ Unfamiliar adult ☐ Unknown

Behaviour (ENVIRONMENT) Subcategories
☐ Bus ☐ Classroom (Andromeda) ☐ Classroom (Aquila) ☐ Classroom (Capella) ☐ Classroom (Delphini) ☐ Classroom (Hercules) ☐ Classroom (Leo)
☐ Classroom (Luna) ☐ Classroom (Mira) ☐ Classroom (Nova) ☑ Classroom (Pegasus) ☐ Classroom (Perseus) ☐ Classroom (Phoenix) ☐ Classroom (Vega)
☐ Corridor ☐ Educational Visit ☐ Flat ☐ Food tech room ☐ Front of school ☐ Hall ☐ Hygiene Room ☐ Lift ☐ Mainstream (Inclusion) ☐ Outdoor Area
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Behaviour (INTERVENTION/REACTION) Subcategories
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☐ Ignore ☐ Moved away from peers ☐ Movement Break ☑ Offered motivator ☐ Peers moved away ☐ Physical Intervention ☐ Single Elbow (Team Teach)

Behaviour (TIME OF DAY) Subcategories
☑ Registration

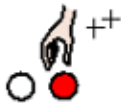| Linked student(s) | Begin typing a student's name | ▾ |
Type a student's name to link them to this incident.		
Body map		⌄
Date/Time	📅 Fri 11 December 2020	12:55PM
Status	Active	▾
Assign to	Lauren Crew	× ▾
Files	Click to browse or drag a file to upload	
Alert Staff Members	Begin typing a staff member's name	▾
	All staff Teachers	
	Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.	
Agency Involved		
Add Incident		

Checklist for staff to follow when they are recording a behaviour incident.

Recording a behaviour incident on CPOMS Checklist

1.	Open CPOMS	
2.	'Add incident'	
3.	Select the student who displayed the challenging behaviour	
4.	Write the incident overview. **DO NOT** include the surname of the *victim* if it was another pupil – only use the first name. When an incident involves an adult, add 'Ms/Mr' and their surname e.g. Ms Crew used Caring C's to support the pupil to move away from Jonny.	
5.	Select **'Behaviour'**	
6.	Scroll down, select which behaviour/s the learner displayed	
7.	Scroll up, select '**Behaviour - (ACTIONS/FOLLOW UP)**'	
8.	Scroll down, select which actions/follow up happened afterwards	
9.	Scroll up, select '**Behaviour (CAUSE)**'	
10.	Scroll down, select what you thought was the cause of the behaviour	
11.	Scroll up, select '**Behaviour – (ENVIRONMENT X)**' choose which campus it happened on	
12.	Scroll down, select which room/place the behaviour happened in	
13.	Scroll up, select '**Behaviour (INTERVENTION/REACTION)**'	
14.	Scroll down, select which interventions or reactions were put in to place when the behaviour happened	
15.	Scroll up, select '**Behaviour (TIME OF DAY)**'	
16.	Scroll down further, select who was the link student (victim of the behaviour).	
17.	Insert the date and time OF THE INCIDENT **not** the time and date of when you are recording it on CPOMS.	
18.	Assign all incidents to Adriana (GC and RUSS) and Lauren (SRR).	
19.	**Do not** alert any members of staff.	
20.	**Do not** add anything to 'Agency involved'	
21.	**Do not** add to planner	
22.	Submit incident.	

Appendix D – Strathmore Poem

Let us be quiet, for a minute,

before we go back to class.

Help us today to make good choices.

If things go wrong, we will try, try, try again.

We all learn from yesterday,

and tomorrow is a new start.

Appendix E – Behaviour Support Plan blank

Strathmore School
Behaviour Support and Risk Assessment

Name of pupil:

Class group:

Name of teacher:

Identification of Risk	
Describe the foreseeable risk(s)	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually <u>occur</u>?	
How likely it is that the risk will arise?	
What are the triggers?	
If the risk arises, who is likely to be injured or hurt (inc. Self Injurious Behaviour)?	
What kinds of injuries or harm <u>are</u> likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: ___

Signature __Date

Pupil: Pupil

People who have contributed to/read this plan

Name	Role	Signed	Date
	Teacher		
	TA		
	TA		
	TA		
	Parents		
	Assistant Head/Behaviour Lead		

Pupil: Pupil

Agreed Behaviour Support Plan & School Risk Management Strategy	
Behaviours:	
Context/Environments:	
Focus of measures	Measures to be employed
Proactive interventions to prevent risks **What supports need to be in place for this pupil? E.g. Visual schedules, motivators, movement breaks**	-
Early interventions to manage risks **What strategies will need to go into place as a distraction to de-escalate behaviours?**	-
Reactive interventions to respond to adverse outcomes **This is at crisis point where physical intervention may need to be used. Use name of holds and number of staff**	-
Recovery interventions post incident has de-escalated **Letting go, continuous support and reassurance, recovery approach eg. puzzle, adult time, personal space, etc**	-
Follow up post incident **Recording and reporting to SLT, parents, review and reflection time**	

Written by: _____ Date:

Agreed by behaviour lead:_____   _____ Date:

Pupil: Pupil

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues

Identified training needs	Training provided to meet needs	Date training completed

Appendix F – 6 stages of crisis

Six Stages of Crisis

Primary	Secondary	Tertiary	...within holistic positive behavioural support approach

Crisis — Possible need for Restrictive Physical Intervention appropriate for the service user

Recovery — Need for coordinated letting go. Support, reassurance

Anxiety / Trigger — Need for diversion, support and reassurance

Defensive/ Escalation — Need for diversion, reassurance, clear limits, boundaries and choices

Depression — Need for observation, support and monitoring - recovery and repair

Restoration — Reflect Repair Reconnect

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Risk Restraint Reduction		Risk Reduction	Risk Restraint Reduction		