



Behaviour Policy

Including: Handling Pupils and the use of Positive Handling

Clarity Independent School

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To be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy

At Clarity Independent School we have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions is an integral part of successful pupil management and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained.

The Clarity Independent School Code

The Code of Conduct for Clarity Independent School is promoted and helps to contribute to the positive ethos throughout the school. The Code of Conduct in the school context sets out expectations and observes with the British Fundamental Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith (Ofsted School Inspection Handbook, 2015)) as follows:

- Show respect
- Be kind
- Listen well
- Work hard
- Tell the truth
- Take care of property
- Be friendly



Key Stage 3/4 Code of Conduct

In the older Key Stage 3-4 environment the Code reflects a more adult perspective regarding principles for learning.

E Enterprise

N Nurture

R Respect

I Integrity

C Compassion

H Honesty

Expectations of Staff

In order to promote positive behaviours, it is expected that in each part of the school there will be:

- Effective presence/supervision/time keeping of all staff in room
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – including visual means of support



Managing Behaviour

Clarity Independent School staff are trained on a yearly basis in supporting good behaviour for learning in our school. Training involves:

- Person centred practice
- The use of positive behaviour strategies
- De-escalation
- The use of positive handling
- The use of time out

The summary of this policy is to be displayed in the staff room for frequent referral and to promote readiness to respond.

Handling Pupils and the Use of Positive handling

Statement

We believe at Clarity Independent School that it is every individual's right to be educated and work in a safe and secure environment. Therefore, at times it is necessary, on the part of the Head Teacher, to authorise and carry out the handling of pupils and the use of positive handling.

As part of our Behaviour Policy, all staff at Clarity Independent School are trained and made aware of the regulations regarding the handling of pupils in response to incidents occurring. Incidents where handling may be necessary fall into three broad categories as follows (as stated in section 93 of the Education and Inspections Act 2006).

- a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There are many types of situation where positive handling may be appropriate, or necessary to control or restrain a pupil, examples of



these can be found later on in this Policy. Clarity Independent School staff are aware of this list of examples in their annual behaviour management training.

Clarity Independent School follows the Guidance set out in the document:

'Use of Reasonable Force in Schools' – DfE July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Incident Management + Minimising the Need to Use Force

At Clarity Independent School, incidents are minimised by promoting good relationships and open communication between pupils and staff in the first instance. Should incidents of the nature described formerly arise, they are dealt with consistently by our staff as follows:

1. Assess situation and degree of risk. Decide on course of action:
 - (a) talk down procedure, or
 - (b) passive, non-restrictive handling with a second adult present
2. Prevent pupil from carrying out the actions (as stated in Section 10 of the Education Act 2011) by employing handling techniques. (This means that the only force used, is to safely control movement. Often this means each adult taking a safe hold on the elbow and upper arm and guiding to a seated position. This is called a 'Supportive arm').
3. While the handling is being carried out, talk down procedure (see Appendix 3) is employed to de-escalate the pupil's behaviour.
4. When the pupil is sufficiently calm, they will be released.
5. The incident will then be recorded on the incident sheet (Appendix 2) by all those present. Opportunities for talking through the incident will be available for all participants afterwards.
6. Action regarding any consequences will then be decided upon.

Positive handling

As stated in Section 93 of the Education and Inspections Act 2006 – there is no legal definition of ‘reasonable force’. At Clarity Independent School we directly refer to the DfE guidance; Use of Reasonable Force in Schools (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) in order to assess the degree of handling required for each incident.

Please refer to the following section of the Guidance (Section 93 of the Education and Inspections Act 2006) in order to fully appreciate the Clarity Independent School Policy for the use of handling pupils:

*“There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to **be in proportion to the consequences it is intended to prevent**. The degree of force used should be the **minimum needed to achieve the desired result**. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.”*

Clarity Independent School therefore developed the **MAP** acronym regarding the reasonable use of force:

Minimum force needed to achieve the desired result

Appropriate to the situation (not merely to prevent trivial misbehaviour)

Proportional to the consequences it is intended to prevent

Proportionate Response

'Proportionate Response' forms part of our Handling Pupils and the Use of Positive Handling Policy and is understood by staff. This ensures that any physical interventions are proportionate to the situation. This is monitored via incident reports by the Leadership Team. Staff are aware of the process they need to follow when deciding to use force.

Authorisation to Use Handling

The Head Teacher permanently authorises all teaching staff to use low level, non-restrictive handling strategies such as:

- Guiding – the use of the flat of the hand in the small of the pupil's back giving directions, 'closed mittens' hands on the pupil's arms just above their elbows to guide them to a safer place, the use of 'open mitten hands' to do the same; both of these we call a 'supportive arm'. We may use these techniques with one staff member, or with two staff, one either side of a pupil, to enable firm support for them where necessary.
- Shepherding – the use of non-verbal signals and guiding body movements
- Supporting pupils needing help i.e. for SEN pupils with stability problems, helping them up to and down from levels
- Blocking – standing in the way of pupils in certain circumstances

(Students, non-teaching staff and visitors to the school are not authorised to discharge handling procedures).

The Head Teacher authorises all staff to use the following strategies when the pupil contravenes the guidelines given in Section 93 of the Education and Inspections Act 2006.

Holding:

- a pupil's hand for safety or *prevention* from running away. (This is more suitable for younger pupils usually in KS1 or early KS2. If they begin to pull away, this type of hold is no longer appropriate).
- a pupil safely to remove them or move them.



Confining:

- in circumstances where pupils are aggressive or attempting to run away and may be confined in a secure space or doors blocked (**not** locked) preventing escape or to minimize the impact on other pupils or property, for a short period of time, e.g. 5 or 10 minutes to enable them the uninterrupted space to calm down. (This is made clear to the child that the purpose is not a punishment, rather a safe space to allow them to calm).
- shoes may be removed from a younger child, if they can be safely, for staff and pupil safety.

Restraint

The Head Teacher authorises all staff who have been trained on the Essex Steps Step Up programme, to carry out acts of restraint.

- Restraint – pupils, in extreme cases where they may injure themselves, others including staff, or significantly damage property may be held in a safe restraint
- This will be done only to prevent harm to the pupil, other pupils or staff and to move to a safe location
- Staff are aware of safe holds when dealing with a highly challenging situation

Currently, we do not have children in situations where restraint is necessary, as our use of preventative, de-escalation, consistent scripts is proving suitable to prevent escalations to levels that would necessitate pupil restraint. We do not, therefore, currently need, or have staff trained to this level and as such do not, therefore, authorise restraint methods to be used in Clarity Independent School.

The Use of Seclusion

The school recognise that seclusion is a form of physical intervention. The use of 'time out' in a designated area is used in conjunction with this policy. Pupils demonstrating violent behaviours may be taken to 'time out' where they will not need to be restrained. Seclusion will only be for a minimum amount of time as a tool to allow quiet, calm, uninterrupted space, to support the child in self-regulation, **not as a punishment** and for extreme instances to contain severely disturbed behaviour. Staff will ensure that the child is not deprived of liberty. Staff will stay with the pupil, sometimes from outside the door, but let them know their presence is there, to support and monitor their progress until they are ready to resume usual activities.

Seclusion will not be used as a sole means of managing self-harming behaviour. It should only be used when the professionals involved are satisfied that the need to protect other people outweighs any increased risk to the individual's health or safety arising from their own self-harm and that any such risk can be properly managed.

Communicating with Pupils

Pupils will be given a commentary and warnings about the handling that is about to take place, so that they have the choice to regulate themselves before handling is needed. This is done in a way that communicates to the child that the adult has them safely contained, has their (the pupil's, other pupils' and staff's) safety at heart, to reiterate their (the pupil's) choices simply, and to outline the choice they are making by their behaviour, so they have opportunities to change their behaviour pathway to a more positive one. If pupils are still heightened to a point where they need handling, they are given a commentary and warnings about the handling that is taking place, whilst it is taking place, reinforcing their safety and reassuring them it is going to be ok. All incidents will be recorded using the school's Incident Report sheets and recorded on Arbor.

Deciding to use force will result from making a judgment that:



- no other means would have the desired outcome
- the seriousness of the incident
- the relative risks of using force rather than not using force

Staff Training

The school recognises accredited training is available. Two members of staff have been trained to an accredited 'Mentor' level to deliver accredited training to the whole school staff. All staff have received the Step On training (ESSET) at induction or very shortly after, and annual refreshers.

STEP ON is accredited by the ESSET Trust and is the recommended programme by Essex County Council. The procedures have been risk assessed, the programme is delivered through accredited training. It encompasses widely used techniques (in 10 Local Authorities)

All staff will be given appropriate in-house training in the application of this handling pupils within the Behaviour Policy, once a year. New staff will be inducted with the policy and will be given a mentor to support them in carrying out its contents.

Planned Use of Physical Interventions

Pupils who present with persistent challenging behaviours will be subject to risk assessments (Assessed Risk of need for Physical Interventions) and Physical Intervention Plans. Strategies for use on a regular basis may be required and are communicated with parents. If restraint is believed to be necessary, this will be communicated and agreed with parents and written into the child's Physical Intervention Plan. (The use of non-restrictive intervention is an essential part of our behaviour strategies and does not need parental consent but may be written into a Physical Intervention Plan for a pupil for the purposes of consistency across staff members' practice.)

Complaints and Allegations

Incidents will be recorded using the school Incident Sheets and recorded on Arbor. If non-restrictive restraint or restraint has been used parents will be informed (although we do not currently have children for whom this is believed necessary as our de-escalation techniques are allowing us to appropriately manage situations.)

Complaints with regard to the use of handling should be directed to the Head Teacher. Guidance may also be sought from the ESSET trust and Local Safeguarding Children Board.

Monitoring and Review

The policies for pupil care (such as the Pupil Profile, pupil individual risk assessments, anxiety maps, physical intervention plans, etc.) will be reviewed at least annually but usually termly with the update of the pupil's One Plan, and training needs will be identified and planned for.

The Head Teacher and Leadership Team will monitor the use of physical interventions and the impact of the Policies. The Leadership Team will monitor the Behaviour Policy annually.

Further Information

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Use of Reasonable Force in Schools July 2013

Executive Summary – Positive handling

All school staff members have a legal power to use positive handling to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations.

This guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the **minimum** needed to achieve the desired result.

In schools generally, force is generally used for two different purposes – either to control pupils or to restrain them.

Control

Either **passive** physical contact (e.g. standing between pupils or blocking a pupil's path) or **active** physical contact (e.g. leading a pupil by a supportive arm or ushering a pupil away by placing a hand in the centre of the back). At Clarity, any member of staff is authorised to use passive or active physical contact.

Restraint

When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them. The staff team in receipt of Essex Steps Step Up training are authorised to use restraint.

Examples of situations where restraint might be used

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing damage to property;
- to prevent a pupil causing injury or damage by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so and is causing danger;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Risk Management Plan

Pupils identified with specific behavioural needs have a Risk Management Plan in place (see Appendix 2). This document is informed by the STAR analysis of problematic behaviour (see Appendix 4) and use of Behaviour Observation Charts. A 'Roots and Fruits' analysis may also be completed. The Risk Management Plan details the behaviour causing concern, triggers, primary indicators and strategies that need to be implemented to ensure the pupil is safe and their behaviour supported effectively. The Plan is shared with parents and reviewed regularly.

Pastoral Support

The School prides itself on the outstanding support given to its pupils. Mentoring, informal counselling and support are provided by all staff. Formal counselling is provided in response to need, by SOS Hollistics professional counsellor (accredited with the professional body BACP.)

Home School Liaison

As part of the pupil support structure, the child's keyworker, Deputy and Head Teacher work specifically with children and their parents and

carers ensuring that communication between home and school is effective and supportive. Their activities may include:

- Supporting parents with issues at home
- Acting as mediator between pupils, parents and carers
- Working in partnership with other agencies
- Supporting pupils with behaviour in school
- Supporting pupils one-to-one with home/school issues

The Deputy and Head Teacher work in close partnership with the teaching and non-teaching staff at the School to ensure thorough gathering of information, to monitor the children's welfare and recognises that issues are not always merely seen in the classroom to the exclusion of other situations.

Rewards

Clarity Independent School does not believe that merely rewarding a positive behaviour is sufficient to steer a child's responses into habitual behaviour. Children are taught that each of their choices attracts a consequence, some positive and some negative. For example, a child behaving in a responsible way, learning well and listening to instructions may lead their keyworker to decide they are ready to develop their study by attending a day trip in this area of interest and book this for them to attend. More traditional 'rewards' are used to illustrate that a child's chosen behaviour has led to a positive reaction / consequence. Each part of the school uses a variety of such consequences, which celebrate both academic and personal achievements through their choices. Celebration 'assemblies' (morning meetings) recognise the broad range of pupils' accomplishments and may include:

- Stickers
- Certificates
- Trips Out
- Golden Time/Free Time
- Pupil achievement / star pupil award
- Personalised rewards according to specific areas of interest

The pupils will be rewarded for good work, behaviour and citizenship. Prizes are specific to the pupil and are awarded the pupil publicly or privately depending on the pupil's needs.

Assemblies (Morning Meetings)

During the week, assemblies promoting the spiritual, moral, social and cultural curriculum are presented. During these, Fundamental British Values are taught, and healthy choices and positive behaviour encouraged. There will also be celebration assemblies and collective reflection time, usually held in class groups rather than whole school.

Sanctions / punishments

Clarity Independent School does **not** promote the use of sanctions or punishments for pupil behaviour; rather, we teach that all choices attract consequences and that negative choices are likely to attract less favourable consequences for the child. Throughout the school, setting high expectations for behaviour means that children are shown the consequences of their actions, in order to maintain the standards we set.

For example, if a pupil is showing that they are not following instructions in the classroom to keep themselves and others safe, the consequence may be that their keyworker decides their behaviour is too risky to trust them to safely attend a trip out to the swimming pool, and they may need to stay in the safety of the school premises and do something else productive instead, such as art or project work. It is made clear to the child that this is **not** a punishment but is due to us believing they are not safe to be trusted outside the school premises. The child is given lots of feedback on their choices during each day so that they are aware of likely consequences and have plenty of time to change course.

Whilst we do not let pupils 'earn back' their access to a planned positive experience (e.g. attending a trip) by a quick change in behaviour to more positive behaviour just before the event, we do encourage them to make consistently good choices to build a 'new story' about themselves, which promotes those around them to trust them again so that they can work



on becoming trustable and believed to be safe for the following event or activity.

Children should always be made aware that it is the behaviour that is disapproved of, not the child.

As such, sanctions used in school are communicated more as consequences to chosen actions, rather than punishments. These may include:

- Loss of parts of break times / lunch times (if due to choice behaviour). This is used to complete missed work / activities before being permitted to join break time for the last few minutes. We appreciate that children need movement breaks, so if the child missed the whole of their break to catch work up, they would have their break after their peers have gone back into lessons and be set less work for the next lesson to avoid a build up. If at lunch time, the child would still receive their lunch but return to the classroom to complete their work before joining their peers to play once work was complete.
- Sensory break e.g. time in sensory room to calm and self-regulate
- Time out completing their work in another room with a member of staff. When they are able to show they can work quietly and with other classmates they can return to the group.
- Reporting to parents
- Loss of privileges/golden time

A child will not be removed from their peer group, unless as a consequence of dangerous / difficult choice behaviour. In these cases, extra care will be taken to ensure they do not associate this with feelings of shame and isolation and/or ostracism this can sometimes induce.

Should behaviours be deemed to be more serious than not following the Clarity Independent School Code, then more formal consequences will be necessary and the child will receive daily feedback on their choices so that they have ample opportunity to change course. These may include in extreme circumstances:



- Request to parents to pick up their child following a serious incident
- Fixed term exclusions
- Permanent exclusions

This policy uses guidance for Essex County Council protocols regarding exclusion, Managing Exclusions Sept 2020.

Procedures and Practice

Staff are aware of what constitutes unacceptable behaviour in our school and will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing behaviour is as follows:

In Class Strategies

Identify situation causing difficulty

Warning systems / cards

Tactical ignoring

Distract/redirect

Redeploy human resources

Behaviour contract / specific written agreement

Choices system (encourage child to make a good choice)

Threat of **external strategies**

Deferred consequences

External Strategies / Extraction

Behaviour record monitored by Leadership Team and Head Teacher

Contact with parents

Time out from the activity to think / defuse (in classroom)

Removal – replacement after a number of minutes to complete work

Call for a visit from Head Teacher / Leadership Team

Child supervised by Head Teacher / Leadership Team for limited time to think

Using the 'Choices' system (see <http://www.simplyinset.co.uk/the-simply-inset-blog/choices-positive-behaviour-management>)

Information to parents and copy to Head Teacher (use form in Appendix 1)

Recording patterns of behaviour to place on Behaviour Management Plan

Placement on a Behaviour Programme

Incidents

Any serious incidents occurring in school are recorded in the incident book (medical room) and on Arbor. These incidents are recorded under the following circumstances:

- where an action has caused harm to another pupil or member of staff or a near miss (could have been likely to cause harm)
 - where any damage to property has been caused
 - where any serious/disruption/verbal abuse has occurred
 - where any student has been handled by a member of staff e.g. passively controlled, removed, guided, calmed
-
- where staff have had to (non-restrictively or restrictively) restrain a child, they will complete an entry into the incident book

Incident sheets should be completed by the individual involved, the sheet is then passed to the Head Teacher. Any actions taken must also be recorded e.g. phone call home.

Parental Involvement

Parents will be asked to support the school policy for behaviour by:

- Signing a home school agreement
- Promotion of the Clarity Independent School Code at home
- Attending relevant meetings throughout the year in person, on the phone or on video call
- Communicating with staff appropriately through home school diaries
- Support the school to administer consequences



Pupil Involvement

Pupils will contribute via questionnaires, meetings and informal question and answer sessions:

- to the development of good behaviour via the school/college council
- their views regarding:
 - anti-bullying
 - rewards
 - safety of the school

The following section includes:

Appendices

Appendix 1 - Incident Reporting Sheet

Appendix 2 – Restorative Justice Script

Appendix 3 - Risk Management Plan

Appendix 4 – Safer Handling record Sheet (double sided)

Appendix 5 - De-Escalation / Talking Down Procedure

Appendix 6: The STAR Approach to Observing and Recording Behaviour



Appendix 1 Behaviour Incident Record

Date:	
Pupil Name:	
Year/class:	
Staff involved:	
Incident:	
Resolution/ Consequences:	
Actions/changes to strategies:	
Parent contacted? [By whom]	
Reported by:	

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []



Appendix 2 - Restorative Justice Record

Time and date of incident:	
Where did this happen?	
Who was involved?	
Did anyone witness the incident?	
Staff supporting this discussion:	
What happened?	
What were you thinking?	
How did this make you feel?	
Who has this affected? How?	
How can we move forward?	
What can we do in the future?	
How do you feel now?	
Signed:	

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []



Appendix 3 Risk Management Behaviour Plan Incorporating Positive Handling plan

Name:	Class/Year:
Initial Assessment:	Review:
Behaviour causing concern	
Who might be at risk	
Conditions that may increase the probability of the behaviour occurring	
Primary preventative strategies	
Early indicators that the pupil may be losing control	
Secondary preventative measures – put into practice once the above is noticed	
Physical intervention that may be employed	
Medical conditions to note	
Procedures to be followed after an incident	
Signed Date	Signed Date
Headteacher	Parent/carer

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []



Appendix 4 - Non-restrictive / restrictive physical intervention Record Sheet Page 1 (NB Double-sided)

To be completed by member of school staff and given immediately to the **Head Teacher**. Complete for:

- An action which has caused injury/harm to another pupil or member of staff
- Damage caused to property
- Serious disruption/abuse
- Any student who has been handled passively (blocked) or actively (guided, calmed, held by hand / arm, or guided by a hand on the centre of the back) – any incident involving handling must be indicated on reverse diagram
- Any student who has been removed, held or restrained – any incident involving handling must be indicated on reverse diagram

Name of Pupil

Class

Date

Name of Staff / Witness

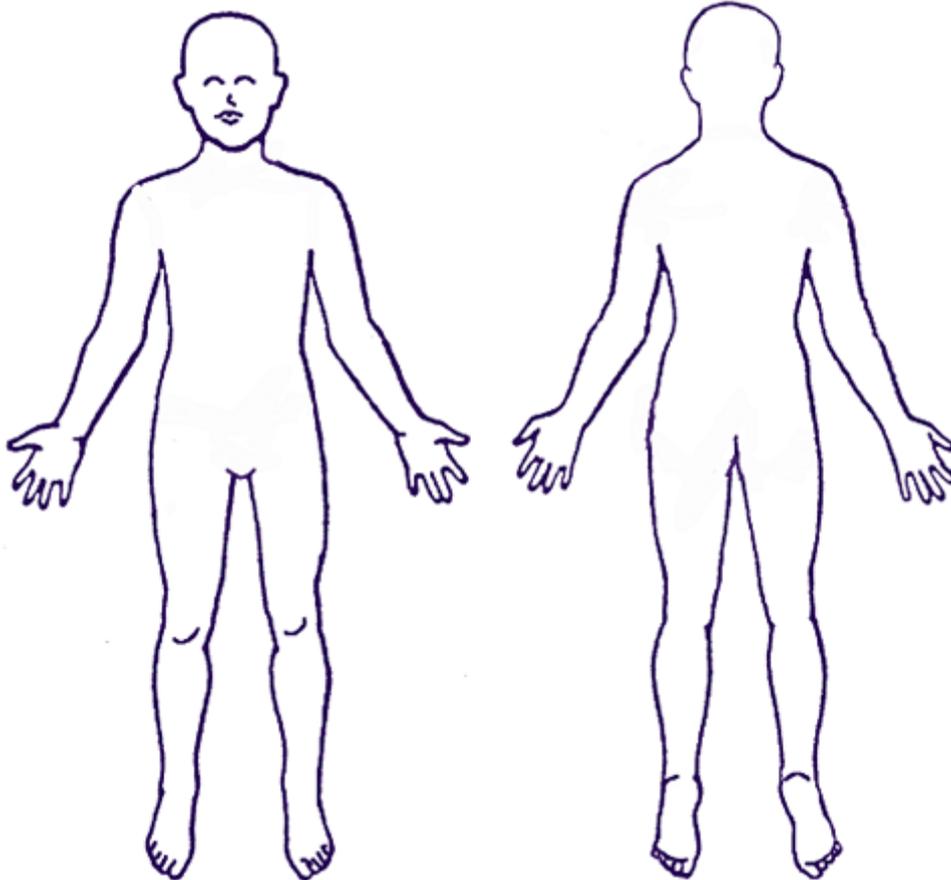
Time

Report what happened:



Record of non-restrictive / restrictive physical intervention techniques used in an incident

Action Taken:



Continue 'Action Taken'....

Signed

Members of staff involved:

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []



Appendix 5: 'Talking Down' De-Escalation Procedure

Used to de-escalate a child and during handling of any kind

Physical Strategies:

Appear calm and self-assured

Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, open your hands, hold your arms down slightly out from your sides, do not hold eye contact and stand at a side angle (not square on) to the child.

Maintain a neutral facial expression

Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled. Show a neutral but calm, kind face.

Allow space

Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.

Control your breathing

When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies:

Lower your voice and keep your tone even.

It is hard to have an argument with someone who is not responding aggressively back to you.



Distraction and diversion are extremely useful.

When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.

Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.

Give choices, repeat (without re-phrasing) these using very simple language (only a few words) and the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which could be aimed at distracting or upsetting you. Acknowledging the child's feelings shows that you have listened to them and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Use words and phrases that de-escalate, such as:

- I wonder if...let's try...it seems like...maybe we can...
- tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

Things to avoid

- Do not make threats you cannot carry through, e.g. threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help, you have a very good relationship with the child and are sure they understand humour.
- Do not use sarcasm or humiliate the child.



Appendix 6: The STAR Analysis of Observed Behaviour

Star analysis of an observed behaviour	
Name:	Date of analysis:
Definition of behaviour:	
Appears to achieve the following results:	
Appears to be set off by the following triggers:	
Seems to occur in the context of the following environmental setting conditions:	
Physical:	Occupational:
Appears to be related to the following personal setting conditions:	
Physical:	Psychological:
Appears to be associated with a deficit in the following skill area(s)	

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []

Appendix 7: Behaviour observations chart (STAR chart) for:.....

(See 'The Star Approach' advice document to help you complete this.)

Day and Date	Time	Setting [Any relevant factors: Place? Group? Lesson? Weather?]	Trigger	Action	Result	Adult reporting

NB: Try to be very specific and precise when recording setting and triggers, remember it could be something very subtle that wouldn't normally trigger a reaction [eg: noise levels in class, lighting, temperature, presence of someone new etc...].

Copies to: pupil desktop file [] pupil google drive file [] parent [] Arbor []

Appendix 8: STAR Approach to the Management of Severely Challenging Behaviour

Sometimes pupils can present very difficult behaviour which may be regarded as severely challenging. For instance, it may be a serious block to learning new skills, or it may be disruptive of the education of other pupils, or it may be positively harmful to the pupil or others.

We should always take the attitude that pupils behave in these ways for reasons which are important to them even if they are difficult for us to understand. It is essential that we find out what those reasons are if ever we are going to encourage a pupil to behave in more appropriate ways.

If challenging behaviour occurs, it is essential to identify in consultation with parents and key workers a package of intervention procedures designed to meet the individual pupil's needs. This intervention must have very clear targets and carefully planned strategies.

The 'STAR Approach' to the management of challenging behaviours is a sophisticated approach akin to an ABC analysis but so much more. It is described in the book *Problem Behaviour and People with Severe Learning Disabilities: The STAR Approach* by Ewa Zarkowska and John Clements (1994). The STAR Approach involves several interrelated strategies.

1. 'Unlearning' inappropriate behaviour, that is:

- preventing the challenging behaviour from achieving positive results for the pupil;
- finding a way of communicating to the pupil that the behaviour is unacceptable.

2. Often, challenging behaviours are unacceptable ways of achieving quite acceptable ends (e.g. the pupil screams because he wants a toy another pupil has taken, the pupil hits others to get attention). Often, the pupil does not have the right skills for achieving these ends. Therefore, it may be necessary to teach acceptable alternative behaviour which achieves the same results for the pupil as the challenging behaviour by:

- finding ways of encouraging any existing appropriate behaviours which he or she does not use much;
- teaching new skills.

3. It may be necessary to find ways of helping a pupil with a personal problem (e.g. ear ache,

illness, side-effects of medication, emotional upset).

4. Often, it helps if we can change any aspects of the environment and routines which may be contributing to the occurrence of challenging behaviour (e.g. room is too crowded, too much noise, too many distractions).

The S.T.A.R. approach offers an eclectic mix of principles and strategies derived from a variety of approaches. Zarkowska and Clements (1994) adopt the view that challenging behaviour is highly complex behaviour which can have many causes. They recognise that

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much behaviour is learned but argue that a person's learning history is only one of the factors involved. Their *STAR* approach requires analysis and intervention at the following levels:

S Settings T Triggers A Actions R Results

Settings are defined as the general contexts in which behaviour occurs. They determine the individual's motivation to achieve, and work for, results which might be available to him at any time. Every attempt is made to find out why the behaviour arose initially. Settings can be internal or external to the individual.

The external influences might be:

- • life events (e.g. loss, change, trauma, abuse);
- • current social climate (e.g. deprivation of relationships, conflict and hostility, lack of control, unnecessarily strict control);
- • current activities (e.g. level and type of stimulation, access to desired activities);
- • current physical climate (e.g. noise level, temperature, levels of lighting).

Internal and personal influences may include, a lack of self esteem; anxiety states; sadness and depression; boredom; communication problems; pain; tiredness and poor physical health; disordered thinking; a lack of social understanding; an inability to occupy self; an so on.

Triggers are defined as the particular signals which *set off* specific actions. They occur just before the behaviour and either increase a personal want, suggest a likely threat, or signal the availability of a desired reward. Examples include a change in activity, a new instruction, a high noise level, a memory of an event, the presence of a person who always responds in the desired way. The emphasis on triggers in the *STAR* approach reflects the increasing emphasis upon stimulus control in behaviour modification.

Actions are the *challenging behaviours* themselves. The *STAR* approach emphasises that the challenging behaviour must be defined in term of observable behaviours.



Results are the consequences which immediately follow the challenging behaviour. Results may be positive, negative or neutral.

The first crucial step is to clearly define in terms of observable behaviour the behaviour which causes concern. Some behaviours may occur as a cluster, e.g. a temper tantrum may include spitting, screaming, self-injury. Therefore, a decision has to be made whether to describe the behaviours as separate behaviours or as a group. Several behaviours may form a progressive sequence escalating in intensity and, therefore, a description of the sequence will be necessary.

2

The function which a behaviour serves for a pupil is inferred from an analysis of the results it achieves and the triggers which seem to set it off. Observations and structured discussions with parents and key workers are used to gather information. Zarkowska and Clements (1994, p.39) suggest a form for recording observations. This has four columns headed Settings, Triggers, Actions and Results. There are also columns for Date and Time. Each time the target behaviour occurs you should note the situation at the time and the context (Setting), what occurred just before the behaviour (Trigger) and what happened just after (Results) as well as the behaviour itself (Action).

Date Time Setting Trigger Action Result

BEHA	VIOUR	OBS	ERVA	TION	CHAR T	Name:	Behaviour to be observed:
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Historical information may be gleaned from records. Direct assessment of the individual may identify physical, emotional or cognitive states. Information needs to be gathered about the level of development of the pupil's language and communication, social, cognitive and personal autonomy skills. It is important to note whether the pupil can behave in particular ways independently or whether prompts or cues are necessary. The presence of skills which may be taught as desirable alternatives to challenging behaviour should be especially noted. There must be identification of important motivators.

Zarkowska and Clements (1994) advocate using all of this information to draw up a *strengths* list. A list of strengths should show:



- the pupil's skills, ie a summary of significant attainments in the key areas of development;
- the pupil's preferences, ie a summary of strong motivators;
- the conditions which evoke positive behaviour from the pupil;
- the conditions under which the pupil learns best.

The next step is to arrive at a *formulation* about the factors implicated in the development and maintenance of the challenging behaviour. The formulation will contain details about:

- the challenging behaviour(s);
- the results the challenging behaviour appears to achieve;
- apparent triggers for the challenging behaviour;
- environmental setting conditions

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- personal setting conditions;
- related skills deficits, e.g. lack of specific communication, social, occupational or cognitive skills.

STAR ANALYSIS OF PROBLEMATIC BEHAVIOUR: THE FORMULATION

Name:
Definition of problem behaviour:
Appears to achieve the following results:
Appears to be set off by the following triggers:
Seems to occur in the context of the following environmental setting conditions Physical: Occupational:
Appears to be related to the following personal setting conditions Physical: Psychological:

4

Appears to be associated with a deficit in the following skill area(s)

The final step is to make a general statement of *needs*. The 'needs' statement should be used to prioritise teaching objectives and establish management plans. A list of needs should not be a catalogue of all the things an individual cannot do. Instead, it should include statements about skills which should be learned or extended. In this sense it may be regarded as identifying long-term objectives and short-term targets. Zarkowska and Clements (1994) recommend that long-term objectives are set for a 6-12 month period; short-term targets should be achievable in 1-6 weeks. Targets and objectives are described as observable behaviours and may be likened to SMART targets (i.e. they are specific, measurable, achievable, realistic and time-related).



Zarkowska and Clements (1994) recognise that the management of challenging behaviour is a long term task and argue that it involves work at various levels. The main thrust involves altering the results of behaviours in order that challenging behaviours are discouraged and alternative behaviours are encouraged. They give much emphasis to teaching more appropriate behaviour. Finally, *risk factors* are reduced by altering the settings (present in the external environment) or internal states and moods associated with challenging behaviour. These changes serve to make opportunities available to practice alternatives, and to help to trigger more appropriate, skills, thus reducing the challenging behaviours. A comprehensive account of dealing with behaviours that cause concern in people with autism is given by John Clements and Ewa Zarkowska (2000).

References

Clements, J. and Zarkowska, E. (2000) *Behavioural Concerns and Autistic Spectrum Disorders: Explanations and Strategies for Change* London: Jessica Kingsley Publishers)

Zarkowska, E. and Clements, J. (1994) *Problem Behaviour and People with Severe Learning Disabilities: the S.T.A.R. Approach*. London: Chapman and Hall. 2nd Edition.

Appendix 9: The Clarity Empathic Response Script

The Clarity Empathic Response Script for use with:

[insert pupil name]

When setting boundaries, or communicating expectations, use ACO:

- A – acknowledge the feeling;**
- C – communicate;**
- O – offer help or offer alternatives**

- Highlight the most relevant phrases for the named pupil.
- Add any additional phrases that the pupil responds well to.

Ways of responding empathically to 'difficult' behaviours*:		
I can see that made you feel very cross, didn't it? It can be so hard to manage our feelings when we're cross, and not let them burst out and hurt someone. Maybe you could .../ Maybe I could help you by...		
You look very hot and bothered/uncomfortable. How about ... a nice, cold drink/ some fresh air/ a sensory break/a distraction activity...		You're full of big feelings, and they are so hard to manage. I would like to help you. Maybe I/we could...
That hurt/upset you didn't it?	It looks like you could use some help. I can help you with that if you'd like?	I know you want to talk to me but now is not the right time. Let's talk at/in/after...
You really want ... don't you?	You wish I could buy that for you/do that for you, don't you? I wish I could but I can't.	I think you're a bit cross with me for not letting you... but I need to ...
You really wanted to be first, didn't you but...got there first.	Sometimes we wish we hadn't done something but then it's too late. I wonder how we could make up for it.	Taking turns can be so hard because sometimes we feel we just need more, but ...
When he said that, I think it made you feel bad didn't it?	You want to say something, I know, but I am just, listening to.... I will come back to you in a minute.	It's time to stop now. I know you want more time, but we have to ... We can come back to this ...
It can really hurt you when they people say things like that.	You really want another one, don't you, but ...	You're feeling a bit bad about that, aren't you? Maybe you could ...
It can be so hard to try again when something goes wrong.	It was so hard for you to try again, wasn't it? But you managed it.	Sharing can be so hard. We can worry there won't be enough for us.
That looks heavy/hard/scary/worrying...	You look like you're enjoying that.	Not winning/not being first can be a very difficult feeling to manage.

Some more empathic responses to young people's behaviour:		
1. Non-verbals		
Remember that tone of voice, speed of talking, facial expression and. Body language are part of any communication and contribute hugely to a young person experiencing your empathy.		
2. Suggested empathy sentences		
Coming up with your own responses, and with age appropriate responses, in response to your felt experience of what the young person is feeling at any point in time is best, but to give you a flavour, here are some examples:		
Oh wow, you were really scared weren't you?/that sound very scary to me.	I think you didn't really want to ... but when your feelings started bubbling up, you just couldn't stop yourself. Am I right?	
Sounds like you had a rough time.	Wow, I can see you're really angry about that.	Your feelings seem to be bubbling up. Do you need...?
I can see you have lots of hurts you need me to know about. Let's make time for you to talk about them ...	What ...said hurt/upset you, didn't it?	You look a bit sad/down/upset etc...
It can make us really/quite angry when...	That must have been so hard for you.	I know ... is important to you, but right now... Maybe we can discuss this later.
I know/understand how you feel.	I'm sorry it's working out like this for you.	I can understand why you might feel like that/think that.
I have a feeling that was quite hard for you.	It wouldn't have seemed fair to me either if...	No wonder you're upset/angry.
I think you really wish you hadn't... (done that).	You really want to play with ... I know you do but ...	I know that doesn't seem fair but ...
I feel quite sad about that.	That feels quite hard to think about.	I am so sorry you feel/felt like that.
You don't sound very confident that that is going to work.	It must be so painful to think and feel that about yourself.	It sounds like you feel...

Positive empathy tools		
You seem (quite) pleased with that.	You like... don't you?	I can see you're getting quite interested in...
It's fun we ... isn't it?	You're good at ..., aren't you?	I watched you, it was a little scary, but you did it!

Generalised empathic stems			
It's so hard to...	It's so hard when ...	I guess we often ...	Sometimes it's ...
When people... it can make us	It can makes us ... when	It can be hard to ...	It can be fun to ...

Other useful reflective sentence stems			
I was just wondering ...	I was just thinking that maybe...	I wonder what ...	Mmmm, so...

Expressing curiosity can communicate interest and thoughtfulness			
I wonder what that's about.	I'm just guessing, but I was wondering ...	I wonder what made you ...	I wonder what you were thinking when ...
I'm puzzled; I'm trying to understand what that might be about.	I'm struggling to understand what that might be about.	I suppose I really want to try to understand you better.	I was just wondering if there was something I said, or maybe something in my expression which affected you just then.
What do you think?	I was just wondering ...	Do you usually find ...	Do you often feel... when...
I was just thinking...	I'm just guessing, but I was wondering...	I guess I noticed that ...	I think that might have hurt you.
Maybe you felt that by fighting back/ running away/shouting out ...	Maybe that was the only way you could think of to stay feeling safe?	There are some things which are so hard to understand.	Would it be helpful for us to think a little about this (later)?
It must be so hard to manage ...	Do you know what I'm thinking...?	Wait a second, I wonder ...	We don't need to talk about it if you're not ready to. Maybe later, when you're ready, we can.

I wonder .../I'm wondering ...			
These can be really helpful sentence beginnings because they open up to reflection and thoughtfulness and they don't need an answer. The young person can answer if they wish to but als feel just as comfortable if they choose not to reply. Eg. I'm wondering ...			
...what you're thinking	...what's on your mind	...what's that about	...why you reacted like that
...what you might mean	...what you're thinking about	...how you feel when..?	...what it means that you ...?
...about that, because I remember that...	...what you do when you think...	...if that affects how you feel about yourself?	...if you can remember when you first thought ...
...how you manage	...how you handled that...	...how you feel now?	...how would you feel if...
...if that has ever happened with anyone else?	...how you feel talking to me about it?	...how you feel now you have told me?	...if you understand how ... might feel about ...

Individualised Responses for _____
What works really well for _____ and will get an appropriate response?

When the meaning of a particular behaviour emerges and is felt and acknowledged with acceptance by both parties, it will elicit empathy, and ease the way for thoughtful help, and the possibility of using help from the trusted adult. Repeated experiences of adults being accepting, curious and empathic in response to their problematic behaviours can lead to young people generalizing from the thoughtful responses and developing a more appropriate and secure 'internal working model'. (Bowlby)