



Clarendon School  
A place of learning for everyone

# Clarendon School

## Behaviour and Relationships Policy

### Key Contacts:

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Author	Vicky Baker & Miranda van Manen
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### POLICY SCOPE

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

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## **1. Policy Objectives:**

To provide guidance to all staff, parents and carers, governors and other stakeholders on how to support our learners to co- or self-regulate and manage their behaviour, feel safe and ready to learn.

To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with moderate learning difficulties, autism and/or complex needs at Clarendon School

To provide a holistic, whole-person, inclusive model for our understanding of regulation, communication and behavioural needs, informed by research using Attachment Aware and trauma informed approaches.

## **2. Key Beliefs**

The Behaviour Regulation Policy at Clarendon School is a statement of good practice that contributes to the positive ethos at our school. As a school we acknowledge that some members of the school community may have experienced very different parenting experiences and may hold differing views on behaviour. This policy is informed by research and is designed to use an evidence-based approach to provide principles and practices to best support our learners and achieve our school ethos, vision and mission.

Clarendon School is a place of learning for everyone, where we aim to support and challenge our learners to achieve their academic, social, creative, personal, physical and moral potential in a nurturing, safe and engaging environment.

Our school provides an environment conducive to learning, where all students feel safe, respected, and capable of achieving their best. We recognise the importance of Attachment Aware and Trauma Informed approaches, using Team Teach philosophies and current research to create supportive, empathetic, and effective approaches to behavior regulation.

Clarendon's philosophy is about creating a culture of care and respect, where the focus is on positive behavior support and the well-being of both staff and those they care for. Clarendon promotes a compassionate approach to behaviour management, emphasizing understanding over punishment, embedded in the core understanding that behavior is a form of communication reflecting students needs and emotions.

Underpinning our behaviour regulation policy are the key beliefs that:

- Our learners want to behave well
- Behaviour is a means of communication and the role of all staff is to ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- A non-judgemental, curious and empathic attitude towards behaviour is key, where all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that may drive certain behaviours,

rather than the behaviour itself.

- Strong relationships are important between staff, learners and parents and carers that foster connection, inclusion, respect and values.
- Our learners need predictable routines, expectations and responses to behaviour.
- All staff maintain clear boundaries and expectations around behaviour. High expectations, clear routines and structures are embedded in the day to day. Our school values both nurture and structure.
- With the right support and intervention, everyone can learn the skills to self or co-regulate their emotions and behavioural responses.
- Mistakes are part of the learning process and our learners are at different stages of this developmental process.
- Staff, parents and carers and wider stakeholders must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on why/how this impacts on behaviour.
- Working in partnership with our learners, their families and other professionals is the most effective way to develop strategies and support learners to regulate and manage their own behavioural responses.
- A strong emphasis on the emotional health and well-being of all members of the school community, driven by the school's senior leadership team, leads to better outcomes for all

As a school within the Auriga Academy Trust we are proud to promote the United Nations Convention on the Rights of the Child and as a school we 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.

### **3. Supporting Self-regulation and positive behaviour**

#### **i. The Role of Staff**

Relationships and a child's sense of safety and security are at the heart of classroom management. Clarendon provides a safe, predictable and nurturing environment where children feel valued and understood. Consistency and stability are crucial in helping children to feel secure.

Nurture, warmth and empathy are encouraged, even when a child or young person is presenting with behaviours that feel challenging. Angry confrontations and punishment can at best temporarily halt unacceptable behaviours, but since the underlying alarm systems and stress hormones are not laid to rest, they are certain to erupt again at the next provocations.

The language used to discuss behaviour should avoid placing negative judgement on the child or young person or their behaviour, but rather should acknowledge the need behind the behaviour. Thinking of a child as struggling to handle something difficult encourages stakeholders to think of ways to help a child through their distress. In contrast, thinking of a child as behaving badly disposes stakeholders to think of punishment.

**To help our learners achieve the school's aims, staff will:**

- Provide excellent role models
- Help learner find ways to recognise and manage difficult emotions and support through adult co-regulation
- Establish clear, predictable classroom routines
- Provide an environment that, where practicable, does not contribute additional sensory demands on learners
- Aim to establish positive connections with our learners and their families
- Use calm, well-regulated and respectful language, appropriate to the needs of the child
- Help our learners to recognise and manage their emotions in an appropriate way using tools such as Zones of Regulation and Emotion Coaching
- Not defend, dismiss, diminish or deny when discussing emotions
- Remain curious and demonstrate the desire to understand a behaviour and what it communicates
- Understand that brains develop in stages, with the more primitive parts developing first. The part of the brain that allows humans to mentalise, to fully consider how others see the world and their perspective isn't completely developed until humans reach their twenties. For our learners this may be further complicated.
- Begin each day a fresh

**To help lessen anxiety and help learners to self-regulate, they also have access to:**

- Check in with a trusted adult when needed - e.g. after lunch play before going into class.
- Indoor regulation and relaxation spaces – e.g. OT room, sensory room, Intervention room
- Interventions specific to their needs
- Kick mentors
- Charge up
- Individual behaviour plans, where needed
- Art therapy
- ELSA
- Time with Flo the school dog ( on a Thursday)

**ii. Parents and carers will:**

- Inform the school when there are changes in circumstances at home, or if a traumatic event has taken place that might influence your child's behaviour.
- Work in partnership with the school to support your children to regulate, behave and learn well.
- Support the school's policies on behaviour, reinforcing them at home
- Model appropriate behaviour - demonstrate the behaviours you want your child to emulate.

### **iii. Our learners will:**

#### **Consequences**

Our actions have consequences. As a school, instead of punitive discipline, trauma-informed approaches emphasize collaborative problem-solving with students. This involves working with students to identify triggers, develop coping strategies, and find constructive solutions to behavioral issues.

At Clarendon staff understand that behavioural responses to big emotions like excitement, fear, shame, embarrassment, anger or boredom can all trigger fight or flight responses.

If children feel threatened but their brain detects they cannot fight and they cannot flee, they might adopt the stress responses of freeze, faint or flop instead.”

#### **Praise and positive reinforcement and reward:**

As a school we recognise that encouragement, praise and positive reinforcement teaches learners that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. Staff are expected to find opportunities to praise and reward **all** students, no matter their starting point or difficulties with regulation.

#### **Positive reinforcement may take the form of different approaches across each class:**

- Acknowledgement of good behaviour
- Merits or points awarded in each lesson.
- Outstanding work to be shared with SLT to go in ‘Achievement book’
- Special mention or certificate in school assembly
- Jack Patchy award
- Individual reinforcement such as sticker charts
- Responsibilities around the school i.e. helping with the school garden.
- Reward trips
- More subtle forms of praise for learners who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school.

#### **Secondary Centre Floor System:**

Pupils at Clarendon Secondary Centre are divided into three groups by the floor on which their class is based, Purple (ground), Green (first) and Blue (second). Individual pupil's reward points are added to the floor totals and a half-termly floor reward given for the house achieving the most points (adjusted for pupil numbers).

### **Rewards at the Primary Centre**

Individual classes and indeed individual staff have their own systems of progressive incentives including:

- Praise and social recognition
- Stickers
- Work on display
- Responsibility within the class/school e.g. a monitor role
- Use of home school book
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils' achievement with parents/carers.
- Visit to the Kindness Jar at the end of the school day
- Star of the week: celebrated in assembly and displayed in the foyer
- Star of the year: celebrated in the final assembly of the year, and a trophy given

### **Individual classes and indeed individual staff have their own systems of progressive incentives including:**

- Praise and social recognition
- Stickers
- Work on display
- Responsibility within the class/school e.g. a monitor role
- Communication with families
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils' achievement with parents/carers.

### **Consistent use of modelling, encouragement, praise and positive reinforcement is used to:**

- Create a positive, respectful school environment.
- Increase learners' self-esteem and self-efficacy
- Reduce learners need for extrinsic motivation and increase intrinsic motivation which will help learners develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect

### **Physical Intervention (TEAM TEACH)**

At Clarendon School we believe that physical interventions should be a last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that could result in a threat to the health and safety of any individual.

Staff at Clarendon School attend training and refreshers throughout the year in Team Teach and the school has a qualified Team Teach instructor amongst the

staff team who is able to deliver training and support staff as appropriate.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to themselves or others
- Serious damage to property

Any physical intervention should be a last resort and be proportionate, reasonable and necessary.

Physical interventions must be recorded on TRACK IT LIGHTS. The Head/Deputy Head of Centre and the parents or carers should be informed of any physical intervention. Following the first physical intervention for a pupil, if not already done, a Behaviour Support Plan should be written. After any subsequent intervention the plan should be reviewed and updated as appropriate.

All staff have a duty of care to learners. Therefore, all staff at Clarendon School, whether Team Teach trained or not, may use reasonable force in line with circumstances outlined above.

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

Please see guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Managing behaviours of concern by pupils:**

For all children, but particularly pupils with Autism, behaviour is a form of communication and it is unlikely for the behaviour to be deliberate or personal.

Please remember:

- When responding to behaviours that evoke emotions, staff should avoid
  - defending - staff should avoid defending their behaviours or reactions to situations
  - dismissing - staff should acknowledging and exploring children's feelings, rather than dismiss their concerns
  - diminishing - staff should avoid diminishing young people by denying or invalidating their feelings
  - denying - staff should avoid denying a young person's emotions
- Visual structure and manipulation of the environment are the prime strategies



for managing behaviour.

- Every child is unique (get to know their characteristics, special interests and triggers; read their key information).
- Be calm and avoid making the situation more serious (think about body language, tone of voice and the words you use e.g. approach slowly, stand in a relaxed pose, speak clearly and slowly, lower your pitch and volume).

### Social interaction

Pupils with autism are unlikely to just 'pick up' the behaviour rules of a classroom and hence lack the knowledge of what is acceptable behaviour. They are unlikely to be inhibited by the reaction of others to their behaviour.

- Do not get into a confrontation.
- Offer a compromise.
- Redirect to what they should be doing.

### **Consequences:**

#### **Internal and External Suspensions and Exclusions:**

In certain circumstances, schools within the Trust may internally exclude a pupil for an agreed period of time whilst an investigation is carried out or in response to the outcome or the behaviour.

In exceptional circumstances, the Headteachers of schools within the Trust have the authority to exclude a pupil for either a limited (fixed) period of time or permanently. These measures would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others is at risk, either through verbal or physically threatening behaviour.

These circumstances include but are not limited to:

- Assaulting another student or any member of staff;
- Threatening another student or any member of staff;
- Being in possession of an offensive weapon;
- Committing a criminal offence including criminal damage to property;
- Changes in needs/ mental health/medical needs mean that the school is not able to meet needs safely (environmental problem).

When a pupil is temporarily excluded, an appropriate work schedule should be organised by the teacher, the completion of which should be supported by the parent/carer or other professionals.

All actual or potential suspensions or exclusions will be made with reference to [\*\*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for\*\*](#)

## **Managing Challenging Behaviour**

### **Recording Incidents:**

Behaviour incidents should be recorded using Trackit Lights, including physical interventions. Behaviour reporting should not be viewed as punitive, but rather informative, to ensure that pupils are best supported to manage their emotions and regulation.

### **Prejudice Related Incidents (Previously Homophobic and Racist Log)**

Clarendon believes it is important to record prejudice related Incidents to inform:

- To identify patterns: Are particular pupils being targeted? Are particular pupils often the perpetrators? Are there any year groups particularly affected? Are incidents of a specific nature? Identifying trends will enable schools to better tailor programmes of education and carry out more preventative rather than reactive work.
- To identify training needs: Understanding the nature and frequency of prejudice-related incidents allows training needs for staff and pupils to be identified and targeted training to be delivered.
- To monitor the success of strategies: Monitoring prejudice-related incidents will be a good indicator of how successful strategies to prevent or reduce prejudice have been. If the number of prejudice-related incidents increases after a programme of work, this is not necessarily a negative thing - often reported incidents will increase as awareness of prejudice has improved and pupils are more confident in speaking out about incidents they experience or witness.
- To ensure accountability: Thoroughly recording incidents and all of the actions taken in response, will ensure that staff members and the school are accountable for their actions and will protect staff members and the school if further action is taken.
- To provide a safe environment for staff and pupils: Recording prejudice-related incidents demonstrates to both staff and pupils that the school has a positive ethos, where all pupils are valued and prejudice and discrimination are not accepted.

It is important that the information recorded provides a level of detail which is useful when interrogating the data to inform future strategies. This should include the level of severity of the incident. A scale suggested by INSTED consultancy is outlined below:

1. No offence was intended or taken.
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
3. Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.

4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

### **BULLYING (including Cyber-bullying)**

- We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be experienced as bullying.
- Bullying should never be ignored
- All instances of bullying must be recorded on 'Track it'
- Parents and carers should be informed by teacher (or lead of lesson/activity) via telephone or in face to face meeting.
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Learners need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home. Further guidance is available in the school's Anti-Bullying Policy which is available on request

### **Understanding self-injurious behaviour**

Self-injurious behaviour is when a learner physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The learner may be finding a task too difficult or overwhelming.

- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "David, hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.
- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, the class team will work with parents and carers and other professionals to use physical restraints such as gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out their use over time. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour

### **Restricting Liberties**

At Clarendon learners should never be:

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.
- Isolated in ways that they are unable to express or communicate needs including non-verbal cues

In exceptional circumstances a learner may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately. If a pupil is secluded the incident must be fully recorded, and it must be shared with parents or carers, notified to the Local Education Authority and Safeguarding and Social Care, if the pupil is not known to the Disabled Children's Team. A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The learners' risk assessment must be updated to reflect the exceptional use of seclusion. Class teams should be mindful that some of our learners' equipment may restrict their liberties for example adapted chairs with straps or gators and helmets. Equipment like this should only be used according to the guidance offered by a specialist or therapist for example as part of a Postural Management Plan. In exceptional circumstances some pupils may

require specialist equipment that has the function of restraint – this would include gaiters, specialist seating or protective helmets . These pupils will have had specific recommendation from their medical and health teams before school-based use. Any incidents of seclusion must also be shared with appropriate members of the governing body

### **Reporting, Analysis & Monitoring:**

All staff have a responsibility to record behavior incidents. When recording it is important to bear in mind that the purpose of this data collection is to explore patterns and try to support an understanding of the reason 'why' behaviors occur.

SLT at each school is responsible for reviewing entries regularly to analysing and identify patterns in behavior and working alongside the teaching team, support the implementation of interventions.

### **Behavior Interventions:**

Behavior interventions may include, but are not limited to:

- Behaviour Support Plan
- Pupil Focused Forum
- ELSA
- Family Group (Primary)
- Counseling (Primary)
- Educational Psychologist involvement
- Circle of Friends
- Charge up ( Secondary)
- Art therapy ( Secondary)
- Anger management (Secondary)
- Kick mentors (Secondary)

## **INCIDENTS OUT OF SCHOOL**

### **Expectations on School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

### **Procedures for Absconding**

If a learner absconds from the school building, parents / carers are informed immediately and a dynamic risk assessment is conducted by the SLT in order to establish next steps. We will make a missing person's report and inform the Police,

dependant on the vulnerability of the learner. School will inform the police and local amenities to be vigilant, even if a missing person's report is not made. If a learner does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the learner as a missing person

### **Safeguarding Duties**

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a learner is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedure (see safeguarding policy). The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Clarendon School will consider whether support systems such as an Early Help Partnership Meeting are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

Keeping Children Safe in Education 2024

[Keeping Children Safe in Education \(KCSIE\) updated for 2024](#)

### **Other policies within this portfolio:**

- Trust Safeguarding & Child Protection Policy
- School's Anti-Bullying Policy
- Trust Positive Handling Policy
- School's Home/School Agreement
- School's Procedures for Educational Visits
- School's Homework Policy
- School's Uniform Policy

## Appendix 1:

### PHYSICAL INTERVENTION:

Staff receive up-to-date behaviour management training; in addition, we have one accredited Team Teach tutor on the staff team. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners.

These include:

- Injury, or risk of injury, to another learner.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to learners. If staff take no action, and the outcome is that a learner injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff Members of staff facing confrontational situations with learners are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop learners from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury you should never block a learner's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. respecting personal space. Awareness of Space – try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing – when angry some learners often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down. Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

If pupils exhibit a change of behaviours or are consistently behaving in a way that is causing concern, they may be the subject of a Pupil Focused Forum, at which all staff working with the child can discuss both their concerns and strategies for helping the child to change the behaviour.

## **Appendix 2:**

### **RECORDING BEHAVIORS – Trackit Lights**

Trackit Lights is the school behaviour management information system, providing an online database which records positive and negative behaviour, enabling staff to monitor and analyse behaviour patterns, to ensure the most effective support is available for pupils.

Any behaviour resulting in injury must also be recorded on our Arbor system. This will usually be completed by the Health and Wellbeing Lead on site, and the report allocated to the senior member of staff on site at the time (usually the Head of Centre).

Any behaviour that raises safeguarding concerns should be reported as soon as possible to the Designated Safeguarding Lead (DSL) or one of their deputies, and recorded on CPOMs. Red behaviours on Track It will automatically appear in Cpoms in the incident log of the child.