

# Elmwood & Penrose Federation Behaviour Policy

### Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment



## Elmwood and Penrose Federation

### Behaviour Policy

*Article 28 (right to education) Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.*

This Policy aims to develop strategies to support children and young people whose behaviour challenges, in order to reduce the incidence and risk associated with that behaviour; and to promote and safeguard the welfare of children and young people. Reducing the use of physical intervention is vital in this. It is particularly important in relation to children and young people, who are still developing both physically and emotionally and for whom any trauma at this formative stage in their development could be very damaging and have long term consequences.

#### **Implementing prevention-oriented alternatives, and enhancing the environment of learning.**

Children and young people with learning disabilities, autistic spectrum disorders and mental health issues may often respond with challenging behaviour (verbal or non-verbal) when they are confronted with situations they do not understand, which cause anxiety or fear, and for which they have not been prepared. The likelihood of such behaviour can often be anticipated by those who know the student best. Measures to prevent or address it can be developed with the involvement of the student and their family, careful assessment and multi-agency planning and support.

This Policy is designed to help The Elmwood and Penrose Federation adopt a preventative approach to supporting children and young people whose behaviour challenges. It highlights action to improve planning, the assessment and management of risks and the use of evidence-based practice so that physical intervention is used appropriately, only where necessary, by trained staff and in line with the law, core values and ethical principles. The Governing Body believe that every member of the Elmwood and Penrose Federation community has the right to feel secure and respected within the school environment. Due to the complex nature of their learning difficulties, many of our children and young people need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school's curriculum and the Behaviour Policy. Parents/carers should be involved in a discussion about strategies and techniques being used so that there is a consistent approach both in school and at home. The Governing Body expect all staff, children and young people and parents to cooperate to maintain an orderly and supportive climate for learning. The Governing Body would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school. Where sanctions are used those should always be applied fairly, consistently, proportionally and reasonably: taking into account special educational needs,

disability and the needs of vulnerable children and young people. The Governing Body feel strongly, that exclusions, particularly those that are permanent, must only be used as the very last resort.

### **Aims and Expectations:**

The primary aim of the Federations approach is the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn.

*We continually strive to achieve our Vision Statement, "Believe You Can" by aiming:*

- To provide a rich, engaging curriculum that enables all children and young people to fulfill their potential.
- To enable and empower all children and young people to be valued members of their community.
- To work in partnership with our families and external professionals to achieve aspirational outcomes for our children and young people.
- To value and promote highly skilled, enthusiastic and committed practitioners who strive for excellence.
- To build collaborative relationship to benefit pupils, families and the local community.

*Through a positive approach towards behaviour management, our expectation is to create a calm learning environment in which Children and young people can:*

- Learn and teachers can teach;
- Operate with increasing independence;
- Develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- Grow in confidence and self-esteem;
- Feel safe and supported;
- Develop a wide range of knowledge and skills;
- Make mistakes and develop the resilience to persevere;
- Achieve their full potential.

Staff work hard to support behaviour changes in children and young people, focusing not on 'fixing' the person or on the challenging behaviour itself: rather the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. Challenging behaviours are learned, and so are open to being changed. Behaviour is communication, we need to help the children and young people to develop their ability understand their feelings and to safely express them, we believe that:

- Behaviours that challenge always happen for a reason and might be the only way that a child or young person can communicate, these behaviours can arise for different reasons which are personal to the individual;
- All our children and young people have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour;

- With the right support and intervention, children and young people can learn to self-regulate and manage their own behaviour;
- Staff are given the opportunity to learn, understand and have insight into why our children and young people become dysregulated and reflect on how and why it impacts upon their behaviour.
- Staff will work collectively with our children and young people, their parents/carers and other professionals to develop strategies, to inform individualised, positive and proactive 'Behaviour Support Plans,' to support them to self-regulate and manage their behaviour in a positive manner.

### **Why do we Support the Behaviour of our Children and young people?**

We support the behaviour of our children and young people and young people to improve their quality of life. As we support them through their learning across the curriculum we also support them in the way they access friendships, the way they relate to adults and the way they socialise. Supporting our children and young people to cope with disappointment, adapt to change, understand their feelings and find strategies to cope with anxiety and life's challenges are all part of the education they receive at The Elmwood and Penrose Federation. At Elmwood and Penrose we believe passionately in facilitating and enabling our children and young people to reach their full potential. In order for them to do this the learning environment we provide must be: safe, supportive and caring. Our philosophy is centered on nurturing positive relationships. Our staff communicate with our children and young people not dictate to them, we support our children and young people not control them.

Staff can support our children and young people by:

- Being mindful and reflecting on the quality of our relationships with each other and them, modelling behaviour in line with the Elmwood and Penrose Staff Code of Conduct;
- Reflecting and being committed to continuously improve on the quality of our provision;
- Reflecting with parents/carers and other professionals so that we are well-informed and have insight and understanding of their individual needs;
- Reflecting and planning the 'scaffolding' we put in place to support them to learn self regulation skills;
- Observing, gathering and analysing data on behaviour, to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of each learning experience;
- Investing time and 'safe spaces' for children and young people to practice these skills and make mistakes, from which they can learn, develop and grow.

### **Child and Young Person Centered Philosophy**

Children and young people want to behave well . We believe that our children and young people are happy when their needs are understood and met allowing them to self-regulate and behave well; that their efforts to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Children and young people are better able to behave well when their needs

are well met in school, at home and in the community. We acknowledge that all children and young people are different and the needs and level of support for each student differ accordingly. We use our judgement and professionalism to vary our level of expectation according to individual need. In doing so we set our children and young people up to succeed. Where a student may be suffering from stress and may therefore struggle to conform to class routines and rules, alternative expectations will be negotiated. While staff are encouraged to be consistent with expectations, the consistency is in line with each individual student's ability or Behaviour Support Plan. Where a student may have low self-esteem which impacts on their behaviour, supporting them through structured access to special rewards or opportunities may be appropriate. We all acknowledge that this may form part of a powerful programme of Positive Behaviour Support. All children and young people are individuals and the support they require through their education has to be individualised accordingly. We acknowledge that the journey a student may go through in developing skills and the self-esteem to interact appropriately with peers and adults alike and to learn to manage their feelings, friendships and anxieties can be a long and sometimes arduous journey. Affecting positive change takes time and we must, while managing day to day challenges never lose sight of the bigger picture. Each student is experiencing a transient period within their lives and the way we act and the decisions we make can have a profound effect on the path their journey takes. We work on affecting positive change not just by resolving day to day difficulties but keeping an eye all the time on the life-long progress our children and young people may make.

## **Behaviour is Communication**

We understand that all behaviours are a form of communication, how children and young people behave gives us important information about how they are feeling. It is our duty as professionals to use our skills and judgment to establish the meaning behind challenging behaviours. When we can find out what our children and young people are trying to communicate we can find alternative and more positive ways for them to communicate their needs. If we merely control or manage the behaviours the cause is not being addressed and our children and young people are not being supported in finding more appropriate ways to manage their feelings or their needs. Our children and young people have a wide range of different communication styles and all have expressive and receptive communication learning difficulties and needs. They may not be able to recognise their feelings, appropriately 'label' them or have the words to express them. Many of our children and young people are pre- or non-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting children and young people to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Children and young people with Profound and Multiple Learning Difficulties will need a personalised approach to support them to manage their behaviour. Consideration must be given to: sensory and emotional needs; pain thresholds; what self-injurious behaviour could be communicating; levels of stimulation and levels of engagement.

## **Rewarding challenging behaviour?**

Some children and young people do not receive the same positive social reinforcement as many of us do. It is important that we do not superimpose our own personal beliefs and values onto others who are experiencing a very different day to day life than we are. Despite the challenges some children and young people display, enriching their day with positive reinforcement, praise and opportunity will provide the building blocks upon which a long term positive change can be built. These opportunities can bolster trust, self-worth and a sense of belonging which are the ingredients for happy, stable and respectful relationships. We need to look beyond a mere sense of punitive 'right and wrong'. These are often concepts that need to be learned and before this can be achieved there needs to be trust and positive relationships which can take considerable time to establish. This approach is not appropriate for all children and young people and is considered on a case by case basis. Individual Behaviour Plans are devised in a bespoke child centered way. If a behavioural crisis is occurring or has recently occurred it can be a powerful and effective strategy to offer a motivator to help bring a pupil round or diffuse a difficult situation. If there is a potential for extreme distress or even injury it could be negligent to omit strategies or options on the basis of it seeming 'unfair'.

## **Promoting good behaviour, self-discipline and respect**

Staff are expected to model the behaviour they would like from children and young people at all times to ensure an environment of mutual respect. Staff should always speak calmly and politely. A raised voice should only be necessary to prevent something dangerous from happening e.g. children and young people name "stop!"

Staff should be positive with children and young people and aim to 'catch them being good', rather than focusing on negative behaviours. For example, thanking all the children and young people who have handed you their books in an appropriate manner, rather than focusing on the one who has left it on the floor. Proactive and positive support should reflect the student's individual needs as stated in his/her Behaviour Support Plan.

Staff are encouraged to reflect on what may be the underlying issues that drive or trigger behaviour in children and young people, and to think about ways of responding to behaviours that challenge in a non-judgemental and supportive way. Staff need to consider the learning styles and needs of children and young people; We must also have realistic expectations about the rate of progress a child or young person will make when learning to adapt or develop new behaviours.

Where possible, it is helpful for staff to tell children and young people what they do want them to do, rather than what they don't want them to do e.g. "Put your pencil on the table please" rather than "stop tapping".

Children and young people should be encouraged at all times to be as independent as possible in managing their behaviour, with the ultimate aim for all children and young people is to have the skills to self-manage. Children and young people should be reminded of the 'choices' they have available when difficulties arise.

Our PSHE curriculum supports the promotion of good behaviour, self-discipline and respect through topics such as Rights and Responsibilities, Accepting Differences and Self-Esteem.

## Learning Behaviour

Children and young people's behaviour is most positive in the lessons where they are engaged and enthused and have friendly, calm and consistent staff. Subject leaders and class teachers should provide an interesting and varied curriculum, built around the needs of the children and young people. In the best lessons, children and young people are visibly engaged in the task. When children and young people are disengaged from learning, they are more likely to be seen fidgeting, looking away, slumped in their seats, chatting etc. Children and young people with sensory processing needs or physical difficulties will need access to appropriate Sensory Diets, Physiotherapy programmes and 'enabling' equipment.

If we are able to meet each child and young person at their point of need and learning, it is more likely that we can support the challenging behaviour to stop. We can support by:

- Having communication systems in place, which are readily available when the child or young person is presenting as dysregulated. This is their voice and should be accessible at all times, including times of dysregulation or distress when it is often difficult to make use of other communication methods, such as identifying, naming and verbalizing their feelings.
- Being aware of their sensory processing difficulties and having appropriate strategies and resources available to support the child or young person to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the children and young people individual needs by referring back to Education Health Care Plans (EHCPs), Person Centered Reviews (PCRs) and Social and Emotional and Mental Health (SEMH) assessments
- Aiming to meet the children and young people's range of needs

## Preventing bullying

Bullying can be physical, verbal, relational (e.g. spreading stories) or cyber (via phones or the internet). All incidents of bullying must be recorded on Behaviour Watch and clearly recorded as a bullying incident. As many of our pupils have social interaction difficulties, it is vital that staff take the role of 'teaching them a better way' as well as possible imposition of sanctions for bullying. Many of our pupils find empathy a difficult concept and find it hard to see the impact of their behaviour on other people.

Following an incident, all pupils involved should have the opportunity to debrief with a member of staff. Rather than just saying 'sorry', time should be taken to check

understanding of how and why the incident happened and what could be done differently next time.

Within the PSHE curriculum, bullying and friendship issues are also learnt about. Children and young people are taught how to recognise signs of anxiety in themselves as well as procedures to follow if they witness or experience bullying. Staff should enable children and young people to take part in protective behaviour sessions at various different levels depending on age and stage of development.

*(This Policy should be read in conjunction with the Elmwood and Penrose Federation Anti-Bullying Policy)*

## **Student Support Systems**

As well as the PSHE curriculum, children and young people are supported to develop their 'self-esteem through the adoption of 'Nurture Principles' and daily Nurture sessions.

Children and young people are also given numerous opportunities to take on leadership roles, both inside and outside the classroom. For example participation at school council meetings and representation on the Junior Leadership Team. Children and young people are fully involved in the interview process for new staff and take a lead role in escorting candidates on tours of the school. Elmwood and Penrose are proud to be UNICEF 'Rights Respecting Schools' where we actively and explicitly teach children and young people about their rights and their responsibilities. The Rights of the Child are displayed prominently around the corridors and is general guidance on the high expectations we have for Student conduct.

The Social and Emotional Development of children and young people is monitored and developed through the use of Thrive Assessments and Boxall Profiles.

*(This Policy should be read in conjunction with the Elmwood and Penrose Federation Nurture Policy)*

## **Supporting Self-Regulation and Positive Behaviour**

*The quality of our relationships*

- a) Our relationships with each other are supported and developed by Federation Staff Code of Conduct. They provide a framework to help us provide good models of behaviour at all times with our children and young people.
- b) The quality of our relationships with our children and young people -are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships staff need to:
  - Actively build trust and rapport, invest in relationships and have fun together.
  - We should have high expectations of all children and young people. When we demonstrate our belief in them, it supports them to succeed.
  - We treat children and young people with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need.

- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand.
- Staff should listen respectfully to the child or young person and make a judgement about how/when to respond.
- Identify and build upon the strengths of the child or young person.
- Attempt to label the reasons behind the behaviour for the student, lending them your language to enable them to identify their emotions. If you get this 'wrong' the student may be able to 'correct' you and label what they are actually feeling; acknowledge this.
- Name and manage your own emotional reactions to children and young people' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person.

## **Leadership and Staff Support Systems**

Behaviour incidents are recorded by staff onto the 'Behaviour Watch' system. This system will then automatically email the Senior Leadership Team (SLT) informing them of an incident. A weekly Report is generated and is accessed by the SLT team during SLT meetings. This information is cascaded to Middle Leaders, Key Stage Teams and class teams. Data is further analysed and explored by site leads (Deputy Heads) and the Complex Needs Lead, focusing upon individual and group trends. Analysis of data is presented by the Behaviour Lead to the Governing body.

Staff must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development – our commitment to Coaching and Mentoring, reflective practice and peer support. Resulting in improved practice, professional competence and responsibility. The Behaviour Lead co-ordinates and facilitates staff training, in order to ensure best practice in behaviour management.

Supporting and managing challenging behaviours can be very difficult, especially if a child or young person is aggressive or targeting others in a focused way. As a Federation we support class teams to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within the Federation and beyond. Supervision sessions are led by educational psychologists and counsellors.

## **Social, Emotional and Mental Health (SEMH)**

SEMH difficulties is an overarching term for young people who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the student

becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

### **Underlying Reasons**

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address these underlying needs / difficulties. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

The majority of inappropriate / disturbing / challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families are extreme.

Due to the complex nature of difficulties with SEMH, measuring the impact of SEMH interventions is challenging. Whilst an individual's behaviour may be measured as one externalised indicator of their social, emotional and mental health, a true measure can only be gained through assessing the condition of their interrelated underlying needs / difficulties. A range of specific quantitative and qualitative measures can be employed in order to do so.

### **Emotional Dysregulation and Adverse Childhood Experiences (ACE's)**

Our nurturing ethos is built from and understanding of the impact of ACE's on children and young people's social and emotional development. ACE's come in many forms, from physical and mental abuse to neglect and household dysfunction. Studies have shown the long lasting impact of toxic stress to minds and bodies of children and young people. By providing a safe, stable and nurturing environment we can interrupt these changes and can help children and young people build social-emotional skills, relationships and resilience.

Examples of ACE's include:

Abuse	Neglect	Household Dysfunction		Community & Environment
Physical	Physical	Mental illness	Relative in prison	Racism
Emotional	Emotional	Domestic violence	Substance abuse	Bullying
Sexual		Divorce & Separation		Community violence

Studies have shown that maltreated children have disruptions in their brain development created by trauma that ultimately compromises the ability to experience, tolerate and manage emotional states (Siegel, 2013)

Emotional dysregulation happens when one cannot stay inside their "window of tolerance" – the band of tolerable levels of emotional arousal that we function within (Siegel, 2010). Relationships can trigger dysregulation, when we are triggered by reminders of past traumas, or we experience fear, overwhelm, or just lots of stress, our bodies naturally react defensively. We become "hyperaroused," which is the automatic activation of fight/ flight defense responses. Alternatively, when there is no opportunity to escape the sense of being threatened or chronically stressed, the body may eventually collapse, going into a state of so-called "hypoarousal," which is the automatic activation of freeze/faint defense responses.

Seeking to understand the adverse experiences our children and young people have experienced in early childhood helps to develop strategies and provision to support them to develop emotionally and socially.

### **Risk Management and Reduction**

It is important that staff identify behaviour that indicates an escalation towards dysregulation, aggression and violence. Take appropriate gradual and tiered responses to avoid; decelerate; de-escalate crisis situations.

Staff should assess *the level of risk* associated with each 'tier' of behaviour associated with crisis behaviour and make appropriate decisions related to the management of such risks.

They should employ *gradual and tiered* physical interventions to reduce or manage risk behaviour.

It is important that both staff, children and young people have opportunities for debrief, to talk about and explore *the impact* of crisis events and implement post crisis responses; using these to support personal and organisational learning.

## **Individual Behaviour Support Plans**

Behaviour Support Plans are written for any student who has an identified behavioural need. The Behaviour Support Plan outlines proactive approaches, rewards and consequences, triggers, identified behaviours and positive physical interventions/restraints. Any new behaviours (including the need for physical restraint) must be updated on the Behaviour Support Plans immediately after they have been identified as they are now a "known risk" and must be planned for.

Behaviour Support Plans should describe the pupil's behaviour at different stages and the preferred staff response. This ensures consistency to give the best chance of a positive outcome.

Behaviour Support Plans should be written by class teachers but with input from TAs, parents/ carers, external agencies and SLT if needed. The completed Behaviour Support Plan is submitted to behaviour leads for checking and is then sent home for parents to read, sign and contribute to.

Wherever possible the school will aim to work in partnership with parents/ carers to ensure children and young people receive a consistent response to behaviours at home and school.

## **Team Teach**

Members of staff have the power to use reasonable force to prevent children and young people committing an offence, injuring themselves or others or damaging property. The legal justifications however are not in themselves license to physically intervene. Professional judgment needs to be taken on each incident on a case by case basis. At the Elmwood and Penrose Federation consideration of the Social Emotional Development and Learning Difficulties of children and young people is essential when judging responses to behaviour. As such behaviours that may be considered disruptive and likely to hinder the education of others would be treated very differently depending on the class group and the young person at the center of a difficulty. A student, for example, knowingly disrupting lessons during an accreditation work session would have a different response to a developmentally young or profoundly Autistic youngster exhibiting sensory behaviours or anxiety relating to their special educational need, however disruptive that behaviour may be. In either case it is our duty to consider very carefully our options and put in place proactive strategies to best manage the situation rather than resorting to crisis management.

Teamteach is a holistic training approach to behaviour supports and interventions. As well as teaching de-escalation strategies and legal requirements, Team Teach provides strategies for physically supporting children and young people during a crisis in a way that is safe, dignified and allows for communication. This might include a positive handling, restrictive physical intervention or physically disengaging from a student e.g. if they are pulling a staff member's hair. Team Teach works with the body's mechanics and does not use pain or locks. The physical techniques are based on providing maximum care, control and therapeutic support.

Where possible there are always 2 members of staff involved in positive handling. 'Restrictive Physical Intervention' (RPIs) strategies will be used for the minimum time, force and as a last resort. Early recognition of difficulties and implementation of strategies is always preferable to physical intervention. Following a restraint, there will be the opportunity for staff and children and young people involved to debrief in order to move forward and to ensure the wellbeing of all concerned. All incidents will be recorded on Behaviour Watch and are monitored by SLT.

As a general rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defense would be to show that any actions taken were in the pupil's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

The use of force is likely to be legally defensible when it is required to prevent:

- self-harming;
- injury to other children, service-users, staff or teachers; damage to property;
- an offence being committed; and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline.

Staff also have the power to search children and young people for 'prohibited items', any such searches should be carried out only at the behest of the Executive Head Teacher and in accordance with the Federation 'Safe Touch Policy' and Appropriate Government Guidance: *Searching, screening and confiscation Advice for Executive Headteachers, school staff and governing bodies January 2018*

*'Reducing the Need for Restraint and Restrictive Intervention Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings Published: 27 June 2019'*

## **Referral System**

If any member of staff feels that a student is in need of additional support they can complete an intervention referral form. These forms are then reviewed by an 'Intervention Panel' who will elicit appropriate support. Interventions include, Counselling, Thrive and ELSA.

All interventions are based on a 'Plan, Do, Review' model which ensures there are clear intended outcomes, it is time limited and it is scaled before and after to measure the impact.

## **Parent Partnership/Training**

The schools strives to work in partnership with parents and carers to provide consistent responses for pupils. Support is available for parents and carers via the pastoral Family Team. Parents are invited to seek support regarding behavioural

difficulties they might be experiencing at home and in the community. The school offers supportive strategies that aim to empower parents to manage behaviours effectively. Support provided includes:

- Sharing Behaviour Support Plans
- Parent training including Triple P, Early Bird and Speakeasy
- Social stories
- Visual timetables to support morning and evening routines
- Signposting and support to complete referrals to external agencies such as respite, IDS, CAMHS
- Person centered EHCP reviews with support to complete family conversation documentation

### **Implementation of this Policy**

This Policy should be read in conjunction with the Elmwood and Penrose Behaviour Procedures Document.