



## POSITIVE BEHAVIOUR MANAGEMENT POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

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### 1.0 INTRODUCTION

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**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

### 2.0 DEFINITION

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Promoting good behaviour within Hillingdon Manor School requires the creation and maintenance of a learning environment which allows staff and parents to support pupils in managing their feelings and their behaviour effectively, both at home and at school. All staff are committed to supporting pupils' learning to comply with rules and boundaries expected in mainstream education and the world outside. It requires a 'no blame' culture in which 'what works' is what is promoted rather than making self and others wrong. We wish to provide clear rules, boundaries and the tools to keep them within an environment where pupils can, over time, learn to develop thought processes and actions about what works in the world.

### 3.0 AIMS

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The school ethos is one which is very much aware of the importance of good relationships between all pupils and adults who are part of the learning environment. A common vocabulary of trust, empathy and respect is used across the school to foster positive relationships and reciprocal behaviour. A positive behaviour support approach provides a cohesive, connective and meaningful way for pupils to learn and generalise key interactive and team building skills within the school, and local community.

1. The staff at Hillingdon Manor School aim to work co-operatively with one another and with parents to use consistent language and responses to challenging and inappropriate behaviour from pupils.

2. A primary aim is to ensure that challenging or passive behaviour associated with autism is brought to a manageable level so that pupils display behaviour which shows that they are ready to learn.



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3. Staff aim to provide a consistent approach which allows pupils to experience and learn clear rules and boundaries and respond appropriately to them.
4. In requiring pupils to make choices about their responses to their own behaviour, staff aim to encourage cognitive self-reflection and personal responsibility in behaviour management.
5. Staff aim to support pupils in identifying clearly what is the cause of their upset. This will support pupils in communicating clearly what has upset them, discussing it, making an effective choice about how to deal with it and clearing up any negative results of behaviours which do not work, clearing up with whoever has been affected and moving forward (life space interview).
6. Staff aim to teach pupils how to relax by using specifically taught relaxation and calming techniques, how to monitor their levels of anxiety, and how to return to being 'Just Right' during times of raised levels of anxiety. When necessary, staff will use physical intervention techniques to support pupils in the process of calming down and keeping safe.
7. Staff aim to promote the achievement of keeping the expectations of the school by rewarding individual pupils for good behaviour and good work.
8. Staff will make clear through the way they are being with pupils that they are there to teach them and that pupils are here to learn. Pupils learn that they need to comply with reasonable adult requests whilst at school. Parents are supported in achieving this situation at home.

#### 4.0 GUIDANCE

1. Each student has an individual Positive Behaviour Support Plan which is kept in their Pupil File and in the Class File. All staff are made aware of these strategies and have access to the plans.
2. The Positive Behaviour Support Plans clearly state agreements about how to manage challenging and inappropriate behaviours which are identified within a behaviour risk assessment. Student behaviour is identified and the consequential staff action and language is stated. Guidance about specific support structures (e.g. individual work stations), rewards and choices (e.g. choosing time or personal organisation checklist), requirements for possible time out of class and physical intervention is clearly stated.
3. The Behaviour Support Plan document is discussed and reviewed with the parent/s or carer/s of each student at parent's evenings.
4. Consistent language describing behavioural expectations are made explicit to all students. School Rules (Appendix 2) are clearly displayed within each classroom. A clear choice system is used in order to empower pupils in making informed choices in relation to the action they take and consequences they will experience. This is discussed within the context of what works and does not work in life.
5. When supporting a student in stopping behaviour always give the student a choice by linking the expectation with the action and the consequence.
  - a) Say a pupil's name followed by "Stop". Address the issue.
  - b) For example, '(Pupil's name) stop. The school expectation is 'no verbal abuse'. You can choose to use verbal abuse and lose some lunch time, or you can choose to stop using verbal abuse and go out to play at lunch time". One choice will be educationally, socially and physically advantageous to the pupils/pupil with an individually positive outcome. The other choice will be a choice which is unacceptable educationally, socially and or physically with an outcome which is less desirable to the pupil.



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- c) If further clarity for the student is required (e.g. if student is experiencing upset and information processing is reduced), staff use two hands out, palms upwards and pointing to one palm staff will say, "Name, you can choose (a) and (b) will happen". They will point to the other palm and say, "or you can choose (c) and (d) will happen".
  - d) If a pupil refuses to choose, staff will say "If you do not make a choice staff will make the choice for you".
  - e) The tone of voice used by staff when offering choices will be neutral and assertive.
6. If a pupil makes a choice which is not in their interest, a consequence takes place, such as losing out on play time or special choosing time in class. After this has taken place, a life space interview is done. This encourages good behaviour from an objective, non-judgemental point of view where there is an objective space for pupils to develop an understanding of right and wrong.
- a) X behaviour (e.g. taking turns) works because (people feel they are liked, and that they have a contribution to make to the team).
  - b) A behaviour (e.g. not taking turns) does not work because it makes them feel as if they are not liked and that they are not part of a team. In a team we must use empathy. What does empathy mean?
  - c) How does x behaviour make you feel and how does A behaviour makes you feel?
  - d) How do you think X behaviour makes Y feel and how do you think A behaviour makes B feel?
7. Where appropriate, pupils will have daily sessions on how developing a range of calming and relaxation techniques to be used within everyday stressful situations (e.g. queuing in a supermarket). If the behaviour of students reveals a raise in anxiety levels within school the students are supported by being offered the opportunity of practicing their individual calming techniques outside of class in order to lower their anxiety, refocus the student's attention and reduce the use of inappropriate or challenging behaviour.

## 5.0 PREVENTATIVE STRATEGIES & REWARDS

- Effective classroom management displayed by all members of staff. Teacher to ensure that class staff are aware of all planning and where it is kept in the classroom. Effective visual labels to ensure that the learning environment is clearly signposted.
- All lesson plans should be differentiated. A differentiated curriculum will by necessity support a Behaviour Management policy in that if a pupil's individual needs are being met problems are less likely to arise within the classroom.
- All pupils will have an up-to-date Behaviour Support Plan. Strategies/interventions will be discussed and agreed by the class team led by the class teacher during team meetings. The class team will call on other professionals for input and advice on these strategies where necessary – referrals to school therapists, psychologist or outside agencies will be made via the Head Teacher. The team will work on consistent use and re-evaluation of strategies used with individual pupils.
- Individual information that is relevant to the whole school will be shared at debriefing meetings to ensure a consistent approach when dealing with a particular pupil.



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- In class visual signposting needs to include the following, adapted to the needs of the class group:
  - Timetable
  - Individual work stations
  - Individual supports (social stories, visuals to reduce inappropriate behaviours)
  - Rewards (tokens, individual and class initiatives)
  - Reminders for good behaviour (strikes, traffic lights)
  - Learning board (breakdown of each lesson including objectives, activities required to complete lessons, behaviour required to complete tasks); differentiated through symbols where necessary.
  - Class rules
- A whole school programme of personal development lessons which include focussing on relationships and caring for others. These will run throughout the school and are based on a variety of materials. These lessons will be differentiated according to age and need.
- Enhancing the environment – Ensuring the classroom generates an enthusiasm for learning.

**Rewards: Use of reward systems is another way to promote positive behaviour within a learning environment.**

#### General Rewards:

- Individual praise and encouragement
- Break time in a different place/different equipment
- Extra snacks, computer games, time with favourite members of staff.
- Extra play time agreed with teacher.
- Appropriate positive written comments on work.
- Awarding of stickers and privileges.
- Public commendations for good behaviour and work in class i.e. assembly
- Positive communication with parents to share success i.e. by sending photocopied work home. Use of home school book/emails.
- Teachers will, where possible, reward the pupils with opportunities for curriculum choices.
- Positive calls home.

Individual Reward Systems: Pupils have individual reward systems which are differentiated according to age; from visual tokens to ticks on a chart, to verbal agreements. Pupils are supported through individual rewards organised by the class team, with the support of the multi-disciplinary team. These frequently include 'I am working towards...' visual aids. Choosing time for younger students and free time for older students is an effective structured way of supporting individuals with autism who may have a very personal range of interests for positive behaviour. Key stage 4 and 5 students are encouraged to earn age-appropriate privileges such as breaks off site, if this is appropriate and agreed with parents.



### **School rewards:**

Early Years Foundation Stage/KS1 Children follow a token based/working towards system that is adapted to meet short and long term needs. Some children require short choosing time based rewards at the end of each session-Working towards a favourite activity at the end of the sessions for 5/10 minutes. Other children work towards end of day activities.

Key Stage 2: Pupils in Key Stage 2 gain points for each lesson – one for behaviour and one for good work. These points are collected by each pupil towards a class trip of their choice. This takes place once a term or half term depending on the needs of the group. Key stage 2 pupils also work towards 'Star of the week awards' and are nominated for this by the class teacher for an exceptional piece of work or outstanding behaviour. They receive a badge/sticker and a postcard is sent home. When they have 3 awards, pupils are invited to lunch with the Head Teacher, with a special pudding of their choice.

Keys Stage 3, 4 and 5: Pupils in these key stages work towards unique, tailored rewards that each class designs according to each pupil's interests. These may include weekly trips to the local shops, tokens, watching a favourite movie, choosing time at the end of every lesson, free time at the end of each day, etc. It also may include end of term awards, Jack Petchey Award, end of term trips, recognition in assembly, amongst others.

Home support: Behaviour Support, teaching assistants and form tutors work with parents who are experiencing difficult behaviour at home to use similar visual and structured rewards for pupils to understand the need to manage their frustration in an acceptable way. This is regularly reviewed to ensure that systems are relevant and helpful, or to refer the difficulties further if necessary.

## **6.0 SANCTIONS & CONSEQUENCES**

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After low level incidents of negative behaviour, the focus is on being positive and encouraging a pupil to change that behaviour to a more useful one. If however the pupil does not respond there are a series of sanctions that can be used, depending on the pupil's needs and the situation. An effective sanction is one that most often stops or discourages careless work or behaviour. Pupils will be consistently reminded of the consequences of their actions and which sanction will be applied.

### **General sanctions:**

- Ignore and praise closest good behaviour.
- Give the child a non-verbal sign to stop.
- Make reference to the rules.
- Give the pupil a verbal private warning.
- Give the pupil a public warning.
- The pupil will be last out at break time.
- The pupil may be required to continue working for a part of their break time.
- The pupil is referred to the Head Teacher.



**3 strikes:** Staff are aware of language processing difficulties and the need to allow pupils who have autism and challenging behaviour the time to respond to requests to change behaviour. The common language of 3 warnings/reminders is used across all key stages. In key stage 2 pupils are given traffic lights as a visual and non-confrontational reminder to think about their behaviour. Older pupils are visually reminded through class charts showing strikes or through verbal reminders of 3 strikes. At the third strike pupils know that they will receive a sanction. This is usually agreed before events and as a strategy shared with the pupil, parents and all those who come into contact with the pupil. The sanction depends on the events and on the understanding of the pupil and may include time out with a timer, working outside the classroom, removal of a privilege, loss of an activity or trip, amongst others agreed in class. These strikes will be usually visually displayed and referred to calmly by the teacher or support staff who are working with the pupil involved. However, when a sanction is agreed by staff after school or at the end of the day the pupil and parents will be informed by a phone call of this decision.

## 7.0 EXCLUSIONS POLICY

### **Challenging behaviour from pupils who are able to understand and change their actions and consequences:**

The school staff are aware that pupils displaying challenging behaviour are frequently communicating a need, in an inappropriate manner which may be harmful to themselves and to others. Keeping in mind the school's ethos of positive behaviour support and the importance of having a multi-disciplinary approach, staff also have a duty to ensure that the school remains a safe learning environment.

**Internal Exclusions:** When a pupil is not responding to sanctions and continues to disrupt learning and provoke more critical incidents, the use of internal exclusion will be extended. The pupil will work apart from the rest of the class and will have the opportunity to receive one to one attention. The focus will be on what the pupil needs to change in order to earn their way back into the classroom, and on changes that the school needs to make to prevent the behaviour from escalating. This one to one support will be used both to ensure the pupil completes school work and to manage the recurring challenging behaviour and its consequences, in a proactive and safe way.

### **Dealing with Critical Incidents:**

For a critical incident, the teacher should request the help of corridor support which will be Behaviour Support Teaching Assistants and senior members of staff assigned for the day.

The teacher/teaching assistant involved will need to fill out an Incident Form as soon as possible. The incident must be passed directly to the Head Teacher or one of the Assistant Head Teachers in her absence. A critical incident constitutes a pupil or member of staff being at physical risk. The critical incident will be dealt with within 24 hours.

A number of solutions could be found in dealing with an incident:

- A conferenced apology.
- An internal exclusion
- The pupil is put on a pupil contract and parents informed.
- A home school plan
- A day exclusion for the rest of the day

It is at the discretion of a teacher or the Head Teacher to inform parents of these sanctions. When a pupil is involved in a serious incident such as instigating fights, physically abusing pupils or adults, absconding and putting themselves in danger, the pupil may be sent home as an instant sanction. Any decision to send the pupil home will be discussed with Head Teacher before being communicated to the pupil and parents.



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As a final stage the pupil will be sent to the Head Teacher:

- The pupil is excluded for a definite period
- The pupil is excluded permanently from school and the LEA informed.

#### The Use of Exclusion:

A decision to exclude a pupil for a fixed period or permanently should be taken only:

- In response to serious breaches of a school's Behaviour Management Policy
- Once a range of alternative strategies have been tried and failed
- If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.

Before the decision is made the Executive Head teacher takes the following steps:

- Consider and record all relevant facts
- Allows the pupil to give their version of the facts
- Speak to any witnesses individually

Exclusion may be used if a pupil:

- Continually refuses to abide by school rules after all the other sanctions have been used.
- Is responsible for an assault causing injury to another student
- Is in possession of a weapon (This will result in an immediate permanent exclusion)
- Is in possession of inappropriate substances
- Deliberately assaults on a member of staff (including spitting)
- Continually uses racist and sexist behaviour
- Causes damage to school property

Any pupil who is excluded will be re-interviewed by the Executive Head teacher or Assistant Head Teacher, to induct the pupil back into the school. In this meeting the Head teacher will set short-term targets for the pupil to ensure their re-entry is successful.

Only the Executive Head teacher can take the decision to exclude a pupil from the school. The Executive Head teacher, or in their absence, the Assistant Head Teacher may exclude a pupil for one or more fixed periods not exceeding a total of 25 school days in any one school year. Reasons for exclusion related to risk of foreseeable harm may cause this period to be extended for health and safety reasons. Such situations would give rise to an early Annual Review meeting of a pupil's special educational needs. The Executive Head teacher may not exclude a pupil permanently without consultation with at least two Directors of the school agreeing with the decision. He or she may, with the agreement of at least two of the Directors, convert a fixed period exclusion into a permanent exclusion, if he or she decides there is a risk of foreseeable harm to other pupils or staff. In the case of some pupils with autistic spectrum disorder there may be concerns about the emotional wellbeing of the individual and others. In addition, the Executive Head teacher may see that there is a risk to the safe and effective education of other pupils.

In all cases he or she must promptly:

- Inform the pupil's parents of the exclusion and how long the exclusion is for. The Head teacher or the class teacher will make reasonable efforts to contact parents by telephone on the day of the decision to exclude their child and confirm the decision in writing by first class post that day.
- Give clear explicit reasons for the exclusion with written evidence.
- Advise the parent that he or she may make representations to an appeal panel by requesting this through the Head teacher within 15 days of notification of the exclusion.
- Advise the parent how these representations may be made.

In the following cases;



- Permanent exclusions or fixed period exclusions converted into permanent exclusions.
- Fixed period exclusions totalling more than five days in any one term.
- If a pupil is excluded for a fixed period of up to and including five days more than three times in any academic year.
- Exclusions which result in the loss of an opportunity to take a public examination.

The Head teacher or Assistant Head Teacher, having consulted with the Directors of the school must immediately notify both the local education authority who maintain the child’s placement at the school.

The Directors of the school will establish a discipline appeal panel. Their role is one of reviewing, if the need arises, the exclusion decisions that have been made.

The panel will meet to:

- Consider the circumstances in which the pupil was excluded
- Consider any representations about the exclusion made by the parent or by the LEA
- In cases where reinstatement is advised as a practical option, consider whether the panel should advise that the pupil should be reinstated immediately or reinstated by a particular date or not reinstated,

## 8.0 PHYSICAL INTERVENTIONS POLICY

Different forms of physical intervention are summarized in the table below. It shows the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods. Restrictive physical interventions involve the use of force to control a person’s behaviour and can be employed using bodily contact, mechanical devices or changes to a person’s environment.

	<u>Bodily contact</u>	<u>Mechanical</u>	<u>Environmental change</u>
<u>Non restrictive</u>	Manual guidance to assist a person walking	Use of a protective helmet to prevent self-injury	Removal of the cause of distress, for example adjusting temperature, light or background noise
<u>Restrictive</u>	Holding of a person’s hands to prevent them hitting someone	Use of splints to prevent self-injury	Forcible seclusion or the use of locked doors.

The use of force is associated with increased risks regarding the safety of pupils and staff and inevitably affects personal freedom and choice. For these reasons the majority of this guidance is specifically concerned with the use of restrictive physical interventions.

The guidance from ‘A New Strategy for Learning Disability for the 21st Century’ put forward by the DFES and DH (2002) defines restrictive physical interventions as involving;

*‘The use of force to restrict movement or mobility or the use of force to disengage from dangerous or harmful physical contact initiated by pupils or service users.’*

### Introduction and Rationale





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This policy sets out guidance for trained staff at Hillingdon Manor School in using restrictive and nonrestrictive physical intervention techniques as part of wider 'Promoting Good Behaviour' policy. This may be used to support pupils with autistic spectrum disorder in managing their own thoughts, feelings and actions.

The staff at Hillingdon Manor School utilize specifically taught restrictive physical intervention techniques as infrequently as possible. Physical Intervention is always a last resort – that is, where the risks of not using force seem to be greater than the risks of using force. This policy draws on core Head teachers set out in the Human Rights Act (1998) and The United Nations Conventions of the Rights of the Child (ratified 1991). It is based on the presumption that every adult and child is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security, and
- The right not to be discriminated against in his/her enjoyment of those rights.

When physical intervention techniques are used, everything possible is done to prevent injury and maintain the person's sense of dignity and increase the ability of the individual to manage their thoughts, feelings and actions. The policy of restrictive physical intervention is part of the broader strategy to address the needs of children with ASD who display challenging behaviour which is why this policy is part of the 'Promoting Good Behaviour Policy'.

### **The Legal Context**

The guidance put forward by the DFES & DH (2002) state that *"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, to prevent a pupil engaging in extreme behaviour prejudicial to the maintenance of good order and discipline at school or among any of its pupils'* (Ref: DfEE Circular 10/98 "Section 550A of the Education Act 1996).

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury or damage to property;
- 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.

The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. It is only used as a last resort. All staff within the school are trusted to use their professional judgement and the degree of force must be reasonable in relation to the risk posed. Any restrictive intervention should employ the minimum degree of force needed to achieve these outcomes

### **Minimising the need for Physical Intervention**

Hillingdon Manor School is set up to teach pupils to be responsible for their actions, emotions and their learning. Everything we do is related to our Mission Statement and Aims. We wish our pupils to learn strategies for management of their own behaviour. In achieving this we will carry out what is necessary to support them through upsets and develop their problem solving and self-management skills. Everyone can



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be taught more effective thinking skills through clear, consistent language and communication. When this is achieved through a no blame culture, pupil's self-esteem and confidence grows and their anxiety is lowered. If the Promoting Good Behaviour Strategies do not succeed with a pupil over time and there are increases in challenging behaviours requiring a consistent increase in Physical Intervention this could lead to a multi-disciplinary meeting to examine all pupil plans and to take further expert advice on strategies used. If this does not improve a situation, then an early review to assess whether the school is meeting the pupils needs and whether another placement should be sought where the child's needs could be met more effectively. The school is committed to working with parents to prevent this occurring. Working together with parents and having the parents use the school's language and behaviour management strategies in the home is always the most powerful behaviour management structure around a pupil. This is why parents working together with the school is so vital.

Pupils with ASD present a pattern of difficulty in understanding what is expected of them, focussing attention on tasks and sharing attention with others. This may show up as non-compliance or difficulty with adult requests to sit, look, listen and focus on learning tasks. To achieve the following, particularly, with younger pupils, physical shaping is used to achieve the required action from the pupil. This is holding for learning to learn.

In order to set a pupil up to succeed it is necessary to use specific holding in areas of the curriculum which require physical contact to feed in appropriate movement experiences e.g. relaxation and sitting in learning situations.

As far as practically possible, staff who come into contact with such pupils should be made aware of the relevant profile of those individuals through the Behaviour Support Plan, particularly:

- Situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work
- What is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force;
- If physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the pupil concerned; and
- The agreed ways to support the pupil and member of staff following an incident.
- Information from parents may be as valuable as information held by the school. Some of this information may be sensitive. Schools should seek express (preferably written) consent from the parent to inform appropriate staff. However, where consent is unreasonably withheld the information may still be made available to staff who need it if it is in the best interests of the pupil concerned. The importance of providing such information will be a factor in decisions about giving temporary authorization to parent volunteers and others to supervise pupils.
- Designate which members of staff should be called if an incident involving a particular pupil occurs. This does not necessarily mean waiting for them to arrive before taking action if the need for action is urgent. However, they should always be involved in post-incident follow-up.

### **Prevention**

The use of restrictive physical interventions at Hillingdon Manor School is minimised by the adoption of primary and secondary preventative strategies.

Hillingdon Manor School creates and maintains an environment which meets human needs, they are:

Security – a safe territory and an environment which allows us to develop fully.  
Attention (to give and receive it)  
Sense of Autonomy and control  
Being emotionally connected to others  
Being part of a wide community



Sense of status with social groupings  
Sense of competence and achievement  
Meaning and purpose – which come from being stretched in what we do (create) and think.  
(Griffen et al, 2004)

Primary prevention is achieved by:

- Providing a therapeutic language focused learning environment.
- Ensuring that the number of staff deployed and their level of competence corresponds to the needs of the pupils and the likelihood that physical interventions will need to be used. Staff will not be left in vulnerable positions.
- The pupil to staff ratio and the school environment being laid out in such a way as to restrict opportunities for individualised activities which may provoke violence or aggression.
- The use of Behaviour Support Plans which state pre-planned strategies which are responsive to individual needs and include current information on risk assessment.
- Creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- Ongoing internal and external staff training to develop expertise in working with children who present challenging behaviour.
- Talking to children and their families about the way in which they prefer to be managed when they pose significant risks to themselves and others. For example some children prefer withdrawal to a quiet area to an intervention that requires bodily contact.

### Secondary Prevention

Secondary prevention involves recognising the early stages of a behavioural sequence that is likely to develop into violent or aggressive behaviours and employing 'diffusion' techniques to avert any further escalations.

Where there is clear documented evidence that particular sequences of behaviour rapidly escalate into serious violence, the use of restrictive physical intervention at an early stage in the sequence may, potentially, be justified if it is clear that:

Primary prevention has not been effective, and

- The risks associated with not using a restrictive physical intervention are greater than the risks of using a restrictive physical intervention, and
- Other appropriate methods, which do not involve restrictive physical interventions, have been tried without success.

### Pastoral/Behaviour Support Plans

Planned physical interventions are those where incidents are foreseeable and restrictive physical intervention strategies will be used as outlined in pupils Pastoral Support Plans.

Each pupil/student has an individual behaviour support plan which is arrived at by careful individual analysis of patterns of behaviour and risk assessment. Staff work together with parents to ensure that everyone is in agreement with the terms of the plan. The plan is detailed and states the behaviours the pupil exhibits, the action taken by staff and the language used by staff, for management of that behaviour, by all staff. There is also other information about how the pupil will be supported in the management of their behaviour:

*time out of class to calm* which may involve restricting the service user's access to all positive reinforcements as part of the behavioral program, but where possible involves the pupil in managing their own feelings and actions by utilizing individualized relaxation strategies;



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*Specific structure to support pupil* which includes information regarding specific reward systems and individualised relaxation strategies

*Holding for well-being* which states the likelihood and/or context in which restrictive physical interventions may need to be used.

*Behaviour monitoring* through frequency sheets. These sheets are kept when challenging behaviour is being closely monitored to establish triggers and patterns which may support planning a behaviour intervention.

The Behaviour Support Plan is agreed by all staff involved with the pupil, the Head Teacher and by the pupil's parents.

### **Staff authorisation and good practice**

#### Staff authorisation:

The staff to which this power applies are:

- Any member of staff at the school
- Any other person whom the head has authorized to have control or charge of pupils. This can also include people to whom the head has given temporary authorization to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organized visits); and
- Does not include any pupils.

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons. This search power may be exercised by head teachers and staff authorized by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force may be used by the searcher. Where resistance is expected school staff may judge it more appropriate to call the police or if they have one, their Safer School Partnership (SSP) officer. From September 2010, the power to search pupils without their consent will be extended to include alcohol, illegal drugs and stolen property ('prohibited items'). (Guidance 2010).

#### Circumstances when Physical Intervention may be acceptable

The key conclusions of the 2014 Department of Health guidance on Positive and Proactive Care: reducing the need for restrictive interventions, are that:

- Restrictive physical intervention can be employed to achieve a number of different outcomes:
- To break away or disengage from dangerous or harmful physical contact initiated by a service user;
- To separate the person from a 'trigger', for example, removing one pupil who responds to another with physical aggression; and
- To protect a child from a dangerous situation – for example the hazards of a busy road.

Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern.

The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive physical intervention. The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they cause. The minimum force necessary should be used, applied for the shortest period of time, and the techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the child's support plan.



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The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in *exceptional* circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

*Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* (Circ LEA/0264/2003)

Hillingdon Manor School uses withdrawal from the classroom as detailed in the Exclusions Policy under 'Internal Exclusions'.

A 'Just Right Room' is also used to occasionally remove pupils from a physical situation – this is an empty room where the pupil may choose to sit alone with an adult outside so as to have personal space in a safe place. At times pupils are still in a very angry state and attempt to assault adults who are with them in this room.

### **Levels of Physical Intervention**

Where staff decide to use physical intervention, they must use the minimum force necessary. In doing so, they should consider that there are at least three levels of physical control which they should use flexibly, depending on the circumstances:

**PHYSICAL PROXIMITY:** Control by the use of physical presence involving no actual contact, such as emphasising verbal instructions and standing in front of or obstructing a doorway to prevent exit. Do not underestimate your authority. At its simplest level, your presence in a room, a look or gesture, can send out powerful signals to young people to help them keep behaviours within acceptable limits. Such action can also provide opportunities to express concern and remonstrate with young people.

**TOUCHING OR HOLDING:** Touching or holding can help to encourage, discourage or persuade young people to comply. An example would be laying hands on shoulders to gain a young person's attention, or taking a young person by the hand or arm to lead them away from a situation.

**RESTRICTIVE PHYSICAL INTERVENTION:** Physical restraint is defined as "*the positive application of force with the intention of overpowering the child*". This occurs when it is deemed necessary to hold a young person, probably against their will, with the intention of restricting their movement. Such action should only be used as a last resort where other physical interventions have already failed, or that you reasonably believe would fail.

It is for the staff on the spot to decide what level of physical intervention to use. Please remember:

- Do not use restrictive physical intervention if safe holding would work.
- Do not hold if touch would work.
- Do not touch if your presence would work.
- Keep reassessing the position.
- Seek to reduce and calm the situation.
- Use the minimum force necessary to regain or stay in control.

### **Locking Doors**

Under no circumstances may staff lock young people up to restrict their liberty. However, it may in extreme circumstances, be reasonable to do so where immediate action is necessary to prevent serious injury to any person or serious damage to property. For example, where staff are being attacked and need to gain extra seconds or minutes to enable them to summon assistance from colleagues or the Police.



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#### The use of force

The restrictive physical interventions set out in this policy are explained on a progressive basis. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause to themselves or others. The concept of reasonable force must be used when applying any restrictive physical intervention strategies and must be determined with reference to all the circumstances, including:

- The seriousness of the incident.
- The relative risks arising from using a physical intervention compared with using other strategies.
- The age, cultural background, gender, stature and medical history of the child or service user concerned.
- The approach to risk assessment and risk management employed.

The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the students Behaviour Support Plan.

Within the use of the stated restrictive physical intervention strategies staff are aware of the need to gradually increase or decrease the levels of force used in response to the student's behaviour.

If the pupil looks as if they may be ill, or they say that they will be sick any restrictive physical intervention technique being used **MUST** be released.

#### Staff training

Model used: PRICE In-house instructors. Training delivered on regular basis.

Staff are also trained to understand that any holding of a pupil who is in a state of extreme upset is NOT a punishment. Staff are trained that if there is any thought of punishment in their mind whilst holding a pupil they should not be carrying out such action. It is essential staff remain calm when pupils exhibit any level of upset.

All staff are trained in safe manual handling techniques both for themselves and for pupils. It is sometimes necessary for staff to wear neoprene arm protectors when working with small pupils who exhibit severe biting behaviour. This is to protect staff and pupils from coming into contact from one another's bodily fluids. In addition, it protects staff from potential injury and causes them to feel more confident about being effective in promoting pupils learning until such behaviours decrease.

All staff are trained on a regular basis to use physical interventions using approved trainers who ensure that strategies are personalised and reviewed regularly. Each pupil has a Behaviour Support Plan as discussed earlier and this details the probable use of Physical Intervention with that particular pupil.

#### Important Documents

The following policy must be read in conjunction with:

- Department of Health guidance on Positive and Proactive Care: reducing the need for restrictive interventions 2014
- Use of Force to Control and Restrain pupils (DCFS, Nov 2007, updated 2010).
- BILD Code of Practice
- Hand-outs from in-house training on positive behaviour interventions.

*'Normally, only staff who been trained to an appropriate level should be sanctioned to use restrictive physical interventions. In schools, under Section 550A of the Education Act 1996, this will be a teacher or someone who, with the head's authority, has lawful control of pupils. ...The expectation is that training should normally be provided by trainers who are accredited under the BILD Code of Practice on Training Staff in the use of Physical Interventions.'* (DFES & DH, 2002)



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All staff are trained in the use of specific holds which have been taught by in-house qualified instructors on PRICE, an accredited BILD (British Institute of Learning Difficulties) trainer up till 2007. Training is now being individualised to the context of Hillingdon Manor School as follows:

The physical Breakaway Techniques and Restrictive Physical Intervention methods taught to staff have been the subject of a legal, tactical and medical expert review undertaken in 2005 (and ongoing) for the General Services Association.

[Peter Boatman, and Andrew Bleetman acted as experts to the Northamptonshire Police when investigating the death of Gareth Myatt at Rainsbrook Secure Training Centre.]

*“The expected medical implications are as low as possible. Bearing in mind the fact that whilst injury potential can be minimised, there always remains a risk of some physical injury when two or more persons engage and force is used to protect, breakaway from or restrain an individual”.* (Boatman, P. and Bleetman, A. 2005)

It must be recognised that a staff member might respond with a technique not contained within the physical skills curriculum taught to staff. The use of a response not taught by GSA trainers does not automatically render its use improper, unacceptable or unlawful. In such circumstances the post incident review would have to make a judgement on whether or not it was reasonable in those particular circumstances.

Training is updated regularly according to contextualised needs and all staff will be experiencing training in phases. This will be entered in the internal training register as appropriate.

Appropriate information about the students at Hillingdon Manor School is available within the following documents:

- Behaviour Support Plan
- Pupil Pen Pictures
- Pupil File located on T/drive
- iSams information management system
- InfoExchange for previous notifiable events

#### **Recording Incidents, Monitoring and Review:**

School has introduced an online recording service. This is called “Info Exchange”. Staff are given access via the internet and incidents should be recorded in this manner whenever an incident has occurred. Incidents which did and did not require physical intervention are recorded in this manner.

Every month records from the behaviour database will be analysed. This will monitor the use of physical intervention in relation to specific pupils and will show any decreases or increases in the use of physical intervention with children. This information will be monitored by the Headteacher and the Senior Management Team.

We are committed to a safe effective environment where pupil’s behaviour is managed effectively using professional techniques of the highest integrity. We constantly monitor the quality of our service.



### **Parental Permission**

Once a pupil has been officially accepted within the school all parents must sign a Physical Intervention permission form. This will allow staff to use the physical intervention techniques in the policy for assisting calming down and Health and Safety if it becomes necessary. Also it may be necessary for their child to be physically shaped for learning to learn purposes. An example of this is shaping yoga exercises or sitting postures or holding a pencil in an appropriate pincer grip.

If a child is admitted on an assessment basis, the school reserves the right to use holding for well-being, health & safety and learning to learn shaping strategies within the scope of this policy. This will be if a situation arises where the professional judgement of staff considers it necessary for learning to learn or Health & Safety purposes.

The law requires that each parent is informed of significant incident where force has been used on their child. In this case 'parent' has the meaning given by section 576 of the Education Act 1996, and so will include people having day-to-day care of the child and the local authority where a child is the subject of a care order. Section 576 also deems the local authority as a 'parent' in the case of children who are looked after under section 20 of the Children Act 1989.

Where appropriate the parent/s may also be informed by telephone about an incident involving their child e.g. if restrictive physical intervention strategies have had to be used in an unplanned or emergency manner. If requested they will be sent the 'Incident Report Sheet'.

### **Home School Contracts**

It is vital that the school works in partnership with the parents. All parents and pupils each year will be asked to fill out a home school agreement declaring their intention to support the school in the management of their pupil's behaviour. Home school agreements will be signed each year at the induction meetings.

### **Post Incident support**

#### **Pupils**

After a pupil has calmed down from an upset whether significant or insignificant the following structures must be adhered to:

- Acknowledge the pupil for good calming down
- Support the pupil in identifying the cause of the upset.
- Acknowledge the pupil for being able to identify the cause.
- Ask the pupil what they chose to do because of the upset.
- Support the pupil in reflecting whether what they chose to do worked or did not work.
- Support the pupil in reflecting what would have worked and what they could do next time they are confronted with the same problem.
- Acknowledge the pupil for good thinking.
- Ask the pupil if they need to clear anything up with anyone.
- Acknowledge the pupil for good thinking and speaking (Ref: Promoting Good Behaviour Policy)





## Staff

Staff are de-briefed by senior staff in relation to pupil incidents when appropriate. Senior staff need to sign all incident reports and reflection or debriefing takes place if necessary. Teams are encouraged to reflect on what works and what does not work.

In the case of staff or student injury or physical distress as the result of a pupil's challenging behaviour or the use of restrictive physical intervention techniques first aid procedures will be employed as appropriate by a trained medical supervisor. If required members of staff will be sent for medical treatment. An accident form will need to be written by the staff member and passed on to the Head teacher on the day of the incident whenever possible.

## Complaints and Allegations

Whilst the use of physical intervention is sometimes unavoidable to protect young people or others from harm, such action may lead to complaints and/or allegations of misconduct. Such complaints/allegations must always be thoroughly reviewed and, if necessary, investigated and may lead to child protection or disciplinary proceedings. However, staff will always be supported where they have behaved in the following way:

- By using any minimum action reasonably believed to be immediately necessary in response to a physical attack which endangers staff, children or others.
- By acting in accordance with these guidelines.

*The following may, however, be regarded as a criminal or disciplinary matter:*

- Any non-accidental injuries inflicted on a young person (including emotional, physical or sexual abuse).
- Deliberately or maliciously injuring or inflicting pain on a young person.
- The use of racist or other discriminatory language.
- Initiating or provoking unnecessary conflict or confrontation.
- Bullying, intimidating or humiliating a young person.
- The use of non-permissible sanctions.

## Useful Information

Guidance on the use of Restrictive Physical Interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder (DFES & DoH, 2002) There is also an accessible version of the guidance which is available from:

British Institute of Learning Disabilities

Tel: 01752 202301/01562 723010

Major extracts are also on the BILD website: [www.bild.org.uk](http://www.bild.org.uk)

Guidance on Positive and Proactive Care: reducing the need for restrictive interventions (DoH, 2014)

This policy can also be accessed and downloaded at [www.official-documents.gov.uk](http://www.official-documents.gov.uk) or at [www.gov.uk](http://www.gov.uk)

## Useful Websites

Draft Guidance on the use of Physical Interventions for staff working with children and adults with learning disability and/or autism

<http://www.doh.gov.uk/learningdisabilities/dgapp1.htm>

North West Training and Development Team report of Survey into Physical Interventions in North West England

<http://www.nwtdt.com/pdfs/pipip.pdf>



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Managing Violence in Mental Health Services – NHS guidance  
<http://www.nhs.uk/zerotolerance/mental/physical.htm>

BILD summary of key principles  
[http://www.bild.org.uk/research/physical\\_interventions/summary\\_of\\_principles.htm](http://www.bild.org.uk/research/physical_interventions/summary_of_principles.htm)

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DFES, DH, (2002) Guidance for Physical Interventions – How to Provide safe services for people with learning Disabilities and Autistic Spectrum Disorder (Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century)

DCFS, Nov 2007, The Use of Force to Control and Restrain Pupils.

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Education and Inspections Act 2007.

DfE (February 2014) Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.

Harris P (1993); The nature and extent of aggressive behaviour amongst people with learning difficulties (mental handicap) in a single health district, in Journal of Intellectual Disability Research, 37, 221-242

Harris J. Allen D. Cornick M. Jefferson A. and Mills R. 1996, Physical Interventions Policy Framework. Kidderminster (BILD Publications)

Wells C. (24<sup>th</sup> April, 2001), Letter to Chief Education Officers on the Use of Positive Handling Strategies.



## 9.0 APPENDIX 1: Behaviour Intervention Process

Weekly meetings take place to identify any spikes or rises in patterns of behavior. If there is a rise in concerning behavior a Behaviour Intervention Meeting (BIM) will be called. The BIM is a multidisciplinary meeting in which the class team and clinical team attend to discuss the rise and set out action points that are implemented immediately. These actions are monitored along with the behavior over the coming month. A review of the intervention takes place 1 month following the first meeting.

Exemplar BIM template :-

### Behaviour Intervention Meeting

*Behaviour intervention meetings (BIM) arise from monthly analysis of the schools 'Behaviour Support Database'. A BIM is called for pupils with high incident occurrence & when new pupils have behavioural issues from previous placement/observation of behaviours during assessment week.*

<b>Name:</b>		<b>Class:</b>	<b>Month:</b> January
<b>DOB:</b> 20/11/2/09		<b>Key stage</b>	<b>Incidents:</b>
<b>Date of meeting:</b> 28/1/20			<b>Incidents since last meeting if applicable</b>
<b>Present</b>			
<b><u>Presenting Behaviours</u></b>			
Non- compliance Self- directed Does not engage (a tiny bit after intensive interaction), no real awareness Generally unresponsive, minimally if prompted Poor eye contact Scratching			
<b><u>Antecedents/Triggers</u></b>			
(What are the main triggers/antecedents that appear to be causing behaviour's)			
<b><u>Action/Responsibility</u></b>			
<b><u>Communication difficulties</u></b>			
(Are there any barriers to communicating needs?)			
<b><u>Action/Responsibility</u></b>			
<b><u>Sensory processing difficulties</u></b>			
(Are the behaviours sensory related?)			
<b><u>Action/Responsibility</u></b>			
<b><u>Medical</u></b>			
(Are there any medical conditions, periods of illness, new medications or changes in medication that may be affecting behavior?)			



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Action/Responsibility	
<b><u>Timetable</u></b>	
(Would the current timetable related to behaviours? Would a reduction or TEACCH be an option?)	
Action/Responsibility	•
<b><u>Incentives/Rewards</u></b>	
(What incentives/rewards are used and how does the pupil respond?)	
Action/Responsibility	
<b><u>Consequences</u></b>	
(What consequences are in place for negative behaviours?)	
<b><u>Transitions</u></b>	
(How does the pupil cope with transition?)	
Action/Responsibility	
<b><u>Unstructured-Playtime/Lunchtime</u></b>	
(How does the pupil cope during unstructured-playtime/lunchtime?)	
<b><u>School environment</u></b>	
(Has the classroom environment changed for the pupil?)	
Action/Responsibility	
<b><u>Home/Parental</u></b>	
(What concerns do parents have? Have there been any changes in home situation?)	
Action/Responsibility	•
<b><u>Physical intervention</u></b>	
(What PI techniques are used for the safety of the pupil?)	
Cupped Hand	
Action/Responsibility	
<b><u>Calming methods</u></b>	
(What calming down measures are employed by staff to support calming down?)	
Action/Responsibility	
<b><u>Peer interaction</u></b>	



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<b>(Are there any bullying concerns?)</b>		
Action/Responsibility		
<b>Child protection</b>		
<b>(Are there any concerns about abuse or neglect? Have any disclosures been made?)</b>		
Accusations have been made in the past		
Action/Responsibility	•	
<b>Other areas of concern</b>		
Action/Responsibility		
Behaviour plan to be updated	Yes	No
Date of next BIM Review (one month from 1 <sup>st</sup> )	31/3/20 3.30pm	



## **Appendix 2. School Rules**

### **School Rules** **Respectful, Safe, Focused.**

#### **Respectful**

- Respect others - by valuing their different races, cultures, faiths, opinions, orientations and abilities.
- Respect and look after school property – by taking responsibility for the building, grounds and equipment.
- Respect the property of others – by helping them look after their things and keep them safe.
- Communicate with staff and pupils using appropriate language and tone of voice.
- Do not bully others.

#### **Safe**

- If not in class for any reason you must go to the designated room.
- A staff member must be aware of where you are at all times.
- Stay on school premises unless you have a lunch time pass.
- Do not hurt others – either physically by touching them, or emotionally by using unkind words.
- Do not damage school property.

#### **Focused**

- No fizzy/energy drinks to be consumed in school. If you buy fizzy/energy drinks at lunchtime they must be consumed off site.
- It is okay to use mobile phones and music players in lesson, as long as you have permission of the subject teacher.
- Follow your timetables throughout the day and attend all lessons. If you cannot attend a lesson, you must speak to the teacher of that subject.
- No smoking on site.
- If on independent study you must be in the library or the common room only.

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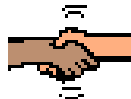
## **Appendix 2. School Rules**

# School Rules

## Be Kind, Safe and Ready To Learn

### Kind

- I will try to be kind to the pupils and adults in my school.
- I will try to be kind to myself.
- Some people might be different to me, this is okay!



### Safe

- Be kind to others, I will try to be safe with my body.
- I can go to the Just Right Room if I feel upset or angry, this is okay!
- It is okay to be upset, it is not okay to hurt people or damage property.



### Ready to learn!

- I will try to do good listening.
- If I need a break I will try to tell an adult.
- It is okay to take a break if I feel tired.

