# BEHAVIOUR AND ATTITUDES

at Step by Step

# The Ofsted 3 i's: Intent, implementation, impact

- The Ofsted framework 2019 outlines 4 judgement categories within schools – Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management.

- The framework includes the 3 I's:

- **Intent:** The expectations and aspirations schools have for their learners, and the curriculum provided.

- **Implementation:** How teaching staff carry out their role and ways in which they are supported by their leaders to do this.

- **Impact:** The outcomes for learners across the curriculum, taking into account pupil success, performance data and readiness for the future.

- According to the Ofsted inspection framework 2019, assessors will make judgements on the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.

- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

- learners have high attendance and are punctual

- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

(The Education Inspection Framework, September 2019)

# Intent

## Aspirations and Attitudes to Learning

### Mission, Vision & Values



**'Building Skills, Maximising Potential'**

Our mission is:-

To maximise the potential of pupils with Autistic Spectrum Conditions (ASC) through evidence based, individually tailored, outstanding teaching to enable them to thrive and live happy, confident lives.

The mission statement, vision and values are embedded in everything we do. They reflect the high aspirations we have for our pupils

**Values (LEARNS)**

**Shared values guide our day to day actions:-**

**Laughter** – fun, motivating learning that builds confidence.

**Evidence** – Evidence-based practice for effective learning and progress.

**Aspire** – for all stakeholders to achieve their full potential, through realistic, ambitious targets tailored to the individual.

**Respect** – for every person to be treated with dignity.

**Nurture** – every success is recognised, praised and celebrated.

**Safe** – an environment where the pupils and staff feel safe and supported.

# Expectations and Aspirations

# <u>Implementation</u>

- ■ The school sets consistent expectations for pupils, and these are upheld at all times.

- ■ Expectations are, however, set with the individual pupil in mind. They are dependent on the pupil's level of learning, age, behaviour plan and behaviour history.

- ■ Some examples of behavioural expectations at school are:

- ➤ Completing an arrival and going home routine each day (i.e. unpacking/packing their bag, putting away items in the correct place etc).

- ➤ Transitioning appropriately around the school (e.g. walking, not running).

- ➤ Respecting others (e.g. greeting tutors and peers, acknowledging and discussing the impact of our behaviour on others, if the pupil is able).

# Pupil Behaviour at Step by Step: Expectations

- Pupils, where they are able to, learn about expectations through 'class rules', social stories and discuss these in group scenarios. Pupils working at a lower level will instead be taught functional, socially appropriate behaviours (such as how to play with others). Pupils receive reinforcement for following class rules, to encourage them and acknowledge appropriate behaviour.

- The star chart shown is one example of a reinforcement system used in a class for a higher-functioning primary pupil.

# Video of Pupils Discussing Class Rules

'During a social skills group, the pupils were discussing a variety of class rules and rules relating to coronavirus. They were able to vote on whether they thought the rule was cool or not cool and
explain their reasons.
For example, both pupils voted that 'hitting other children or tutors' was not cool because "it was mean" and "it would hurt someone"'

# Pupil Behaviour at Step by Step:
## Aspirations and Attitudes to Learning

- Pupils are supported to reach their full learning potential by working on targets that, while tailored to their needs, are also ambitious. Overall pupil progress is reviewed three times a year within multi-disciplinary meetings to assess whether targets have been not met, met or exceeded.

- Pupils learn to develop positive attitudes to learning through experiencing a positive teaching environment at all times. Learning is always centred around the pupil's individual motivations. Strategies to ensure this include:

- **Conducting regular preference assessments** – pupils choose what item/activity they want to work for before any demands to complete work are placed.

- **Reinforcement-based teaching principles** – all learning follows the principles of Applied Behaviour Analysis, which centres around using reinforcement to increase appropriate behaviour.



Time spent with Ben the dog is a highly preferred reinforcer.

# Pupil Behaviour at Step by Step: Aspirations and Attitudes to Learning (continued)

➢ **Recognising all achievements -** as stated in our values, 'every success is recognised, praised and celebrated'. This is in the form of praise, external reinforcement (e.g. toys, activities), or certificates presented by the Headteacher and curriculum team for particular achievements. Achievements and progress are shared with parents via the Earwig platform so they can share in success.

➢ **Encouraging choices and opinions** – pupil voice is continually encouraged by offering choices in work targets and activities as much as possible. Pupils that are able are encouraged to give opinions on school activities and share their thoughts, which allows learning to be as pupil-led as possible.

➢ **Supporting pupils to regulate their emotions** – Pupils are supported to regulate their emotions throughout the day. Pupils are taught to recognise their emotions and develop strategies to achieve a calm and alert state in which they are able to learn.
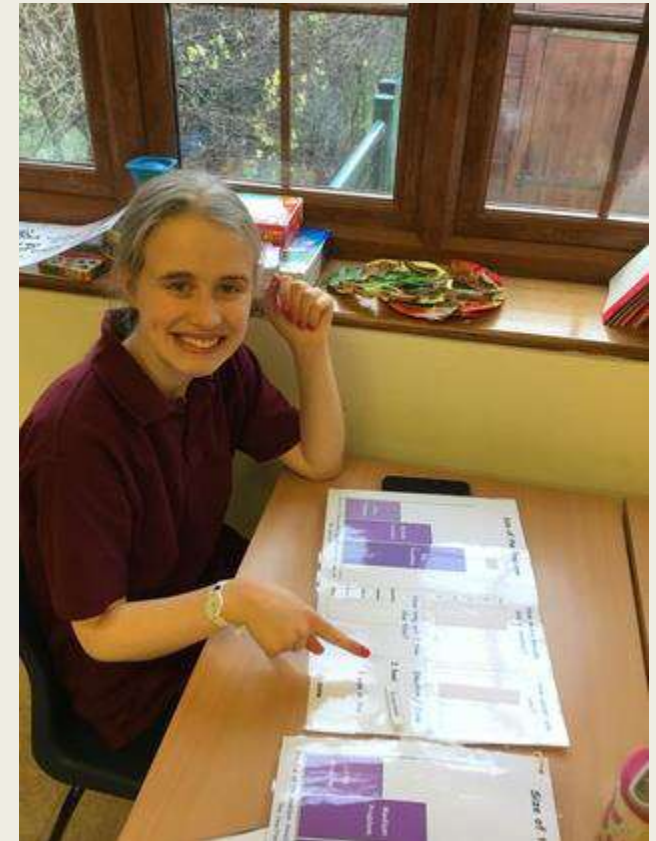


A pupil choosing how she would like her resources to be made (Velcro rather than board marker)

# Pupil Assessment - factors to consider

- **Which behaviours need to be addressed first?** Targeted behaviours will always be socially significant, and impact on the pupil's ability to access important aspects of their home or community life. Targets are developed in collaboration with parents and, where possible, the pupil.

- **How much funding has the pupil been offered?** The school offers 1:1 support for all pupils and always aims to fade this level of support as the pupils acquire new skills. Step by Step does not typically admit pupils who require 2:1 staffing on a long-term basis – the second tutor is faded as quickly as possible if 2:1 teaching is required upon admission.

- **What strategies need to be implemented to support pupil behaviour?** Each pupil has an individualised behaviour plan to support their behavioural needs. This is continuously reviewed by senior staff, as are any other strategies put in place (e.g. change of pupil location, extra staff support etc).

# Pupil Assessment: factors to consider- continued

- **Which location is most suitable for the pupil?** The classroom or location the pupil will be based in depends on either 1:1 or 2:1 staffing, behavioural needs (e.g. safe space provision), pupil age, ability level and peer group suitability.

# Implementing Behaviour Support Strategies

- On admission to the school, behaviour is carefully assessed by the pupil's Class Leader, Lead Tutor and a Senior Behaviour Analyst.

- All incidences of challenging behaviour are recorded using ABC recording, to note the antecedent (what happened just before the behaviour), the behaviour topography (what the behaviour looks like) and the consequence (what happened after the behaviour).

- ABC recording aims to determine the function of the behaviour.

- Once a baseline has been established and the function determined, a behaviour plan is put in place to target the specific behaviour.

# Behaviour Plans

Behaviour Plan

| Name: Michael King | DOB: ████████ | Date set: September 2019 | Review date: See ongoing updates |
|---|---|---|---|
| **Target** | **Description of Challenging Behaviour (CB) and function** | **Proactive Strategies** | **Reactive Strategies** |
| Michael to ████████ately gain the attention of an adult or peer by tapping them on the hand/arm. | Function: Socially mediated positive reinforcement<br><br>CB:<br>• Tapping other person inappropriately (on head, face, stomach, chest, leg)<br>• Holding/squeezing other persons hand<br>• Resting head on another person | Strategy 1: Set up situations for ████████ to appropriately gain the attention of an adult: Michael to gain an adults attention by tapping arm, ████ hand by following this procedure:<br>1. Read motivation when ████████ would like attention and before inappropriate behaviour has been displayed prompt him to tap adult's hand (or arm). If possible use a second person to prompt this.<br>2. Immediately deliver attention.<br>3. Fade prompts over successive trials.<br>4. Increase the distance ████████ has to travel to gain tutor's attention over successive trials.<br>5. If Michael makes any independent attempt to appropriately gain adult's attention, deliver attention and tangible reinforcement immediately. | If ████████ engages in undesired behaviours to gain tutor's or peer's attention:<br><br>• Do not react to the undesired behaviour<br>• Block undesired behaviours directed towards peers, avoiding eye contact with ████████<br>• Adult to step back<br>• Continue as planned, implementing proactive strategies outlined |

- Focus on pro-active strategies that are put in place to prevent the behaviour from occurring. Strategies are derived from understanding the **function of each behaviour.** This often includes teaching pupil's a more appropriate way of communicating their needs.
- Reactive strategies are also outlined in detail. These include strategies to support pupils to de-escalate so they can achieve a calm and alert state.
- Signed by the staff team working with the pupil, the Senior Behaviour Analyst and the pupil's parents before being implemented.
- Reviewed once every term by the pupil's Class Leader, but are continuously reviewed alongside the pupil's behaviour data. Strategies are updated and amended as necessary.

# Impact

## Evaluating Pupil Behaviour

- Pupil behaviour is constantly monitored and evaluated across the school.

- This comes from data collection on individual pupil behaviour within the classrooms (e.g. duration/frequency of problem behaviour, number of Team Teach interventions and any safeguarding concerns).

- This data is shared with the school's Senior Leadership Team, including the school Safeguarding team, staff governors and the Team Teach professional body.

# Types of Data Collection

■ **In-class data collection:** ABC data is collected after every episode of problem behaviour, and input by the pupil's key worker into a behaviour data system. This includes data averages, graphs and charts. It may include information on behaviour duration, topography or function. The pupil's key worker constantly monitors and reviews this data with the pupil's Class Leader, and any rise or reduction in behaviour patterns is assessed in line with the Individual Behaviour Plan.

■ **Ethics data:** Includes data on holds, physical interventions, safe space use, peer on peer incidents, pupil and staff injuries and incidents which have required support from additional staff members.

    - Ethics data is shared with the school Safeguarding governor on a termly basis.

    - Any anomalies or trends in the data are then assessed and followed up with changes to procedures or strategies if deemed necessary.

# Types of Data Collection (continued)

- **Safeguarding data:** Online safeguarding forms are filled out by staff whenever necessary and this data is collated and monitored by the Safeguarding team. This includes peer on peer incidents, incidents that take place at school and incidents that have been reported from home.

- **Safe space data:** Also referred to as 'quiet room' data. This refers to incidents where a pupil has been temporarily separated from other pupils for safety reasons, until their behaviour has de-escalated and it is safe for them to join communal areas. Staff fill out an online form each time a pupil uses a safe space, which is signed by the pupil's parent. The school has clear guidelines on what constitutes a safe space, versus guided de-escalation.

# Behaviour Groups

- There are 3 behaviour groups which outline the level of support pupil's need to manage their behaviour at Step by Step

- **Typical behaviour group:**
  - Socially inappropriate behaviours that interfere with learning may occur but are not severe or persistent
  - Behaviour can be managed within the pupil's standard behaviour plan

- **B1 behaviour group:**
  - Behaviour is severe and persistently interferes with learning
  - At times impacts on pupil or others safety
  - Additional resources need to be available (staff/space) at identified times
  - Additional support from BCBA is necessary

- **B2 behaviour group:**
  - Behaviour is severe, persistent and significantly interferes with learning
  - Frequently impacts on pupil or other's safety
  - Additional resources (staff/space) need to be available at all times
  - Additional support from BCBA is necessary

- It is important to note that behaviour groupings are fluid and constantly reviewed by the SLT. In many cases, a pupil may move between behaviour groups depending on improvements or regression in their behaviour.

- When a pupil is in the B2 behaviour group it may indicate that we are not able to meet their ongoing needs at Step by Step. Suitability of placement is regularly discussed by the SLT and reviewed formally at annual review.

# Summary



- The 3 I's are embedded within all areas of behaviour and attitudes in the school.

- Pupil behaviour is assessed in detail upon admission to the school. and decisions around behaviour support are made based on the needs and best interests of the pupil and their families.

- Data collection is a key focus at Step by Step, and this is the basis of any decision making towards pupil behaviour. This allows us to constantly measure, evaluate and amend all aspects of behaviour management, and individual pupil behaviour targets.

- Positive behaviour management is also at the core of the our ethos. As shown by the ethics data, the strategies put in place across the school to support the pupils are significantly effective.

- Step by Step will continue to provide evidence based, pupil-centred learning and behaviour support, so that pupils continue to reach their full potential.

*'Building Skills, Maximising Potential'*