



Hammer Lane Academy Behaviour Strategy



1. Ethos

Hammer Lane Academy is a setting which seeks to continually develop its students and staff and influence practices and attitudes elsewhere. A whole-school behaviour strategy helps all students and staff within Hammer Lane to work together in a safe and happy environment. The strategy translates the organisation's ethos and philosophy into practice that promotes good standards of behaviour.

2. Values and principles

The philosophy supporting the behaviour strategy and behaviour support practices within Hammer Lane is based on the principles of Positive Behavioural Interventions. It is also based on the recognition that most forms of challenging behaviour reflect a communication by the individual that they are not managing in the environment as it is at that time. This way of looking at behaviour support promotes facilitation, empowerment and teaching rather than punishment or sanction as the most effective way to reduce challenging behaviours.

The following key principles form the foundation for this strategy:

- Equality for all students and staff
- Maximising potential by reinforcing positive and appropriate behaviour and encouraging learning from natural consequences
- An equal working partnership between staff and students
- All students have a right to have their individual needs taken into account when developing support approaches
- We believe that all behaviours, including the most challenging, represent attempts to communicate

3. Purpose and scope

This strategy sets out the highest possible standards necessary to support positive behaviour at Hammer Lane whilst safeguarding the rights of all individuals. The strategy highlights the structures and systems that support staff and students which have been designed by recognising that positive behaviour can be supported by meeting the needs of individuals whether they be educational, emotional, social or neurological.

The strategy has been designed for all staff and students and has as a key aim the integration of the various and numerous components. The overarching purpose of the strategy is to offer a robust framework that leads to a supportive environment where best practice is applied based on the needs of individuals to allow students to flourish and staff to feel safe.

The strategy will empower staff to problem solve and make decisions in a framework of integrated support. It aims to be a strategy that supports staff and students to maximise their potential through a range of personal development opportunities and ensures that all training components necessary to develop staff are integrated, accessible and based on best practice.

4. Elements of effective behaviour support

There are numerous elements associated with effective positive behaviour support. When applied, these have been shown to help staff and young people to operate in a safe and happy environment. The elements and their application at Waterton Hammer Lane are as follows:

Student support plans

Each pupil at Hammer Lane has a comprehensive support plan that identifies all emotional, education, care and health approaches that are suitable and necessary to maximise the pupil's function and development. These include behaviour profiles and strategies. Through these plans we ensure that the pupil is at the centre of a whole system approach and that all team members are working within a framework that best suits individual needs.

Environmental factors

Sensory functioning is an important factor to consider when assembling positive behaviour strategies. Many of our pupils will have sensory processing difficulties, and we apply a range of techniques for these pupils with the aim of enhancing their ability to cope in a range of environments.

Communication

It is widely recognised and understood that communication has a significant role to play in relation to behaviour. At Hammer Lane we have expert professionals that assess the total communication needs of our students to ensure that strategies are in place to enable the students to communicate to the best of their ability. Various options are available including the use of adapted language, visual aids, Makaton, Pictorial technology and signing boards. These combine to allow the student to express their wishes and needs, thereby allowing staff to respond accordingly. The approaches identified for individual students are a prominent feature in the student support plan and are uniquely tailored to their needs.

Parental/care involvement

Hammer Lane Academy recognises the essential role played by parents and / or carers in helping to identify the needs of pupils and is wholly committed to working in a collaborative partnership. Strategies to help support the emotional, education, care and health needs are discussed and agreed and staff engage parents / carers at all stages within the pupil's time at the setting. In line with our systemic approach, we will also engage with professionals within the systems involved with the pupil and will maintain contact with local services. We expect parents / carers and other key stakeholders to engage with review processes, including the Annual Review.

Behaviour support strategies

These strategies are assembled following individual assessments to support the staff involved with the pupil to recognise and promote positive behaviour. They include specific details about the triggers associated with challenging behaviour for that pupil and how staff can predict and minimise the expression of such behaviour.

Positive use of physical intervention

Hammer Lane Academy prides itself on the training of staff in the appropriate use of physical intervention. Training is consistent, and physical intervention is used as a last resort when there is a risk to safety only. Our primary focus is on de-escalation and prevention.

The system designed at Hammer Lane takes into consideration all of the above components and brings professionals together in a way that ensures a proactive approach to behaviour support with a choice of interventions that can be mobilised when needed. This involves a range of professionals and processes that are clearly documented and easily understood by staff.

5. Behaviour support at Waterton Hammer Lane

The system at Hammer Lane has been designed on the concepts already outlined. The overarching approaches employed are as follows:

Assessment

Staff at Hammer Lane will listen to the pupil and their parents / carers to get a picture of their individuality and personal expressions of behaviour. The EHCP will also be reviewed in relation to behaviour.

Reinforcing positive behaviour

For each young person, there will be a support plan which emphasises good behaviour and how this can be achieved in partnership with everyone involved with the pupil.

Allowing space to learn from natural consequences

Through developing pupils' skills, we will empower them to make good choices and thereby enjoy the positive outcomes.

Bespoke Interventions

Each pupil at Hammer Lane will have specific behaviour guidelines that reflect their individual needs in their personal environment to help staff to best support their development and achievements.

Statutory obligations

The strategy and the interaction with pupils is compliant with all legislative frameworks including mental capacity, deprivation of liberty and all components of human rights legislation.

The design of the system focuses on three key areas:

1. Proactive management

The pupils at Hammer Lane Academy have a right to have their needs assessed and provided for. The processes focus on supporting positive behaviour from the outset and regularly monitoring the pupils to ensure that goals and objectives are being met. The pupil and their parents / carers are very much at the centre of this approach.

2. Responding to issues

If a pupil or staff member is experiencing difficulty with behaviour, support can be mobilised quickly and appropriately. This may involve the reassessment of the pupil, staff support and/or environment.

3. Significant issue response

At times it is necessary for the whole team that surrounds a pupil to come together to discuss significant challenging behaviour that is causing risk to the pupil themselves, staff or other children. This may result in the assembly of an Emergency Multidisciplinary Meeting where the needs and risks can be fully assessed and the necessary precautions or strategies can be put in place.

4. Reporting and recording

Hammer Lane Academy is committed to complying with all regulatory guidance and this includes the need to adequately record and report incidents relating to various components of our practice, including behaviour support. Several key reporting mechanisms can and may link with behavioural issues. These include:

- Incident reporting
- Clinical incident reporting
- Accident reports
- Statutory notifications
- Risk assessments

The behaviour system draws on all information relevant to an issue or pupil and reports all incidents through the prescribed route as determined by the policies of Hammer Lane Academy.

5. System Development

Hammer Lane Academy is committed to continually improving the systems that support our pupils and our staff. This learning approach is based on the Plan, Do, Study, Act model (PDSA) widely used in the public and charitable sectors.

In relation to behaviour support, a range of information, including incidents, speed of response, outcome of response and pupils representing specific concern will be compiled and reported to the governance committee on a termly basis.

In addition, Hammer Lane commits to learning directly from staff and will publish an online questionnaire on an annual basis to determine how behaviour support systems are aligned to the needs of our staff and how well they feel the system is enabling them to assist the development of our pupils. This information will also be presented to the governance committee for discussion.

It is important to note the essential role of debriefing in relation to learning lessons and enhancing practice. Debriefing takes place at all levels in the organisation as and when the need arises but is a fundamental part of the behaviour support system.

6. Staff Support Mechanisms

Hammer Lane Academy respects the fact that our staff are wholly committed to helping our pupils progress and achieve. Our staff deal with complex behaviour on a daily basis and this can be emotionally, physically and mentally challenging. We are committed to supporting staff and their ongoing wellbeing is a priority for us as an organisation. Key support mechanisms are in place for staff and these include:

- Direct involvement in the development of this strategy
- Relevant induction training
- Ongoing training in behaviour support processes including effective use of physical intervention
- Supervision, mentoring, debriefing and appraisal systems that support the identification of good practice and development needs across the organisation

In addition, the organisation has put in place several provisions to ensure that staff work in a supportive and consistent environment. These include:

- The policy framework which clearly identifies expectations and provides staff with systems within which they can work safely
- Occupational Health and counselling provision where staff require specific help in relation to their wellbeing and work practices
- Health and Safety frameworks that provide strategies and assistance including safe handling techniques and protective equipment where needed

The above systems play a key role in supporting the staff to work with a complex case load.

7. Staff Training

Hammer Lane Academy has a focussed approach to the delivery of training based on needs analysis. In relation to behaviour support, the following components are particularly important:

- Induction training focussed on the principles of behaviour support employed at Waterton Hammer Lane

- Training on approaches to support positive behaviour and behaviour guidelines
- Team Teach Training focussed on:
 - Team building
 - Personal safety
 - Communication and de-escalation techniques
 - Safe positive handling
- A variety of communication training to maximise interaction with students
- Autism training defining the specific needs of particular students and methods used in helping these students to reach their maximum potential
- Intensive interaction training for specific staff aimed at developing key skills in the management of certain students

8. Legislative Framework

The system described is designed in line with the content of the following legislative directives:

Children's Act 2004
Mental Capacity Act 2005
Equality Act 2010
Disability Discrimination Act 2005
Human Rights Act 1998
Mental Health Act 1989

The following guidance has also been considered:

Every Child Matters

Department for Education and Skills, Undertaking Risk Assessments on Pupils with Severe Behavioural Difficulties, LEA/0264/2003, London: HMSO

9. Glossary

Empowerment

Refers to increasing the spiritual, political, social, educational, gender, or economic strength of individuals

Debriefing

Debriefing is a process of support that uses questioning to gain information and lead to learning

De-escalation

This refers to actions undertaken to attempt to change the behaviour of an individual when their behaviour is becoming challenging to others

Deprivation of Liberty

Inappropriately limiting the freedom of a person to access their chosen environment

Facilitation

Any activity that helps people undertake tasks or makes the tasks easier for people to achieve

Intensive Interaction

Intensive Interaction is an approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties

Mental Capacity

Sufficient understanding and memory to comprehend a situation and the consequence of actions

Natural Consequences

Refers to those things that happen as a consequence of our actions and in behavioural terms offers a way by which people can learn to make positive choices by learning from the consequences that occur

Physical Intervention

Physical holds and break away techniques used in situations where a person is causing risk of harm to themselves or others

Safeguarding

Principles that are employed by all organisations to ensure that vulnerable people are kept safe at all times

Sanctions

Penalties imposed on a person based on their behaviours

Systemic Approach

Bringing different parts of a system together to meet a common need or work toward a common goal

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