



Rights Respecting Schools



Behaviour Policy

Supporting Emotional Regulation and Building Positive Relationships

Date policy agreed:	July 2023
Date of next review:	July 2024
Head Teacher's signature:	Karen Harrison
Chair of Governors' signature	Mark Claydon

Introduction – some thoughts from Peter Gladwin pupils on behaviour

Children understand the expectations and want to do well...

...good behaviour is following school rules, being patient, listening to people and being helpful. When things have gone wrong we need this even more **Y5 pupil**

However children recognise that...

...the behaviour they are showing does not always match the emotions they are feeling....."When you're angry you might not be angry, you might be worried but it might bubble up as anger" **Y1**

...you can't always choose how you behave. You respond with "first instinct" **Y5**

...when they are worried they might be disrespectful and speak in a rude tone **Y6**

...when they are in pain they might get annoyed at someone more quickly **Y6**

...when you are happy you are more likely to be kind to people, when you are unhappy you are more likely to be unkind to people **Y6**

...when you are sad, worried or angry you might run off, leave the room, shout or hurt people **Y2/3 pupils**

...when you are angry you might take it out on others, become hot, panicky, loud, verbal, physical, can lose control, blame others and find it hard to take responsibility **Y4**

...if someone is crying they might be scared and confused **Y5**

But children know the strategies which will help them to change their behaviour...

..."Ask them what's the matter" **Y1** ...check I am OK so I'm not alone **Y5**

...ask if they need space/time **Y4/5**

...if someone looks angry then about why they feel like that **Y5**

...don't get angry with me....leave me alone...give me time alone to calm **Y5**

...being taken to one side, having someone to talk to, being reminded of more appropriate behaviours, help to make an apology **Y6**

...take out of classroom to talk, go and sit with, communicate, be gentle, don't shout as this encourages the behaviour and sets a bad example **Y4/5**

..."Pufferfish breathing, turtle tongue, starfish stretch, clam cuddle" **Y1**

...we would rather speak to friends about how we feel, rather than an adult **Y2/3/5**

1) School Values, Vision and Rights

Values

At Peter Gladwin School we are **respectful, trustworthy, friendly, courageous, caring** and **responsible**

Vision

At Peter Gladwin School we...

- are encouraged to understand our emotions
- have ambitious hopes and dreams for the future
- develop our skills and knowledge to prepare us for our next steps in life
- are creative, curious and dynamic in our learning, both indoors and out
- all enjoy challenges that make us think, ask and answer questions
- are resilient, learning from our mistakes and persevering to be the best we can be
- learn best by working together and listening to each other's ideas
- are active, healthy and feel safe at school
- respect each other's differences and encourage each other's talents
- support and trust each other and always try to be kind

At our school, learning is purposeful and fun!

Rights

The continued commitment to respond to the learning, development and Social Emotional and Mental Health (SEMH) needs of the pupils and staff at PGS (Peter Gladwin School) is everyone's responsibility. This includes all pupils, staff, governors and parents/carers. We expect the whole school community to act as positive role models for our children as we develop their attitudes, morals and beliefs for all aspects of life.

PGS is a United Nations Convention on the Rights of the Child (UNCRC) Rights Respecting (RR) School. We recognise and actively support the fact that all members of the school community have the right to

- be listened to
- be safe
- be healthy
- an education
- become the best we can be
- relax and play
- be treated fairly

At PGS we recognise that all members of the school community play a role in and have responsibilities towards promoting and supporting these rights. We also recognise that it is the shared responsibility of everybody to promote positive relationships and support behaviour regulation in school.

Within class, this is done by the creation of a **Class Charter** by each class throughout the school. Each charter is created by the children and staff within the class, and all sign up to it, agreeing to respect the chosen rights for themselves and others through their responsible behaviour.

Our **Whole School Charter** (*Appendix 1*) reflects the principles for behaviour in the school which have been agreed by the whole school community. It clearly outlines the roles and responsibilities of all members of the school and wider community in upholding these principles.

2) Policy Statement

This policy was based on Guidance provided by Brighton & Hove (B&H) Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils / students and our link Brighton and Hove Inclusion Support Service colleagues (BHIS).

The intention of this document is to reflect and uphold the **Attachment Aware and Trauma Informed** (AATI) responses to emotional regulation in place at PGS (*Appendix 2*). It is a means to ensure consistency, care, respect and fairness to all. It is intended to promote equity for all members of the school community and to aim to provide all pupils with what they need to fulfil their potential. This will not always be the same for all pupils.

This policy promotes a move away from traditional behaviour management approaches (which place emphasis on rewards and punishment linked to behaviour), towards a more relational and universal approach, which is inclusive for all, and can benefit the whole school community.

As a UNCRC RR and an AATI school, at PGS we prioritise the positive building of all relationships: staff/pupil, pupil/pupil, staff/staff, staff/parent or carer, child/parent or carer. We recognise that positive relationships have a direct bearing on children's capacity to succeed in school. Relationships and a sense of belonging are key to good mental health for all, and are essential for children who have experienced multiple losses and trauma.

Underpinning this behaviour policy is the understanding that *all* behaviour is a form of communication, and that disruptive behaviour is likely to be the communication of an unmet need and should be responded to with empathy, care and curiosity. At PGS behaviour is not seen as an isolated area of need, but is considered holistically and contextually. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

The skills necessary for emotional, physical and sensory regulation need to be actively taught with some children requiring more support than others. At PGS we are committed to providing each child with the amount of support they need through modelling and co-regulation using an **AATI** approach, **Emotion Coaching** (*Appendix 3*) strategies, the **Secure Base Model** (*Appendix 4*), the **Just Right** (*Appendix 5*) approach and also through High Quality Teaching, the curriculum, assemblies and our enrichment and pastoral work in school.

3) Policy Scope

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

4) Policy Aims and Objectives

- To maintain a caring, orderly community in which effective learning and development can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a behaviour policy based on rights, relationships, responsibilities, respect, self-regulation and reflection, alongside clear and consistent boundaries and expectations.

PGS treats **all** children with **unconditional respect** and has high expectations for both children's and adults' learning and social behaviours. We all have a right to a calm and purposeful school, where every child has the right to be safe and to become the best that they can be. We encourage reflective thinking and do not accept prejudice in any form.

PGS is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. This policy aims to enable working towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different life experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

5) Approach

At PGS we recognise that all children are individuals. Although traditional behaviourist approaches may appear to work for many of our pupils they are not successful for all. They can often be a "short term fix" and do not provide the opportunity to understand the reason behind disruptive behaviours. At PGS we recognise that all behaviour is communication. We take the time to understand how disruptive behaviours are the communication of unmet needs by regulating, relating and reasoning and therefore building positive relationships. Behaviourist approaches don't always serve to develop intrinsic motivation in children. At PGS we encourage this through planning for success through challenge and encouraging children to feel proud and take responsibility for their achievements.

This is especially true for those who have experienced early childhood trauma and/or loss (which may include vulnerable groups such as Children in Care and Children Previously in Care). Behaviourist approaches can often serve to re-traumatise and do not teach how to express emotions in a more appropriate manner. At PGS we strive to provide every child with what they need in terms of relationship and emotional regulation support. This will not be the same for all children. It is the responsibility of all adults in school to provide the following:

Relational and behaviour regulation support for *all* children:

- A calm approach and open body language at all times

- Notice and acknowledge pupils when they are displaying socially appropriate behaviours using positive reinforcement and verbal praise. We try to make this praise as specific as possible so pupils know exactly what we are looking for. We also recognise some pupils like public praise and others prefer a more understated approach
- Model and explicitly encourage regulated behaviours and strategies to do so. Staff will use the language of **Just Right** to actively teach and reinforce what it means to be “in the green” and “just right for learning”, and to co-regulate with children leading to children being able to self-regulate. All staff to wear **Just Right** visuals (ladder and circles) on lanyards
- Get to know each individual child’s strengths and areas for development, and encourage pupil responsibility through Pupil Voice groups, class jobs, sports leaders and sports squads and other collaborative events and activities
- The PACE approach towards all pupils – Playful, Accepting, Curious and Empathic
- Plan and deliver an exciting and challenging curriculum with appropriate differentiation for pupils with additional needs in any of the four categories – Cognition & Learning, Communication & Interaction, Sensory &/or Physical and Social, Emotional and Mental Health
- Through high quality teaching provide access to a broad and balanced curriculum designed to develop social skills, self-esteem, collaborative skills and independence, both inside and outside the classroom
- Provide specific and supportive feedback to all pupils, sharing and celebrating pupils’ efforts both inside and outside the classroom
- Express clear expectations for work and behaviour at all times, using “thank you” over “please”, and making appropriate use of visuals
- Encouraging pupils to praise, respect and value each other. All staff will model this; strategies which publicly humiliate or shame, such as the use of happy/sad faces or “names on the board” will not be used
- *Marbles in the Jar* – teachers and support staff will explicitly reward behaviours which demonstrate a pupil has taken responsibility to develop their own skills. These lead to collective class rewards (*Marble Treats*)
- *Golden Tickets* are awarded for children following our Rights Respecting School Charter and School Values. These tickets go into a class jar and each month a child from each class is selected at random to join the Head Teacher for a group drink, snack and chat.
- Termly and yearly 100, 98 and 96% Attendance Certificates and Pierre the dog weekly attendance award for the class with the highest attendance. Any class with 100% for the week also wins the PGS Attendance Cup. This is awarded in Friday Celebration assemblies with specific reference to why a particular class is being rewarded. (N.B. Covid-related absences are not counted as absences for attendance award purposes.)
- Regular communication with parents to inform them of progress, discuss needs and any behavioural changes
- Use a restorative approach such as Emotion Coaching to help pupils understand the natural consequences of their behaviours and to develop strategies for self-regulation
- Clearly identified quiet area for each class which a child can access independently or supported as appropriate, in order to regulate. Additional adult support may be required, either in or out of the classroom to support the cycle of relate, regulate and reason, in order for the child to re-engage with the class successfully and safely

Relational and behaviour regulation support for *some children*:

In addition to all of the above, some pupils may need some additional strategies and measures to further support emotional and behaviour regulation. These might include

- Recognise “attention seeking” behaviours as “connection seeking behaviours”, provide appropriate connection opportunities and/or seek support to do so
- Restore and reflect opportunities to support a pupil’s understanding of the impact of behaviours. This may take place during break or lunchtime and may be with a pupil’s class teacher, SEND TA or member of SLT. These sessions will be recorded on a form (*Appendix 6*) and monitored
- Check-ins from a key adult
- A Team Pupil (*Appendix 7*) approach
- Daily meet and greet
- Breakfast and/or lunch club. The Hive is available at lunchtimes for children who benefit from quieter breaks.
- Early Bird sessions to meet learning and/or SEMH needs
- Individualised Just Right support for sensory regulation, and if appropriate enhanced use of the regulate, relate, reason approach using a restorative approach such as Emotion Coaching (*Appendix 3*)
- Social Communication Interventions such as Lego Therapy, Comic Strip Solutions, Social Stories
- The use of the Secure Base Model to support the identification of need and provide personalised provision
- De-escalation strategies in line with PROACT-SCIPr-UK® training (for all staff); this is a “person-centred” approach which uses proactive strategies to support personal development and minimise crisis interventions (*Appendix 8*).
- Our behaviour management model encompasses proactive, active and reactive strategies developed by PROACT-SCIPr-UK® training and also other non-confrontational strategies such as reduced dialogue, take up/processing time, distraction, wondering aloud and matching a pupil’s emotions to validate them. Key staff members have had MAYBO (*Appendix 9*) training for physical intervention. Incidences of physical intervention by trained staff members are recorded and parents informed.

Relational and behaviour regulation support for *a few children*:

Some pupils will access external specialist support such as from a Speech and Language Therapist, Sensory Needs Teacher, ASC Specialist Teacher, SEMH Practitioner, Educational Psychologist, other BHISS professional or a School Counsellor. They may have such provision referred to in an EHCP. There is a statutory duty for schools to deliver the education provision specified in an EHCP.

Class teachers and/or members of SLT may invite parents/carers into school to discuss extreme or repeated behaviours for which other support interventions have not been effective. Reduced timetables and/or exclusions may be discussed keeping the pupil’s needs at the centre of the discussion. Opportunities for reparation, rebuilding of trust and relationships so that all affected parties can move forward positively will be explored.

6) Support with very challenging children- Exclusion

Exclusion procedures should only be considered when all other avenues have been explored and can only be initiated with the authority of the Headteacher or the Executive Headteacher. In most cases exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour.

If a child's behaviour is of constant concern, exclusion can be considered as a last resort

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that a serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child
- Targeted aggressive behaviour towards an adult or child
- Racist abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Damage to property

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (April 2016) and the school will refer to this guidance in any decision to exclude a child from school.

There are three types of exclusion: 1) an internal inclusion; 2) a fixed term exclusion; 3) permanent exclusion.

It is extremely unlikely that a child would ever be excluded for a first-time offence unless this involved verbal or physical abuse directed towards an adult or extreme violence towards another child.

Parents/carers of a child at risk of exclusion would usually have been contacted by the school, asking for a meeting, and some form of intervention work would have been planned by the school. We are committed to helping families avoid such extreme measures being taken.

Only the Headteacher has the power to exclude a child from school.

The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents in writing that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. If the exclusion is for 5 days or less the Governing Board may hear your views but would not be able to overturn the decision of the Headteacher.

A child may be given an internal, then an external exclusion due to constant breaches of the behaviour policy. Children can only be excluded for a total of 45 days in any school year. Once they reach this limit, any further exclusions will mean the child will be permanently excluded.

The Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headmistress.

The Governing Board has a disciplinary committee which considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

1) Internal Exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with the Headteacher, Deputy Head or the INCO and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation. A member of staff would complete the Restore and reflect sheet and details of exclusion will be recorded on CPOMS .

2) A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During the exclusion, the child spends time reflecting on their actions, devising ways of improving behaviour, alongside curriculum work. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the Headteacher or Deputy Head. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents/carers attend this review meeting.

3) Permanent Exclusion is an extremely rare measure for any primary school to take, however it needs to be explained within our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger, or performs a uniquely dangerous act, the school can decide to permanently exclude a child. If parents/carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents/carers of the exclusion informs them of how they can appeal against the decision.

In all instances the Chair of the Governing Body will be informed and all exclusions discussed.

7) How the school supports staff well-being and reflection

AATI training supports staff in having an awareness of their own emotions and attachment styles and also an understanding of the behaviours in others which might trigger a particular response in them. It also supports staff in maintaining appropriate boundaries in order to manage secondary stress.

MAYBO de-escalation training highlights the need for adults to “swap in” at times. This approach supports the needs of the pupils and staff members involved in a conflict situation. Staff aware of a conflict situation should ask “how can I help?” before assuming to initiate any “swap in”. Staff members involved in a conflict situation can and should use the staff red card system for additional support. It is the responsibility of all

staff to support the emotional wellbeing of others, and whole school training in AATl, Just Right and Emotion Coaching has been delivered to this end.

Staff members are committed to supporting the wellbeing needs of their colleagues. This may be informally through check ins, or more formally by signposting and/or involving other appropriate staff members as necessary. All staff have received AATl training, and one staff member have completed Local Authority Mental Health First Aid training (Christine Kidman).

8) Policy Links

This Behaviour Policy links to the other policies we hold in school, regarding Curriculum, Safeguarding, Equalities and Health & Safety, all of which are available to view on the PGS website.

It also links to other Local Authority policies and guidance and should be read in conjunction with

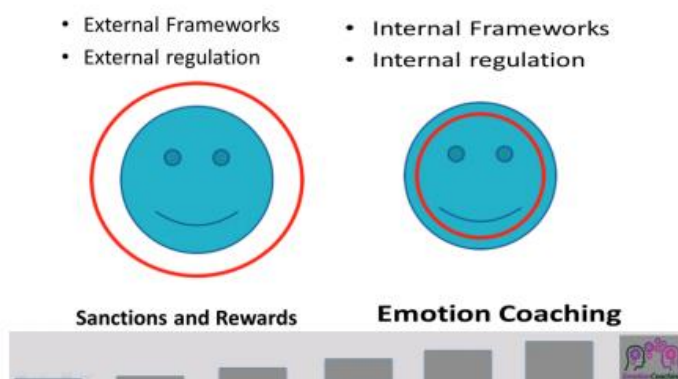
- B&H SEND Guide www.brighton-hove.gov.uk/SEND
- AA Behaviour Regulation Policy Guidance www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018
- Emotional Mental Health & Well-Being (Public Health) Framework for Schools (September 2017) wave.brightonhove.gov.uk/schools/bulletins/Lists/Posts/DispForm.aspx?ID=4837

PETER GLADWIN RIGHTS RESPECTING SCHOOL (RRS) CHARTER		
CHILDREN		
Adults’ Responsibilities	WE ALL HAVE THE RIGHT TO...	Children’s Responsibilities
Adults respect this by:		Children respect this by:
<ul style="list-style-type: none">• listening , valuing and respecting each other's ideas	BE LISTENED TO UNCRC Article (A)10, 12, 13, 14, 15 (to be listened to at an appropriate time)	<ul style="list-style-type: none">• listening to, valuing and respecting each other's ideas
<ul style="list-style-type: none">• taking care of everyone and everything at school	BE SAFE A6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39 (to be physically and emotionally safe)	<ul style="list-style-type: none">• following safety rules and instructions, and having regard for the emotional and physical safety of others
<ul style="list-style-type: none">• providing healthy food, water, exercise• providing support and guidance when required	BE HEALTHY A6, 24, 26, 27, 31, 32, 33, 39 (to have a healthy diet, lots of exercise opportunities and access to support if needed)	<ul style="list-style-type: none">• making healthy choices• speaking to an adult if support is needed
<ul style="list-style-type: none">• providing us with the best education• challenging our thinking and learning	AN EDUCATION A17, 28, 29, 30, 31, 34 (to learn in a positive environment where mistakes are part of the learning process)	<ul style="list-style-type: none">• being enthusiastic and ready to learn• developing a growth mindset
<ul style="list-style-type: none">• being ambitious for us in all that we do• being lifelong learners themselves	BECOME THE BEST WE CAN BE A29 (to be ambitious)	<ul style="list-style-type: none">• being ambitious in all that we do• always persevering and stretching our brains
<ul style="list-style-type: none">• providing a time for us to play and relax	RELAX AND PLAY A31 (to value happiness, friendship and reflection)	<ul style="list-style-type: none">• being friendly and caring towards each other when relaxing and playing
<ul style="list-style-type: none">• treating each other fairly and respectfully, and having the courage to stand up for what we feel is right.	BE TREATED FAIRLY A2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40 (to be respectful and courageous)	<ul style="list-style-type: none">• treating each other fairly and respectfully, and having the courage to stand up for what we feel is right.
STAFF		
RIGHTS		RESPONSIBILITIES
<ul style="list-style-type: none">• To be supported by peers and managers		<ul style="list-style-type: none">• To support our peers and managers• To use the support offered
<ul style="list-style-type: none">• To be listened to and treated with respect• To be given opportunities to share opinions		<ul style="list-style-type: none">• To listen to others and treat them with respect• To share our opinions appropriately
<ul style="list-style-type: none">• To be treated courteously by all others in our school community		<ul style="list-style-type: none">• To treat all members of our school community with courtesy, and to model this for pupils
<ul style="list-style-type: none">• To be made fully aware of the school’s systems, policies and expectations and to receive an appropriate induction into the school (including information for supply teachers)		<ul style="list-style-type: none">• To contribute to the development of the school’s systems, policies and expectations• To read and follow the school’s systems, policies and expectations
<ul style="list-style-type: none">• To receive appropriate training to increase skills in behaviour management		<ul style="list-style-type: none">• To communicate training and support needs and to offer our experience and support to others• To implement training provided
PARENT/CARERS		
RIGHTS		RESPONSIBILITIES
<ul style="list-style-type: none">• To be treated with respect		<ul style="list-style-type: none">• To treat all other members of the school community with respect• To model this attitude for their children
<ul style="list-style-type: none">• To be kept informed about their child’s progress through parent/carers meetings, newsletters, school messages, reports and assemblies		<ul style="list-style-type: none">• To attend parent/carers meetings and to work in partnership with the school• To read reports, messages and newsletters• To communicate with staff at a mutually-agreed time about issues that may affect their child• To support their child with learning at home
<ul style="list-style-type: none">• To be listened to		<ul style="list-style-type: none">• To listen to others and to communicate their needs appropriately to the school• To talk to someone at early stages of concern, starting with the class teacher
<ul style="list-style-type: none">• To have access to information on the school’s approach to behaviour and attendance		<ul style="list-style-type: none">• To support and work in partnership with the school’s approach to behaviour and attendance
<ul style="list-style-type: none">• To be informed of what their child needs to learn		<ul style="list-style-type: none">• To enable their child to learn (by supporting home learning activities, ensuring their child has PE kit, reading folders, excellent attendance and arrives at school on time and well-rested for the day ahead).

- Recognise behaviour as a form of communication
Consider what might be underpinning a child or young person's (CYP) behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the CYP holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.
- Promote a positive approach
Spot CYP behaving well/ doing the right thing. Offer specific and descriptive praise (or for those CYP who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".
- Differentiate expectations
- How long should you expect a CYP who is hypervigilant to sit still during carpet time or assembly? - What might be realistic expectations (in terms of approach to a task) for a CYP who is terrified of failure?
- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that CYP aren't set up to fail.
- Differentiate response
Some CYP perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the CYP, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard)
- Relationships first!
→ 'Engage, don't Enrage'
→ 'Connection before Correction'
→ 'The 3 Rs: Regulate, Relate, Reason'
Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and AA scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have to go at something, in case you might fail"
- A whole school approach
All members of staff are responsible for supporting the behaviour of CYP across the school. Attachment/ building relationships is everybody's business! The HT and SLT must lead the whole school AA ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a CYP using AA approaches is not enough. You need the whole school community to be signed up to an AA approach.
- Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented
Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). CYP and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?
- Small actions can make a big difference!
Even smiling at/greeting a CYP on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.
- Don't expect immediate results or returns!
A CYP might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.
- Expect sabotage from some CYP and name it, where appropriate
Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"
- Recognise that what you feel is a likely indication of how the CYP feels
If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the CYP is feeling inside and what they are projecting out.
- Be cautious around suggestions of a 'fresh start'
Often people start to look for fresh starts such as another school for a CYP when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the CYP. Often CYP who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

Emotion Coaching is inextricably linked to the AA framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015). This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion Coaching is a relational approach which develops internal regulation



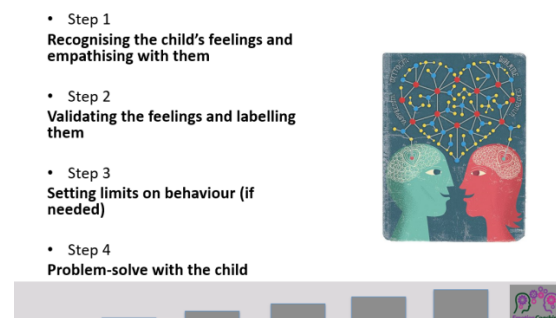
The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of EC for parents and teachers:

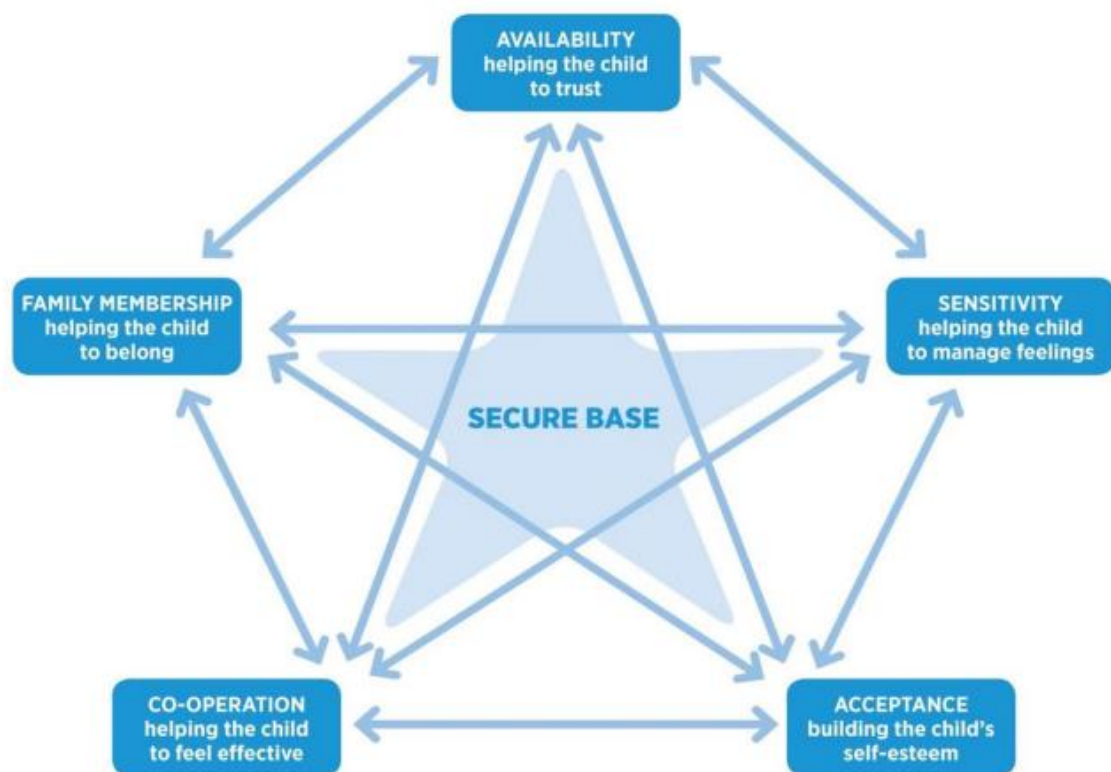
- <https://www.youtube.com/watch?v=7KJa32r07xk>
- https://www.youtube.com/watch?v=x8bKit_VZ3k

What this means in practice



The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.

Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.



For further information and resources, see:

<https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>



Sussex Community
NHS Foundation Trust



JUST RIGHT

A system for supporting sensory & emotional regulation in children with autism

"The 'Just Right' approach is built round a scaling system, with four key colour zones – blue, green, orange, red - each of which relates to a different sensory or emotional state. Its aim is to help children understand and communicate how they are feeling and what makes them feel 'just right', when they're calm and alert and able to respond to whatever is happening in their environment.

Information is gathered from parents, the child, teachers and specialists who work with them to find out what 'just right' feels like to them and what can be done to help keep them feeling like that as much as possible.

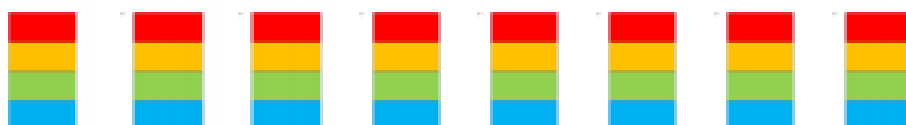
This might be making sure they have the same seat every day or that they get a short burst of exercise to either calm them (orange) or wake them up if they're slumping into the blue zone.

The brilliant thing about 'Just Right' is that it is absolutely tailored to the individual child. Each child will have an entirely different set of circumstances that keep them feeling 'just right' and an entirely different set of triggers.

Parents and carers can use that same bank of tools and strategies too, which gives a consistent approach across children's lives.

BHISS offer termly training for teachers and other school staff and run 'Just Right' coffee mornings for parents of children with autism.

Please contact your school SENCo, BHISS (01273 293481), or Occupational Therapy at Seaside View (01273 265806) for more information.



For more information and a B&H video clip see:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/just-right-programme-0>

Appendix 6



KS2 Respect * Responsibility * Repair * Re-Integration * Relationships

Pupil:	Staff member:	Date:
--------	---------------	-------

At PGS we all have the right to	We respect this right by
Be listened to	• listening to, valuing and respecting each other's ideas
Be safe	• following safety rules and instructions, and having • regard for the emotional and physical safety of others
Be healthy	• making healthy choices • speaking to an adult if support is needed
An education	• being enthusiastic and ready to learn • developing a growth mindset
Become the best we can be	• being ambitious in all that we do • always persevering and stretching our brains
Relax and play	• being friendly and caring towards each other when relaxing and playing
Be treated fairly	• treating each other fairly and respectfully, and having the courage to stand up for what we feel is right

At Peter Gladwin we have three school rules:

- Be kind and polite to everyone you meet
 - Try your best in every lesson
 - Be on time for every lesson

What has happened?

What were you thinking at the time?

And now?

Who has been affected?

How? (refer to rights)

What do you need?

How will you move forward?



Pupil:	Staff member:	Date:
At PGS we all have the right to	We respect this right by	
Be safe	<ul style="list-style-type: none">• following safety rules and instructions, and having• regard for the emotional and physical safety of others	
An education	<ul style="list-style-type: none">• being enthusiastic and ready to learn• developing a growth mindset	
Relax and play	<ul style="list-style-type: none">• being friendly and caring towards each other when relaxing and playing	

At Peter Gladwin we are

- kind and polite to everyone you meet

At Peter Gladwin we are

- Kind
- Caring
- trustworthy

Make a sorry card.

Please tick when you have discussed each point.

What has happened?

What were you thinking at the time?

And now?

Who has been affected?

How? (refer to rights)

What do you need?

How will you move forward?

Some pupils will have experienced relational trauma and loss and may benefit from the Team Pupil approach. (Bomber, 2015)

Team Pupil should include a key adult, a key teacher and a senior manager. The core aims of Team Pupil are to:

1. Support the pupil's sense of belonging
2. Provide a sense of stability and security
3. Provide a family structure in school
4. Work in collaboration with parents and carers
5. Create a smaller world
6. Create a sense of predictability

In implementing Team Pupil it is likely that the SENCO, class teacher and appropriate members of the support staff team will work closely with TouchBase, a Brighton based Community Interest Organisation. The Team Pupil approach is child centred and aims to support and restore dignity to young people who have experienced relational trauma and losses.

For more information see:

<https://touchbase.org.uk/>

Appendix 8

All staff have received training in PROACT-SCIPr-UK® de-escalation strategies.

PROACT-SCIPr-UK® Introductory & Foundation Course

Course description – this course is designed to provide the learner with the practical skills and knowledge to enable them to apply the PROACT-SCIPr-UK® approach whilst supporting individuals with challenging behaviour.

Course aim – upon completion of the course participants will have acquired sufficient skills and knowledge to use PROACT-SCIPr-UK® in their practice.

Duration – minimum of 12 hours taught time usually delivered over 2 consecutive days.

Target audience – parents, carers, or professionals who provide support to adults or children with any of the following conditions: autism, adhd, intellectual disabilities, emotional, behavioural and social difficulties, mental health conditions or dementia.

Pre-requisite knowledge and skills – there are no pre-requisite requirements for this course.

Assessment method – formal practical & theory assessment.

Objectives & learning outcomes - this course is a certified course and is designed to comply with the Restraint Reduction Network (RRN) Standards.

On completing the course learners will be able to:

- identify that behaviour serves a purpose.
- name the four functions of behaviour.
- identify the elements of the PROACT-SCIPr-UK® whole approach.
- identify the health & safety issues associated with the use of audit-based physical interventions.
- demonstrate competence in the physical interventions taught in a training environment.
- identify how relevant legislation and guidance influence working practice.
- describe the difference between behaviour support and behaviour control.
- identify and define active interventions that will reduce the risk of behaviour escalation.
- identify proactive, active & reactive strategies as part of the PROACT-SCIPr-UK® whole approach.
- describe their responsibilities when implementing PROACT-SCIPr-UK®.

For further information please contact us:

Telephone: 01256 461273 Email: enquiries@proact-scipr-uk.com Website: www.proact-scipr-uk.com

PROACT-SCIPr-UK® is a registered trademark of Marion Cornick and is used under license by The Loddon Foundation Ltd via Loddon Training & Consultancy.

Appropriate staff and SLT have received training in MAYBO de-escalation strategies. This includes:

- Dynamic Risk Assessment
 - Maybo SAFER model
 - Risk identification
 - Informed decision-making
- De-escalation Skills
 - Positive, non-aggressive approaches
 - Safer positioning and teamworking skills
 - Strategies to defuse, calm and resolve
- Personal Safety and Post-incident
 - Confronting behaviours
 - Heightened risk indicators
 - Exit strategies in higher-risk situations
 - Post-event impact and responsibilities

When evaluating and managing a conflict situation, the priority is always safe de-escalation. The following approaches are used:

<p>This SAFER model helps you evaluate a potentially difficult situation, stay in control and choose the best response</p>	<p>The Open PALMS model has been developed to help you show the other person that you do not want to fight him/her by signalling non-aggression</p>
<p>S = Step Back</p> <p>A = Assess the Situation</p> <p>F = Find help</p> <p>E = Evaluate Options</p> <p>R = Response</p>	<p>P = POSITION Allow exit routes, do not block in</p> <p>A = ATTITUDE Display positive and helpful attitude</p> <p>L = LOOK & LISTEN Use normal eye contact and active listening</p> <p>M = MAKE SPACE Maintain a comfortable distance</p> <p>S = STANCE Shoulders relaxed and turned away to the side</p>