

Wennington Hall School

Behaviour Development And Self-regulation Policy

Jan 2021



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Documents

The Equality Act 2010

Keeping Children Safe in Education 2019 and amendments

SEND code of practice 2014

Guidance for Screening and Searching pupils

Use of Reasonable force in school Guidance 2013

Developing an attachment aware regulation policy 2018 Brighton and Hove City Council

BILD advice on the use of seclusion, isolation and timeout.

Lancashire CC behaviour policy Guidance for Schools Sept 2019

Statement of Principles:

- The school community must be and feel safe
- Everything we do must be in the best interest of the young person
- Being fair is not about everyone getting the same but about everyone getting what they need.
- Take a non-judgmental and empathic attitude towards behaviour. Understanding what emotional state drives the behaviour rather than the behaviour itself.
- Putting relationships first
- Maintaining clear boundaries and expectations
- Not all behaviours are a matter of choice
- Small actions can make a big difference
- Don't expect immediate results or returns
- Expect sabotage from some young people
- Recognise that what you feel like is likely to indicate how the young people feel.

Context

This guidance aims to develop a more consistent approach to meeting the needs of children and young people at Wennington Hall School. It promotes an inclusive, attachment aware approach for pupils with Social and Emotional Mental Health needs, Autism and recognised speech language and communication challenges.

It recognises and aims to take account of the challenges schools face in effectively supporting young people to develop appropriate self-regulation strategies which allow

them to access learning, make progress academically and emotionally and prepare them for later life.

Wennington Hall School creates a positive school ethos by supporting young people based on their individual, recognised needs and responding with targeted effective planning and implementation of provision.

Evidence shows that when schools place a strong emphasis on the emotional health and wellbeing of all members of the school community this leads to better outcomes for all.

This reinforces the philosophy that the Social, Emotional and Mental Health needs of all pupils and staff will be at the heart of the school.

Strategies for supporting Self-regulation

Individual planning for young people supports and promotes the development of young people's ability to self-regulate. This is identified in young people's **Individual Education and Care Plans** and **Individual Pupil Support Plans** and reflected in the holistic approach integrated throughout the school.

This includes:

- The way lessons reflect need and the way learning is structured.
- Identified adults who provide the Key relationship for young people (key workers)
- Targeted intervention including therapeutic/counselling provision
- Form teams including a teacher and teaching assistant who provide the consistent child centred focus
- Relationship between home and school
- Multi agency/partnership
- Pastoral support and safeguarding team
- The 24 hour curriculum offered to pupils which offers enriched experiences to support the development of independence, resilience and which allows greater exposure to the world and gives context to learning.

Roles and Responsibilities

It is the responsibility of everyone within the school community to promote and maintain a positive and settled environment.

The Leadership team including Governors have responsibility to set the principles which inform the policy and consult with parents/carers, pupils and all staff.

Governors should be aware of the Equality act 2010 and their responsibilities to promote equality of opportunity and reduce discrimination.

It is the responsibility of the headteacher to set and maintain the expectation of conduct for all members of the school community and how that standard will be achieved

through guidance, support, training and the monitoring and evaluation of the effectiveness of the policy in both its intent and implementation.

It is the expectation that all staff will be appropriately involved in the design and development of individual, targeted planning and its subsequent implementation, which supports the development of young people and their ability to self-regulate. The **Individual Education and Care Plan, EHCP** and the **Individual Positive Support Plan** informs practice and gives explicit guidance for staff on the curriculum, planning, intent and actions which are in the best interest of the individual young person.

These documents will be reviewed by the tutor team termly (the penultimate Friday of each term) as a minimum but remains a working document and will be amended as required.

Wennington Hall School supports parents in meeting their legal duty to ensure that their child receives a suitable full time education either at school or through other suitable arrangements. The relationship between home and school has a fundamental impact on the outcomes of young people. All efforts are made to ensure clarity of expectation of parents and school in relation to the responsibilities held by both parties.

Rewards and Sanctions

Whilst behaviourist approaches work for some young people they are not successful with all. This is especially true for those who have experienced adverse childhood experiences (ACE's), early developmental trauma and for vulnerable groups including children looked after. This is also true for those who experience challenges with speech, language and communication, processing difficulties and autism.

Behaviourist approaches often serve to re-traumatise children and young people and does not teach them how to express their emotions in a more appropriate manner.

It is the intent of this policy to support the development of emotional literacy across the Wennington Hall School community.

The facilitation of learning to maximise the impact of natural consequences as opposed to those imposed by adults are likely to have a significantly greater positive impact. Natural rewards and consequences that can follow certain behaviours should be planned and made explicit, without the need for sanctions that can shame and ostracise children and young people from their peers, school community and family leading to potentially more negative behaviour.

Whilst the intention is clear, in order to secure the good order of the school it is necessary to maintain secure boundaries and discipline which allow pupils to feel safe. This may include the use of out of programme time, individual and one to one support to catch up on missed learning and engage in additional focused support. This is not a punishment. The clear intent is to offer targeted support for young people through the continued work of identified members of staff (often key workers) with effective professional relationships.

In order to help young people to feel safe their educational environment needs to be high in both Nurture and structure. Young people need predictable routines, expectations and appropriate responses to emotional dysregulation.

These responses are modelled by the adults within the context of a school which is safe and offers a caring environment and culture.

All staff will develop and follow the individual plans for pupils in relation to their provision and the use of any appropriate and effective sanctions and rewards within them. Support and development will form the priority of the individual plans with clear strategies for adult intervention made explicitly within them (see appendix).

Teachers have a statutory responsibility for pupils' behaviour outside school premises including:

- Organised trips
- Traveling to and from school
- Whilst wearing the school uniform
- Where behaviour could have repercussions for the orderly running of the school
- Poses a threat to another person
- Could adversely affect the reputation of the school.

Points system for monitoring progress will be used for identified pupils for which it encourages and supports the recognition of their development or provides evidence to support further accurate planning. Adults should support pupils to recognise their successes in lessons and the areas in which they can make further progress. Assemblies focus on reinforcing the positive contribution of members of the school community through the use of the commendations book.

Use of Exclusion

Pupils with SEND are disproportionately more likely to be excluded compared to the school population as a whole. There remains a high need to remove the inequalities in school exclusion. The whole practice of exclusion seems at odds with attachment aware approaches particularly for young people who have experienced loss and rejection and other "ACES". For these young people these exclusions are always experienced as something negative and can be a painful reminder of their early life experiences.

Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable it is ultimately perceived/experienced by the individual as a punishment for their behaviour. At Wennington Hall School we recognise that exclusion is a last resort for our young people.

Serious incidents in which Exclusion may be considered include, but are not exclusive to:

- Peer on Peer assaults

- Assaults on staff
- Significant damage to property
- Drug/alcohol related offences including bringing onto school site
- Bringing weapons into the school
- Behaviour prejudicial to the safety of others in the school community
- Behaviour which compromises the safety and wellbeing of the young person

The decision to exclude is made by the headteacher and will take account all the circumstances and evidence available and balance the best interests of the pupil against those of the whole school community.

All matters of exclusion are difficult and will be considered on an individual basis with the best interest of the young person and the principles stated at the beginning of this document held at the core.

Following any incident that leads to exclusion we provide opportunities for reparation and rebuilding of trust and relationships. This will take the form of a reintegration meeting which will involve the young person and their parent or carer. These meetings will involve a restorative approach in order to help all parties to move forward positively.

Confiscation

There are two sets of legal provisions in relation to school staff confiscating items from pupils.

It is recognised that for some pupils transitional objects and mobile phones can be a link to family and therefore have significant emotional value.

The general responsibility of all staff is to support pupils in managing these items appropriately but to recognise that the inappropriate use of these items which impacts on the smooth running of the school may require staff to confiscate.

The second provision is in relation to prohibited items which includes but is not limited to:

- Knives or items which could be used as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tabaco and cigarette papers
- Pornography
- Any article that has been or is likely to be used to commit a criminal offence, cause injury or damage

These items may be handed to the police subject to guidelines and the schools statutory responsibility, otherwise it is for the teacher to decide if and when to return or dispose of the item.

Force cannot be used to search for an item. If staff reasonably suspect that prohibited items are being carried by a young person then a search with consent will be made. If consent is not given then it may be necessary to isolate the young person prior to a search conducted by the police be carried out.

Use of reasonable force

The use of reasonable force may be considered as actions used by staff that reduces risk and minimise intrusive physical intervention. All staff are “Team Teach” trained with the focus of all training being de-escalation and relationship building and the effective management and support of young people when they display dysregulated behaviour in a safe and controlled manner.

All members of staff have a legal power to use reasonable force.

Staff will always try to avoid acting in a way which may cause injury but in extreme cases it may not be possible to avoid this.

Reasonable in this context means using no more force than is necessary to reduce risk.

The use of physical interventions are as a last resort and form an approach which is gradual and graded, proportionate and necessary. These physical interventions may be required in order to minimise any risk, keep young people safe, to prevent them from doing significant damage, committing a crime, or hurting themselves or others in the school community. Staff may have to make the decision to physically intervene.

The decision to physically intervene is down to the professional judgment of trained staff who will have exhausted a full range of agreed de-escalation strategies before they reach this point. These strategies are recorded, shared and agreed with the pupil, parents or carers and appropriate professionals on **Individual Pupil Support Plans**.

The use of Physical intervention can only be justified when it is in the best interests of the young people.

Any use of force is recorded and monitored by SLT and safeguarding team, governors and parents and carers are informed.

Multi Agency Approach

It is explicit in the approach of Wennington Hall School that we work in partnership with parents and carers and with a range of professional colleagues forming a multi-disciplinary approach. All aspects of this policy are drawn together in consultation with these partners.

Support strategies which are included in a pupils individual support plan are written in conjunction with all those partners and a subject to regular review.

