



Positive Behaviour Management

(A restorative approach)

Author	Written / Reviewed	Passed by Governors	Next Review
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Vision Statement

At Shenstone Lodge our Positive Behaviour Policy reflects our understanding of the complex needs of the pupils, taking a holistic, whole-person approach to behaviour that encompasses; trauma-informed practices, positive behaviour strategies, equality, diversity and tolerance that provide an anti-bullying and safe environment. It is our vision that the Positive Behaviour Policy contains guidelines on how to effectively support every pupil to be **Safe, Happy/Independent** and to **Learn**.

Our school day encompasses the ethos of **Safe, Happy/Independent Learning** at every stage. Being **Safe** is a priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. The ability to learn without fear in order to relate to others and engage in learning. Through a trauma-informed approach, our focus is not only on the physical environment but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide essential calming and contain our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. In some circumstances, this may mean literal physical containment of each other to keep all safe.

Happy/Independent, in practical terms, it means that we try to not place the pupils in situations that they are unable to manage. It is vital that our response to their distress and often behaviours that challenge is supportive and focuses on how best to support them to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's development. To support our pupils and each other, our school approach reflects a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, Adverse Childhood Experiences (ACE) and/or particular neurocognitive or neurochemical profile.

Learning is cultivated as all staff are responsible for adhering to positive practices that promote a pupil's ability to engage in and access their learning. This is based on the understanding that pupils achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Shenstone Lodge that all staff, regardless of role act in this way.

Our aim is to support children to learn by helping them to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen to them.

Vision: A school that everyone is proud of, offering an environment that allows young people to take risks and be brave with their learning.

Mission: Provide every child with the opportunity to experience an outstanding education academically, emotionally and socially; one that raises aspirations, expectations and educational achievements.

To identify barriers to learning which effectively promotes mental health, wellbeing and positive relationships amongst parents, carers, professionals and other organisations.
Enabling children to develop and reach their true potential.

Values: Safe, Happy/Independent, Learning

Aims and Rationale

We have high expectations for all our pupils in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the pupils' difficulty to self-regulate. Access to the curriculum can be severely hindered in a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Shenstone Lodge's aim is to truly understand pupils and their behaviour, implementing research-based strategies with one aim in mind: to improve the quality of life for all of our pupils.

All pupils who attend Shenstone Lodge have Social, Emotional and Mental Health needs and an Education Health Care Plan. This means that there is a significant likelihood that some pupils will display some form of concerning behaviours during a typical school day. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines for Positive Behaviour Support. A consistent behaviour approach amongst all staff is essential, and this begins with a shared understanding of behaviour principles.

(see appendix 1 for definitions used within this policy)

Statement of Behaviour Principles

At Shenstone Lodge School, we believe that...

- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable
- All behaviour serves a function for the individual
- Behaviour is a form of communication

- Pupils do not just ‘behave randomly’, sometimes it might be hard to see the reason behind the behaviour, but it is always there
- Staff must use fair and consistent vocabulary when describing a pupils’ behaviour
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviour
- Restrictive Physical Intervention should only be used to maintain safety and to support good order and running of the school.
- All behaviour management strategies should be in the best interests of the pupil
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of challenging behaviour and the effectiveness of how it is managed.

Policy Objectives

- To provide clearly defined routes for behaviour support
- To outline practises that encompasses the whole-child
- To support pupils learn to understand how to self-regulate and manage own behaviour
- To provide positive reinforcement that is clear and presented at a level that pupils understand
- To promote high expectations
- To ensure consistency in response
- To outline the criteria for bespoke plans that support individual behaviour
- To promote Multi-agency approaches
- To develop relationships that nurture; built on trust and mutual respect
- To promote respect, dignity and enhance quality of life of all individuals
- To Increase meaningful participation for all stakeholders
- To increase choices for our students
- To reduce risk
- To promote safeguarding of students and staff
- To Avoid punitive or aversive consequences

Legislation

The policy should be read in conjunction with other school policies relating to interaction between adult and students. It aims to ensure that the students at our school feel safe and secure, so are better able to learn in an accepting environment that fosters support and understanding.

This policy takes account of the following legal frameworks and Government documents:

- Special educational needs and disability (SEND) code of practice, 01.09.2014.
- Behaviour and discipline in school Jan 2016.
- Use of reasonable force in schools.17.07.2013.
- Mental Health and behaviour in schools 12.11.2018
- Equality Act 2010
- Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- Safeguarding and Child Protection Policy / Keeping Pupils Safe in Education.
- Positive Environments where Children Can Flourish 06.10.2021

A Consistent Approach to Positive Behavior Management

School Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graded responses to dysregulation and to prevent, as far as possible, the escalation of dangerous behaviours and the use of physical interventions.

Providing an environment that has safety, connection and compassion at its heart ensures that our school environments act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

Although the management of pupils is the responsibility of all members of staff, the school has Well Being Support Teams who have a specific focus on behaviour within their overall responsibilities.

The school environment is kept tidy, well maintained and bright, with displays that promote positive engagement from students and values their achievements.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a 'dynamic risk assessments' and act with the student's best interests at the center of their decision making process.

Classroom environment

The physical learning environment in which pupils are taught can have a significant impact on their behaviour. Shenstone Lodge sets high standards for the general appearance of classrooms, and for their upkeep.

Students benefit from small class sizes, high ratios of adult support, carefully differentiated work, additional pastoral support systems and good quality teaching and resources.

There is a strong emphasis on the use of positive language, modelling and encouragement to build students' self-esteem and relationships with classroom and other school adults.

Our community adopts relational and educational practices which **protect**, **relate**, **regulate** and **reflect** as follows:

PROTECT:

- Our school aims to increase 'safety cues' in all aspects of the school day for our pupils and each other, for example designed and timetabled interventions that create opportunities for the emotionally available adults to be alongside our pupils across the school day.
- Open door policy for informal discussions with parents/ carers.
- We aim to increase our staffs' understanding in nurturing attachments and the PACE approach (Hughes, 2015). This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.
- As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive.
- Punitive approaches are not being used under any circumstances in response to pupils' behaviour, challenging or otherwise such as the use of harsh voices, shouting, denying curriculum access, withholding food and shame evoking behaviours (which are proven to be damaging psychologically and neurologically).
- All members of our school aim to interactively reflect and repair occasions when they themselves move into defensiveness.
- Our school staff adopt ways of developing relationships and understanding of our pupils, their families/carers and each other. Holding at the heart of our approach relationship as the key to personal, social and emotional development, (as well as academic achievement for our pupils).
- Our school staff adjust their expectations for our pupils, their families and carers in

accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.

- The use of a robust debrief system. De-briefing opportunities are available in several ways for staff and pupils to assist them in managing situations that have caused or may cause distress. An incident debriefing meeting assists people, particularly staff and pupils, to overcome the effects of an incident by:
 - Talking about what happened
 - Expressing how they feel as a result of the incident
 - Identifying any individual stress reactions (i.e. physical, emotional, thinking, behavioural)
 - Identifying some ways of dealing with stress reactions

RELATE:

- A whole school approach and commitment to enable our pupils, families/carers and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
- Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.

REGULATE:

- As a school we use evidence based interventions that aim to repair psychological damage and brain damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions.
- In our school the emotional well-being of and emotional regulation of staff is treated as highly important to prevent burn-out, stress –related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling blamed or under-valued.
- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.

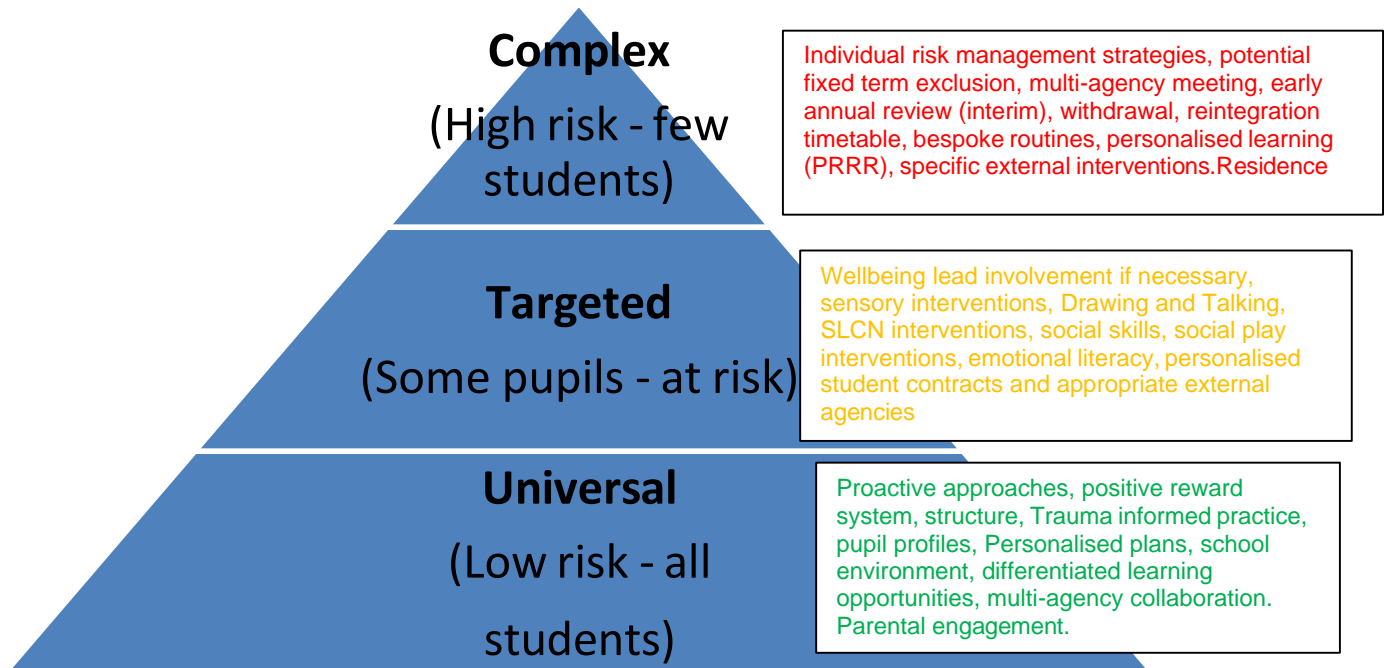
REFLECT:

- The adults in our school feel confident to develop relationships with pupils, their families and each other and to have the courageous conversations about their experiences so far.
- Our school promotes the exploration of conversations with our pupils that helps to make

sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with their challenges.

- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences.
- The school has positive behaviour management policy that is based on resolution and interactive repair rather than punitive sanctions and punishments.
- Within the context of an established and trusted relationship with a member of staff pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences. Means include the provision of different modes of expression, e.g. art/play/ music/sand/emotion worksheets/emotion cards.
- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Structure of positive behaviour support (diagram A)



Process for identifying and supporting children that are recognised as needing universal, Targeted or Complex support.

Regular review of Reportable Behaviours as collated from the Behaviour Watch Tracking system and The Boxall system (Boxall is a unique online tool that assesses the social, emotional and mental development of pupils aged 4-18)

These will include: suspension? Suspension records; number of PIs; Red Slip/Bottom Line Behaviour; Amber Slip; occasions of Recovery Area use

This information supports the types of interventions offered depending on the data

Approaches in supporting students will be made based on the understanding and continual assessment of each individual child's usual baseline presentation and levels of behaviours that

challenge. This may affect the implementation of the choice of interventions, with the schedule brought forward

where serious, sudden or unusual changes in patterns of data are observed.

A regular overview of the school through the number of slips completed will be discussed at Senior Management meetings.

Approaches to promote positive behaviour and mental health

Behaviours that challenge are often perceived as a 'problem' or 'illness' to be treated, cured or stopped. This is not the way that behaviour is perceived at Shenstone lodge. We believe that a certain behaviour is generally a rational, response to adverse circumstances. Rather than view the behaviour as part of the person, we need to change what goes on around the person, such as their environment or how adults support them. It is the responsibility of all staff at Shenstone lodge to look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person-centred, holistic support to enable pupils to achieve. This approach fits well with the 'Iceberg' model of thinking (which states that although we are able to see the demonstrable aspects of behaviour, there is often a lot 'going on' that we don't see, in much the same way that 90% of an iceberg is submerged beneath the surface of the water).

Shenstone lodge has a strong focus on raising self-esteem and emotional literacy, to ensure that the right types of learning behaviours are reinforced.

We recognise that the children within our school can and do present behaviour that challenges. We understand that they have all had individual pathways into their school placement with us, and staff therefore utilise a graduated response in terms of the broad range of interventions for any given situation.

The school expects that staff will commit to ensuring a number of appropriate trauma-informed responses. Staff will utilise de-escalation strategies that respond to the need being displayed through the behaviour.

Staff will be expected to communicate calmly with the student, and present themselves in a considered and controlled way. The language used should be simplified and offer students opportunities to resolve their difficulties without resorting to violence.

Staff should be confident to offer a range of techniques (Team Teach Training) where possible to reduce the need for physical intervention.

Staff understand that a large number of our students have additional Speech Language and Communication Needs . When responding to situations where children have become dysregulated and heightened, the language used, and 'take up time' to respond, should reflect this. This is critical to the outcome of the interaction.

Strategies used are (across all of the structures of support):

Prevent: Most of our time and energy goes into preventing behaviours of concern from happening in the first place. This means being aware of anything that might cause a pupil to become dysregulated, and which might then act as a trigger for behaviours that challenge. It also means putting into place a range of proactive strategies that are known to assist pupils in staying regulated. Proactive strategies are intended to make sure the pupil has access to strategies and approaches that are suitable and support self-regulation that in turn, lessen the likelihood of escalation. Examples of proactive strategies include:

- Structured/predictable routine
- Verbal praise and encouragement
- Reward systems, suited for each individual
- Certificates of achievement
- Weekly celebrations (class, assemblies, residence)
- Use of personal plans

Early/ Distract: As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self - regulated. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating. Sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, asking for help to complete a job around the classroom or fabricating a need to have something delivered to the front office. Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and putting themselves or others at risk. Examples of reactive strategies include:

- Diversion/distraction
- Humour as de-escalation
- Not responding to, or 'ignoring' the behavior

- Personal proximity
- Alerting Wellbeing staff
- Use of physical intervention

De-escalate: At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, offering time out/ choices, change of face, humour, using sensory objects, or swinging on the bird's nest/swings, or being given some time and space.

Make the situation safe: in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor space or Wellbeing support room if felt appropriate.

Physical Intervention: It might be necessary to physically support a student (using Team Teach approved techniques (as far as possible)) in order to keep everyone safe. This must be considered to be in 'the best interest of the child', involve the minimum amount of force necessary for the minimum amount of time. (refer to Physical intervention policy)

Alternative forms of support (Targeted / Universal)

As pupils move between the structures of support, differing interventions are provided or sought externally. As seen in diagram A, various interventions are utilised.

It is recognised that some students will need additional therapeutic support. The school is able to provide low level interventions to address some therapeutic needs, but will also access the support from external professionals as required. We also provide space for pupils that receive external support from agencies.

Students can have a specific risk assessment or positive behaviour management plan if the range of behaviours observed are extreme or particularly complex (as determined through Behaviour Watch data trends or other assessment data tools).

These plans consider the student in depth, and look at ways in which they can be more effectively supported by staff. The plans are made available to all relevant staff and parent/carers.

(See Appendix 2)

On occasion external providers can be sought to offer additional services, these can be delivered on and off site. This will have been explored by SMT/SLT and parent/carers consulted.

Residential Shenstone students follow the same management structures as day students to support consistency across the school.

Wellbeing rooms

It is notable that some students will refer themselves to purposely delegated rooms/ spaces to 'sit quietly', complete work and attempt to self-regulate or co regulate with the adults in the space to support / reduce their behaviour.

On occasions, staff will refer a student to use a 'wellbeing room' to reduce presented and potential risks, or to facilitate 'time out' or 'withdrawal'.

Most of the time this can be done with student agreement.

Positive reinforcements

Rewards

To support and promote a positive, safety focused ethos and culture within Shenstone Lodge, each school operates a positive reward system which encourages and rewards students who make positive choices. At Shenstone, we understand that a successful rewards system has its' core rooted in relationships. It is not acceptable practice for rewards to be revoked.

Our site specific reward systems are fluid and continually evolve to meet the needs of the student cohorts. In essence they are token economies that reward student engagement, attendance, effort and positive citizenship. The rewards systems which are well understood by the students who are involved in their development through the school councils.

A note on consequences: Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some children and young people benefit from having the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis should be placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the child or young person.

Practice

A range of restorative practices may be required to support students from using behaviours that challenge and to offer the opportunity for students to develop their understanding and reflect on an incident.

It is our intention that any consequences used are proportionate, reasonable and take into account : Health and Safety concerns, student age and competency, the intensity and duration of an event and the short/long term impact of any occurrence on the individual, victim or organisation

Where possible the school will offer a reparative alternative to a negative consequence.

It is our expectation that such measures are not applied punitively to serve the 'sensitivities' of staff.

In some circumstances, following a Health and Safety assessment/ dynamic risk assessment, certain activities may be untenable, e.g. swimming, after school club or off-site events.

In the event of behaviours or actions being so extreme it may be necessary to exclude/suspend students on either a fixed term or permanent basis. These circumstances will be considered on an individual basis by senior staff members.

Examples of behaviours that could be considered for exclusion/suspension would

include:

- Continued high level aggressive, threatening and disruptive behavior
 - Serious and directed assault of another student
 - Serious and directed assault of a staff member
 - Serious and purposeful damage to school/ others property
 - Bringing weapons in to school with the intention of violent use
 - Bringing inappropriate substances into school with the intention to use or supply
 - Arriving at school in an intoxicated/ drug impaired state
 - Unfounded malicious allegations toward staff or students
 - Long term persistent bullying
 - Refusal to address/remove inappropriate gang related adornments or hairstyle.

Staff induction, development and support

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited positive behaviour management strategy. Shenstone Lodge School has Advanced Level Trainers across both sites who lead the training.

Staff receive a comprehensive continuous package of training regarding social, emotional and mental health needs. This is delivered through internal and external professionals and the impact measures through SLT. (see Physical Intervention Policy 2023)

Continuous professional development is offered weekly to all staff teams throughout the term. 5 INSET days are given to all staff.

Every effort will be made to ensure that staff in this school:

- i) clearly understand this policy and their duty of care responsibilities
- ii) are provided with appropriate training to support the management of behaviours that challenge including the use of reasonable force.

Liaison with Parents/Carers and Organisations

Shenstone Lodge promotes working with parents and carers. With regard to behaviour that challenge, we know that we are more likely to succeed if parents and carers are supporting the school.

Shenstone Lodge School behaviour management systems underpin all of our everyday work. Every student is an individual and as such may have particular circumstances and needs that require us to respond to them differently. Each school prides itself on being able to offer this flexibility to support to its students.

We also acknowledge that some students need a more bespoke offer to address their individual needs, this may include referrals to external professionals and/or organisations.

Leadership and Management

The well-being manager presents data fortnightly to senior management meetings. The information then is discussed and actions are explored and interventions where necessary are put into place to support any issues or concerns.

During the school day, there is always a member of SMT or SLT on each site to explore discuss and allocate resources if needed to any incidents of behavior that challenge.

NB - Please refer to other policies for management of;

Child on child abuse - safeguarding policy

Banned items – physical intervention.

APP 2.

INTERVENTION PLAN

Name:

Class:

Date:

Please place a tick in the yes or no column.

Key reasons	Description	Yes	No
Oppositional defiance (home to school transfer)	Parents are relating to their children and communicating with them through commands rather than praise and encouragement (at least a ratio of 6 commands to every 1 praise/encouragement.) Research shows that this is enough to lead to OD! This form of transaction results in the child/teenager believing that relationship is primarily about power and control (This continues at school with defiance (power over behaviour) towards teachers who find themselves getting an unwelcome taste of the home culture.		
Developmental deficit (frontal lobe developmental delay)	From lack of repeatedly positive relational interactions in the home environment (emotional neglect) As a result, the child/teenager has not yet developed the frontal lobe executive functions to be able to attend, concentrate for long periods, settle to learn etc.		

Hyperarousal (over aroused stress response system's in the brain)	When this happens the child/teenager will over-react to situations. Minor stressors become major emergencies (e.g. someone pinching your pencil becomes a very big deal).		
Unmet psychological hungers: (Stimulation,Recognition,Structure)	(recognition, stimulation structure hungers). Child/teenager becomes bored - so finds ways to ensure that 'stimulation hunger' is met for example by enjoying winding up the teacher or by being seen as the class clown Recognition hunger to compensate for feeling useless at learning. Structure hunger – winding the teacher up is a way of structuring time.		
Unmet attachment needs	Child or teenager is then desperate for attention. If they can't get positive attention, they settle for negative attention		
Traumatic Loss	Traumatic loss is comprised of separation distress (yearning, searching, and loneliness) and traumatic or emotional distress (numbness, disbelief, distrust, anger, emptiness, and sense of futility about the future).		
Violence due to violent home environments	Research shows that the motor cortex rehearses the violence we see.		
Neurodiversity (e.g accurate Fetal Alcohol Syndrome diagnosis, ASC, ADHD)	The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions.		
High ACE score (Adverse Childhood Experiences)		SCORE	

Personalised Plan

	CURRENTLY IN PLACE	ACTIONS AND BY WHO
PROTECT	<p>Please give examples of how and when the below will be in place for the child in school:</p> <p>Safety cues</p> <p>Use of PACE</p> <p>Keep this in the document -</p> <p>School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (flight/freeze/flight)</p> <p>School staff will 'interactively repair' the occasions they move into</p>	

	<p>defensiveness.</p> <p>Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.</p>	
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RELATE	<p>Relational opportunities for child – to make a shift from blocked trust (not feeling physiologically safe with anyone to trust and from self-help to help seeking.</p>	

REGULATE	Interventions	
REFLECT	<p>RSE</p> <p>Assemblies</p> <p>Restorative conversations – modelling inquiry (from the child’s perspective not the listener).</p> <p>Keep this in the document - Staff help children to move from behaving their feelings to reflecting on those experiences through empathic conversations in order to address negative self-referencing and help to develop coherent narratives about their lives.</p>	

