Blossom Lower School, Upper House & Post 16 Provision

APPROACH TO BEHAVIOUR MANAGEMENT, CONFLICT RESOLUTION

EYFS, Adapted Curriculum, Primary, Secondary, Post 16

Motspur Park | Euston | Wimbledon

Behaviour Team:

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Reviewed September 2023 by Georgette Maile-Shadbolt and Tamsin Lotter (*Next review date: December 2023)

*The Behaviour policy is currently under review and will sit alongside a Relational Policy in line with the School Development Plan of becoming an attachment-aware and trauma-responsive school.

Rationale

The school's approach to behaviour management is dynamic and needs-led. A strong positive ethos and active classroom management policy and process is in place throughout the EYFS, Adapted Curriculum, Primary and Secondary School, and Post-16. This is a multi-disciplinary holistic approach which focuses upon using a range of group and individual positive reinforcement strategies in order to support the pupil's ability to manage their own behaviour according to the setting and to understand why it is important to do so in the wider social context. Overall, the school's approach aims to be fair, consistent, appropriate and proportionate, with a willingness to be 'open' to learning new and current theories and responses to behavioural issues.

The school recognises that positive behaviour change and effective communication is a two-way process. This means that whilst the individual may need to be supported in learning about their own behaviour change, it is equally the responsibility of the educational environment to be flexible, adaptable and consider its own part in the behavioural issue.

This is a **preventative approach** which aims to continually observe, record, discuss and review the triggers for inappropriate or challenging behaviour. Staff work closely to learn when these behaviours occur, what the context is, whether there are any patterns to the behaviour/s, environmental factors, links to diagnoses, and the impact of previous experiences. From this point, the aim is to prioritise the behaviours which need to be targeted and then design plans which should limit triggers, break and re-make patterns, avoid confrontational situations and ultimately support the pupil/s to gradually learn to gain praise, attention, rewards and success from appropriate and long-term means. This approach may take longer and require more intensive input; however the school's view is that part of its responsibilities is to help the pupils to learn why it is important to learn to behave appropriately across a variety of social situations and settings in order to be an integrated member of the wider society in the longer term.

Punishment may stop behaviour temporarily but research shows that it does not usually change it. Therefore, the emphasis is upon learning the consequence of one's actions and instilling a belief that one has control over the outcomes one experiences (an internal locus-of-control), which is a vital aspect of social, emotional and academic learning.

Conceptualising and Defining 'Challenging Behaviour'

The way in which '*challenging behaviour'* is conceptualised is important because it strongly influences the subsequent responses to behaviour management. It is vital to consider what is 'challenging' about a behaviour, why is it 'challenging', who is it 'challenging' for, would this behaviour be 'challenging' in a different context or environment?

Behaviour is communication. It needs to be viewed in light of a need that is not currently being met and therefore needs to be approached with a willingness to understand it. Behaviour also needs to be seen as being a part of the *individual's life experience:* how has it come about and what part does it play in current role or self-identify? Similarly, a pupil's emotional development and early life experiences need to be considered when exploring the causes of challenging behaviour.

Planning, Preparation and Teaching

One of the ways in which teaching and therapy staff aim to prevent and avoid inappropriate or difficult behaviour in lessons is through careful and considered planning, preparation and delivery. Individualised targets, teaching resources and methods, and interaction with a particular group and/or individual can be a very effective tool for promoting positive behaviour and active learning. Individual differentiation is made according to a pupil's developmental age, which includes not only the adaptation of cognitive tasks, but also of social and emotional demands.

Whole School Approach

This positive and enabling approach is integral to teaching and learning (both academic and social communication) across the whole school. The principles remain consistent, however the design and delivery of programmes and policies is dependent upon the chronological, developmental and language ages of the given cohort and/or individual. The school believes that it is important to aim to shift the focus towards greater independence, self-awareness, decision-making and personal responsibilities as the pupils grow older. However, this is always dependent upon individual variables and staff need to consider the environments and their own role within the behavioural dynamic. In addition, research has proven that children need to learn dependence on an adult before independence can be established, and therefore practices such as 'learnt dependence' (i.e. building trust) and 'co-regulation' (i.e. learning to regulate by doing regulating activities simultaneously with

an adult), is encouraged to bridge the developmental gaps in self-regulation and independence.

Blossom House strives to provide pupils with a safe environment for learning, in terms of academic development, social awareness and wellbeing. All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views, including those considered racial, sexist or homophobic (additionally bi/transphobic). If pupils exhibit or demonstrate views or opinions of an offensive or concerning nature, these will be remediated/challenged immediately and reported via Bromcom. We understand that extreme or offensive views may be as a result of misunderstanding specific concepts (particularly how those views may make other people feel), as a result of a pupil's diagnoses or developmental vulnerability, e.g. perspective-taking difficulties or inflexibility as a result of autism, or impulsive comments as part of the presentation of ADHD. For this reason, each incident needs to be followed up with the appropriate considerations for the individuals involved. The pupil/s will then be given access to 1:1 SLT or 1:1 discussions with a trusted adult and/or a member of the Diversity Team, to help broaden their views and reduce this behaviour. This may include referral to one of the school's own RSE mentors. Positive attitudes are supported through assemblies, displays, Group Times and SMSC days etc.

Multi-Disciplinary Approach

The *Multi-Disciplinary Approach* to behaviour management is proven to be the 'best fit' for a dynamic, needs-led, positive, flexible and enabling response in behavioural issues. It can be considered to contain three main elements, all of which should be a part of a holistic behaviour plan; they are not mutually exclusive:

- The considered use of positive reinforcement
- Teaching specific social communication skills, self-awareness and self-management strategies
- Changing the educational environment

The school's design and implementation of behaviour programmes and policies takes a strongly holistic view, making use of the range of specialist professionals' onsite. This would usually include input from the Occupational Therapy (OT), Speech and Language Therapy (SLT) and Arts Therapies and Child Psychotherapists (ATCP) teams. Teaching and classroom support staff are also involved in this process. The Behaviour Leads oversee the design, development and implementation

of the plans and works closely with staff to ensure as much success as possible for the individual and/or groups.

Induction Training

All staff receive induction training when they first begin working at the school. This includes an initial overview of the behaviour management ethos, approach, policies and strategies in place as well as a range of support material. A workshop follows the induction training, which focuses upon the links between speech, language and communication difficulties (our pupils' primary needs) and the manifestation of a range of behaviours.

Induction training is also provided by the OT team which explains how motor difficulties and sensory integration needs can cause and/or impact upon behaviour. The ATCP team and SpLD Co-ordinator also deliver such training.

As well as this, behaviour leads are available to discuss and mentor all staff with any needs around behaviour as and when required. MDT meetings with the behaviour lead occur on a needs-led basis in order to put strategies and behaviour plans in place.

It may be useful to refer to these documents also:

- *The Physical Intervention Policy*
- *Policy on Touch (*currently under review)*
- *Behaviour Management induction training information*
- *The Speech and Language Therapy policy*
- *The Arts Therapists and Child Psychotherapists policy*
- *The Fine Motor, Gross Motor and Movement policy*

The Role of Parents

Parents play a vital role in the school's behaviour management approach and ethos. When a pupil begins attending the school, parents have the opportunity to meet key staff which include transition days, information evenings at parent coffee mornings. This is in liaison with a member of the SLT and OT team so that links can be made between SLT and OT issues and how this can manifest as a behavioural difficulty. Parents are asked to be active participants in their child's social and emotional development, including supporting any behavioural needs, in liaison with staff.

Parents may also seek advice from the school regarding behavioural issues at home. School may be able to provide behaviour strategies for use within the home, or can refer parents on to relevant professionals for more specialist support and

guidance. Further support is also available from the school's Family Support Coordinator.

Parents are informed of any individualised behaviour plans which are due to be put into place and asked for their input and support. They are provided with regular feedback from either their Specialist Advisor or Group Leader. Any behaviour which is of serious concern, such as physical aggression may require contact from the Principal or Head of Pastoral Care. The school also endeavours to provide positive feedback to parents so that successful shifts or changes in behaviour can be reinforced and praised at home; this being a powerfully motivating force for the vast majority of our pupils. This can be done through phone calls, e-mails, as well as post cards.

It may be helpful to refer to our 'Partnership with Parents' policy also.

Restorative Justice Approach

A restorative justice approach is being developed for Blossom House School with support from the organisation Restorative Justice 4 Schools, supporting conflict breakdowns across the whole school. This was gradually introduced from June 2021 and throughout the academic year of 2021-2022.

The approach requires all staff working with our students to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. Staff members have received CPD training on INSET days to support their understanding and carrying out of the Restorative Justice Approach. Pupils will also be educated about the principles through assemblies, display boards and visuals.

A core group made up of Joey Burgess, Viviana Patterson and Clementine Turner-Powell are fully trained in the Restorative Justice Principles and are able to carry out formal conferences in a more structured manner to resolve more complex problems with the aim of creating restoration and reparation between those involved. They manage the referral system, alongside Specialist Advisors, to support more complex conflicts as well as inputting and reviewing the development of this approach within the school.

A slightly bigger team has been trained to facilitate peer to peer reparations when conflicts and miscommunications have occurred which may otherwise have become

a barrier to engagement in school activities. A Restorative Approach is used to support these questions.

Pupils will be asked neutral and non-judgemental questions about their behaviour and its effect upon others. These are open ended questions to gain insight into how a pupil has understood the situation and require pupils to reflect on what has happened and who has been affected. They also support the pupils to develop empathy and awareness for those affected with the aim of them taking responsibility for their role in how a situation played out (see Appendix 2).

The restorative questions will be differentiated to be used across the whole school, with a range of visual aids (containing appropriate vocabulary and concepts according to language levels and needs) being created to support all pupils to be able to access the approach. These conversations can range from a "stand up chat" (e.g. in the playground or in the corridor), a "sit down chat" (e.g. a longer time is spent resolving a more complicated conflict and the chats are prepared for) to a "formal conference" (e.g. when staff or parents may be involved and contracts may be drawn up).
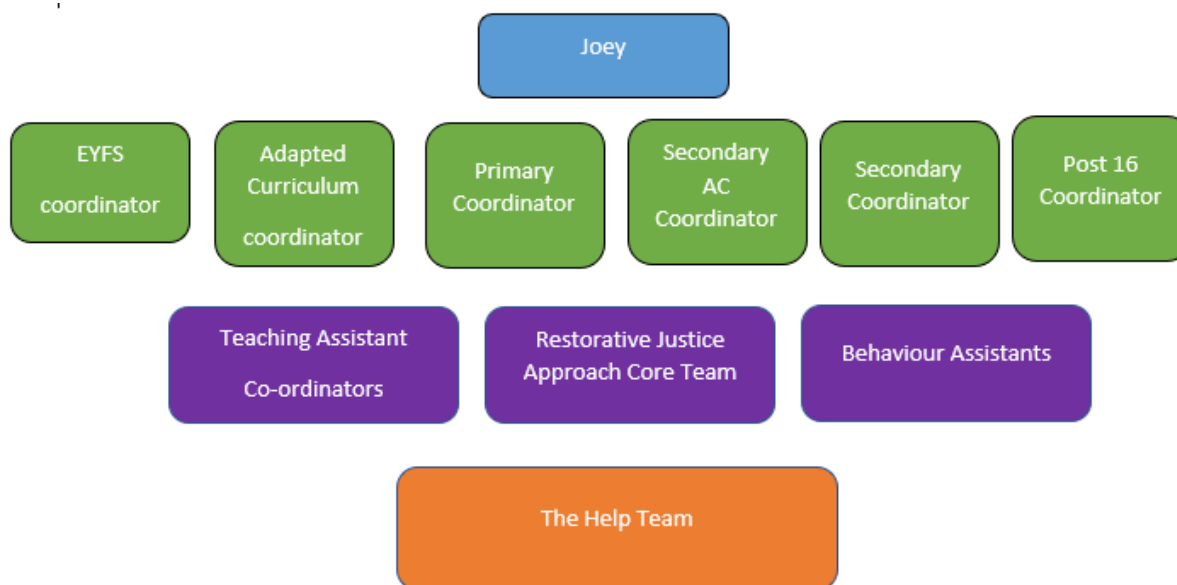
Consequences will be used alongside the Restorative Justice Approach where necessary and may be reduced if the pupils engage positively with the Restorative Justice Approach.

Secondary Adapted Curriculum Policy

Wimbledon is a secondary provision for pupils with a more functional aim to the education of the pupils. The behaviour policy for the whole school, therefore, is not appropriate for pupils at the alternative site. Due to the functional aims embedded through the school day, the token system is not needed as the achievement factor and positive reinforcement comes through completing tasks. Descriptive and positive praise is frequently given in a proactive manner to support pupils to make the right choices. Further to this, pupils can be sent postcards in the post. This provides a positive link with parents as well as reminding pupils of their achievements at school. Wimbledon staff have access to advice from the Behaviour team in Motspur Park if they require behaviour support or guidance for their cohort.

Behaviour Management Team

This diagram outlines the structure of the behaviour management team, from strategic planning through to implementation and staff support:

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                          │     Joey     │
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        │Teaching Assistant│ │Restorative Justice│ │Behaviour Assistants│
        │  Co-ordinators   │ │Approach Core Team │ │                  │
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                    │     The Help Team     │
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Stages of Behaviour Management

The school's approach to behaviour management involves a staged approach on the whole, which is copied below. *However, due to the variable nature of our pupils' needs and the subsequent range of behaviours, stages may not always be sequential or hierarchical.* Staff have this system explained during their induction training and then discuss individualised programmes and policies with the Group Leaders for pupils whom they will be working with. The stages are as follows:

Strategies for Managing Inappropriate or Unacceptable Behaviours

It is really important to only begin to implement any of these consequences once the staff member knows a pupil well and has observed other staff implementing interventions for quite a while. It is a good idea to check with the assistant/teacher/therapist in the room until sure of these consequences.

This is a broad overview of strategies and consequences for certain behaviours but each pupil must be seen as an individual so may respond very differently in any given scenario:

Positive Reinforcement/Ignoring Negative Behaviours/Distraction/Change the Environment/De-escalation

⇩

Directive but Simple Statement e.g. "You need to stop…."

⇩

Ask**: "Are you <u>ready</u> to be in the room?".** If the answer is yes then say "you can show me by…..".

⬇

If answer is no, or behaviour continues, then tell the pupil that he/she is **not ready** and has chosen to leave the room to make themselves ready (**N.B never say 'sent out'**).

⬇   ⬇

Pupil sits on a chair outside room, or in allocated calm area. Make it clear what the pupil needs to do to be ready to return to the classroom. For younger pupils, give a countdown appropriate to his or her age/level e.g. 10 seconds, 1/2/5 minutes. Then ask pupil he or she is ready to return to the room to learn. If he or she is ready then immediately (but quietly and subtly) reinforce the desirable behaviour when he or she begins to show it. Older or Secondary pupils may need to move to a quieter area such as a break out room, the fish tank or by Joey's office. Be aware of the language and delivery of both consequence and subsequent praise for older pupils.	If the **pupil refuses** to go outside of the room or to the allocated calmer place, then ask if the pupil is choosing to go his/herself or if he/she needs help. If still refusing call a member of the Behaviour team to come and support, giving him or her some background information, out of earshot of other pupils <u>(use the 'help' button on the phone).</u> **N.B It can also be helpful to ask for support from any member of staff who is familiar with the pupil/s e.g. Group Leader.**

⬇

Pupil can be encouraged to go to the **Calm Room** if angry. This should be given a time limit as some children can use this as a way of avoiding something he/she does not want to do. If unsure, ask for guidance on this. For older pupils or those who need more space, it may be more appropriate to direct him or her to the playground, movement room or gym *(check individual policies).*

⬇

Pupil is taken to the **Calm room**. This is only for PRIMARY PUPILS with specific behaviour policies and the child should only be taken by **a member/s of the Behaviour Team (on 'help' button). This policy is only used for repeated significant physical aggression.** *('Time Out' has not been used at BHS for the last 5 years, but remains in the policy if it were to be used in future).

If a pupil is being very aggressive or distracting to such an extent that it is impossible for the rest of the class to ignore him/her, or if it is dangerous for the other pupils then it is good idea **to remove the rest of the pupils and take them somewhere safe** e.g. playground, sports hall, library, walk around school, and send for help from a member/s of the Behaviour Help Team to work with and support the pupil.

If a pupil has been involved in a serious incident at school, such as being physically aggressive, senior members of staff may deem it necessary that they spend some time at home for the rest of the day or following day. This is to ensure that:

- Members of the multi-disciplinary team (MDT) have an opportunity to meet
- The pupil has time to calm and regulate at home
- The pupil and his/her parents are informed about the restorative actions with the other people involved in the incident.

*__Important:__ This action is not to be labelled or viewed as a punishment, suspension or exclusion. It is only decided upon when the professionals involved feel it is the most appropriate course of action for that young person, i.e. when regulation time is needed away from school.

Staff Training and Support

Induction: All staff receive behaviour management training according the school's specific approach and ethos as part of the induction process (refer also to the 'Induction Training' section).

Behaviour Summaries and Support plans: In an effort to support staff to learn all about the pupils' individual needs, preferences/interests, triggers and 'calmers'; every pupil in the school has a Behaviour Summary saved on Shared files. This serves as a 'snapshot' of relevant information that can be used to learn about each pupil. New staff are encouraged to use this information to get to know pupils, and group leaders, behaviour team and specialist advisors can add new information when needed. In addition, Behaviour Support Plans exist for those pupils who require additional and individualised behaviour management policies. The Behaviour Support Plans are devised and edited only by the Behaviour Team members and are accessible for any staff member with access to Shared Files. Behaviour Support Plans contain a list of triggers and state-dependant interventions, i.e. how the pupil presents when calm, agitated and in crisis, and what staff should do in those situations. It also indicates if pupils have Early Help, CIN, Team Pupil and/or risk assessments. ***These documents do not contain medical information or EHCP provision, but serves as a quick reference for staff. It contains identifiable information of pupils and therefore should not be printed by staff members. Only one file contains hard copies which is always kept in the Admin office and is used as a reference for temporary staff.**

Behaviour Help Team: A team of staff are chosen by the Principal and trained by the Behaviour Leads to be available to provide staff with additional support if needed within lessons, registration periods or lunch and break times. These staff members

are experienced members across a range of teams across the school. They are trained to be able to use proportional physical intervention if necessary and for the shortest period of time possible, if this is required to ensure the safety of pupils and staff. These staff can act as an additional resource to support during lessons as well as being available to offer advice regarding how to manage a situation at the time of occurrence. The Behaviour Leads oversee this team in liaison with the Principal and is available to all staff for further advice, discussion and follow-up procedures.

Behaviour Risk Assessments: The Behaviour Team are responsible for creating and reviewing risk assessments related to pupils with specific behaviour needs, and are grouped as onsite (school building) and offsite (trips to local community, further afield and residential). Staff are encouraged to consult these documents to assess risk and follow recommended advice to ensure that where possible, every pupil is included on a trip or activity. Members of the Help Team may be called upon to support specific pupils on a trip when needed.

The 'Help' Button: Each classroom is equipped with a telephone which has an internal and external line. Each office and classroom has its own number. There is also a button marked 'help' which will call or Behaviour 'help' team members' phones, including the Headteacher's. There is also a *photo sheet* to help staff identify members of staff in this team. The aim of this system is to provide the staff with a quick and effective support system, as much as is possible. The system is continually reviewed.

Calm Rooms: There are allocated rooms around the school's grounds which are nominated 'safe spaces' for helping pupils to calm safely and in a supported manner. For some pupils, it is more helpful for them to 'take a break' or have some 'time away' in a larger space such as the playground or sports hall, or to use the Gym, if this is a planned part of their behaviour policy as agreed with the OT team. Staff are directed to allow pupils to leave the lesson when emotional arousal levels are rising, in order to reduce the likelihood of a behavioural event. Support staff can ensure the pupil is safe whilst allowing him or her time and space to calm.

Whole Group Strategies

There are a number of whole strategies which are employed throughout the school, varying according to age, language and developmental levels. These are as follows:

- Group star charts (EYFS to Year Five)
- Group tally charts (Year Six)
- Token reward system (Secondary)

- Star of the day (Primary)
- Star of the week (Primary)
- Maths, English and CT lesson star charts (Primary)
- Sensible/Not Sensible books (Primary)
- Appropriate/Inappropriate behaviour books (Secondary)
- House Points (Primary & Secondary)
- Stickers & certificates (Primary)
- Notes/emails/postcards home
- Group activities/rewards

Meeting the Needs of the Individual

For a minority of pupils, it sometimes becomes clear that he or she may need additional and more individualised support in order to help him or her learn to manage their behaviour in an appropriate manner. In this instance, the key staff involved with the pupil (e.g. Specialist Advisor, Group Leader, LSAs, OT, SLT and ATCP where applicable) would meet to formulate a plan with the Behaviour Leads. Parents would also be involved in this process. This meeting would aim to look at:

- *What behaviour/s need to be targeted and why?*
- *Do these behaviour/s stop the other pupils from learning?*
- *What are the probable triggers for these behaviour/s?*
- *When do these behaviour/s occur?*
- *Are there any variables (e.g. lesson, time of day, cohort)?*
- *Is any other information known which may be impacting upon the individual's behaviour (e.g. family factors, previous experiences, diagnoses)?*
- *What incentives and factors does the pupil respond to positively?*
- *Does the pupil have any known or suspected OT/SLT related needs which may be impacting upon behaviour?*
- *Age, language and developmental levels of the individual.*
- *What are the key behaviour/s that need to be targeted first (this will be reviewed as the pupil progresses)?*

Using this information an individualised behaviour plan is put into place, which would aim to:

- *Limit triggers and prevent confrontations and/or spiralling patterns of behaviour.*
- *Therapy staff to support the development of skills that are in deficit*

- o *Provide the pupil with clear and manageable targets.*
- o *Raise self-esteem and self-belief.*
- o *Provide specific positive reinforcement with personalised rewards being contingent upon clear and consistent targets and rules.*
- o *Provide fair, clear and consistent rules and consequences.*
- o *Reduce the impact upon the group's ability to learn.*
- o *Gradually teach self-help strategies which are socially expected.*
- o *Provide sensory input through short activities designed to reduce sensory related behaviour (e.g. grabbing, biting, pushing and/or shouting).*
- o *Help the pupil to believe that he or she has control over positive outcomes (internal locus of control).*

Depending upon the pupil's age, language and developmental levels, and diagnoses, the behaviour plan may include:

- o A **positive comments book**, whereby staff write a specific positive comment for each lesson. This is then reviewed with the pupil during the day with the Group Leader and often goes home also.
- o An **individualised chart** to target key behaviours, for which the pupil will earn a reward. The layout and structure of the chart would be planned based on the pupil's age, levels and the type of behaviour. Examples of this are:
    - ➤ A *positive reinforcement chart* whereby the pupil receives a short reward at the end of each lesson
    - ➤ A *positive reinforcement chart* whereby the pupil receives a delayed reward, for those who can cope with less immediate tangible rewards
    - ➤ A **positive reinforcement chart** whereby the pupil receives delayed rewards which are not concrete gains but based upon praise and acknowledgment such as earning certificates
    - ➤ *Sensory integration practices* are often included into the chart and behaviour plan
    - ➤ A *cost-response chart* may sometimes be used for older pupils, usually Secondary, who are ready to cope with 'reminders' about target behaviour
    - ➤ Occasionally, for Key Stage Four pupils only, it becomes necessary to use a *behaviour contract*. This outlines what behaviour is expected of the pupil and sets out which behaviours are not acceptable. This is planned and carried out in close liaison with the parents as well as with the pupil.
    - ➤ *Social stories* are often used as part of the behaviour plan but also may be used as separately. These are an integral part of the school's approach to linking behaviour issues with social communication needs. The social

story is usually written by the pupil's attached SLT in liaison with key staff and parents. Other techniques might include explicit teaching of desirable or socially expected behaviours, such as **Video Modelling**, or using schemes such as '**The Unthinkables'**.

➢ *Rating scales* are sometimes used, depending upon the pupil's age, language and developmental levels, and level of self-awareness. Again, this is part of linking behavioural issues to social communication needs and is usually devised with the pupil during individual SLT sessions then linked into the behaviour plan.

➢ *OT input* is often a vital element to a holistic behaviour plan. The OT will be involved in considering the **sensory issues** that may be creating, maintaining or escalating behaviours and will then work with the relevant members of staff to design activities which can be integrated into the pupil's school day. The aim would be to reduce the likelihood of the occurrence of behavioural issues, but also to have in place calming strategies is emotional arousal becomes too 'high'. It is vital that this input is not put in place until advice from the OT has been received as some sensory activities can actually escalate behaviour, according to the pupil's sensory profile. This '**sensory diet'** may also be implemented at home if parents and school consider this to be beneficial.

➢ *Environmental changes* may need to be made in order to accommodate the pupil's specific needs and decrease the likelihood of the occurrence of behavioural issues. However, if incidents do occur, the pupil also needs to be provided with the support to communicate this need and act upon calming strategies. Staff will need to consider in advance the potential impact of changes or stressors in the school day; for example, school shows, sports day, different events or changes in staff or routine. It is important that staff understand that activities that may be considered to be 'fun' by some, but can be highly anxiety provoking for others. This may include part time timetables, time in the zone or an increase in 1:1 work, as stated above.

o For pupils who have experienced childhood adversity, trauma (abuse, neglect or significant loss), or who have attachment difficulties, they will require an **individualised approach which is Attachment Aware and Trauma Responsive (AATR)** to 'settle to learn'. This approach would include a variety of techniques to support their emotional regulation and emotional development, including the 'Team Pupil' approach (based on the

work of Louise Bomber (2016) in the *Attachment Aware School Series*) which aims to identify a group of staff members who can create a 'pseudo family' at school, with a Key Adult providing the main relational intervention during the school day. This approach may also include some of the above-mentioned techniques, such as regular sensory input and a record of achievements. The parents or carers of the pupil is a crucial part of the 'Team Pupil' team and develop a close working relationship with the school. Each pupil that is adopted, looked after or under special guardianship order automatically qualify for 'Team Pupil'; they may only require two key adults for monitoring purposes but may also have a fully-fledged team based on their regulation and relational needs in school.

o For pupils who, over time and despite the positive reinforcement strategies or use of rewards, find it too challenging to access the curriculum in the classroom for the whole day, a bespoke timetable may be developed to find alternative learning activities linked to their interests combined with more opportunities for wellbeing and regulation. Specialist Advisor, who liaises with parents and the local authority regarding this on-going higher level of support.

Variables and Influences

It is important to be aware that behaviour can fluctuate in presentation, intensity, frequency, duration and form. It is vital that the relevant staff consider some of the known or potential variables and/or influences which may be triggering, creating and/or maintaining the behaviour. Examples of these may be:

o *Diagnoses*
o *Cohort*
o *Changes to cohort which affect group dynamics*
o *Changes in emotional state*
o *Changes to family structure*
o *Changes to usual school routine or staff*
o *Early life experiences and responses to the processing of life events*
o *Bereavement*
o *Fear/anxiety for future*
o *Pending change of placement*
o *Illness*
o *Physical discomfort*
o *Unexpected events*

- o *Organisational issues (especially in terms of the Secondary token system)*
- o *Environmental issues: weather, classroom temperature, lighting, noise levels, space*
- o *Sensory Overload or Sensitivities*
- o *Emotional Overload*
- o *Difficulty in a given subject*
- o *Exam or coursework stress*
- o *Formal testing*
- o *Visits from external professionals*
- o *Trauma*

Sanctions:

As a school we believe in teaching pupils that a person's behaviour, positive or negative, has an impact on others. We also believe that it is part of our role to support a pupil's growing awareness of their own regulation needs and how their thoughts and feelings may impact on their behaviour. As part of our therapeutic input offered by the SLT team, pupils with a variation of social communication, trauma and semantic/pragmatic language difficulties, receive ongoing support throughout their whole school career at Blossom House to develop their understanding around these concepts. We know from vast research on the topic of *punishments,* that these do not work to change behaviour, but only bring about temporary compliance based on a child's response to fear. For this reason, we believe in providing an empathetic response to challenging behaviour accompanied by clear boundaries, namely an approach that contains "high warmth and high boundaries". We highly value relationships, and therefore relational repair should follow any disruption. We believe in teaching pupils that consequences follow behaviours or actions towards others, and that these can be positive, or negative, and are therefore labelled "natural consequences". For example, if a pupil has hurt another pupil during a football match, it is a 'natural consequence' for that pupil to miss some football time whilst having a restorative conversation with a trusted member of staff, where the scenario is drawn out to find out what the pupil was thinking and where the conflict occurred. Our "natural consequences" are restorative in nature, and aim to teach or support a pupil where he/she has a deficit in their understanding or skills. For this reason, sanctions that have been proven to be ineffective, are not used.

Monitoring Behaviour

As a result of the wide variety of staff involved, the number of strategies in place and the embedded nature of the school's behaviour management systems, it is challenging to find meaningful ways of providing 'data' which supports the belief that in the vast majority of cases, these systems are, over time and depending on external variables, effective. Behaviour is dynamic and multi-faceted and therefore assigning numerical data to it can sometimes be misrepresentative of the 'bigger picture'. The school has found that the most meaningful ways of reviewing and assessing whether group and individual policies are effective in managing behaviour is usually through a combination of more qualitative means:

- **Observation** of the group and/or individual.
- **Functional analysis** of behaviour from the behaviour logs & feedback to understand triggers and patterns.
- The **pupil log** to record incident and follow-up actions.
- **Multi-disciplinary discussions** between key staff working with a group or individual (e.g. the Head of House, Group Leader, LSAs, teachers, Arts Therapist, SLT, OT and the behaviour management co-ordinator).
- **Daily and weekly tracking,** with half termly and termly analysis and outcomes.
- **Parental** feedback and/or meetings.
- **Email communication** between staff usually on a daily basis.
- Weekly and termly monitoring of the **number of house points** achieved by pupils in each Secondary house.
- Once or twice termly, the school also employs the support of an independent **Educational and/or Child Psychologist** to check whether the system in place is effective and/or to seek further advice and input.
- **Annual Meta-Analysis of Behaviour** completed at the end of the Summer Term to support development moving forwards.

Approach to supporting diversity awareness:

Blossom House School is committed to being an anti-racist and diversity aware school. The ongoing LATS aims are:

1. To further develop the pupils' and staff's understanding of discrimination in society

2. To develop meaningful changes that contribute to BHS becoming a more actively anti-racist space

In line with these we have put in place a specific protocol when dealing with racist or homophobic, biphobic and transphobic (HBT) behaviour. Along with the assistance of the Diversity Strategy Coordinator (Daisy Badger) we have adapted SchoolPod to include racist, sexist and HBT behaviours within behaviour logs as well as creating a flowchart in order to deal consistently with any incidents of racism. This flowchart is saved in the 'Diversity' folder within Shared Files and all staff are aware of this document. The flowchart clearly lays out how to deal with the incident depending on the root of the behaviour and the understanding and knowledge of the pupils involved. The incident will then be dealt with accordingly with follow up restorative justice and 1:1 work where necessary.

<u>Exclusion Policy</u>

To be read in conjunction with *Approaches to Behaviour Management* policy

Joanna Burgess

Georgette Maile-Shadbolt

Shianne Brunton

Review date: December 2023

The school's approach to **behaviour management** is preventative, as identified in the *Approaches to Behaviour Management* policy. However, in rare circumstances, and always as a very last resort, the school may take the decision to permanently exclude the pupil/pupils concerned. Factors leading to this decision may be complex, with strong mitigating factors, all of which will be given full consideration before the decision is taken to exclude permanently. Examples of the reason for exclusion might include:

- behaviour which poses or causes a serious risk to other staff and /or pupils
- significant and ongoing physical or verbal assault against pupils/ staff, with no progress or improvement being shown after intervention
- wilful damage to property
- tobacco, alcohol or drug misuse

Minor breaches of behaviour will be met with appropriate adjustments in line with behavioural policy; however, persistent and continued breaches may lead to permanent exclusion. In these instances, a letter will be written to parents/carers to report that the pupil is, or could be at risk of permanent exclusion. The exception to this would be where behaviour/severity escalates rapidly.

This exclusion policy also applies to behaviours/incidents external to the school. These might include:

- when a pupil/pupils are journeying to and from school
- where the pupil/pupils are wearing school uniform
- where the pupil/pupils pose a threat to the general public
- where the pupil/pupils are engaged with a school-or curriculum-related activity. This could include Work Experience

Required removal

The school reserves the right to secure required removal of a pupil, in rare circumstances. This could occur:

- where the parent/carer has made unsubstantiated claims against the school
- where the relationship and/or trust between the parents/school has broken down irretrievably
- where the parents/carers do not support the school's policy for behaviour management

Formal meeting

If appropriate and/or necessary a meeting will be convened and chaired by a person who will have made any appropriate documentation available. The parent/carers should be present at the formal meeting and the pupil may also be present. A thorough investigation will have been commissioned by the Principal leading up to the meeting. The parent/carer may bring another person to the meeting (who must not be a legal representative). The pupil will or may have been suspended/temporarily excluded for a period of 2-5 days before the meeting. The pupil may be given the opportunity to account for self or present mitigating factors for the behaviour/behaviours which resulted in the formal meeting. Notes will be taken at the meeting and distributed to all parties afterwards. The Principal might require a fuller investigation to commence as a result of the formal meeting. Following the decision to exclude or not to exclude, the parent/carers will be given the right to appeal the decision. However, if the pupil is withdrawn by the parent from the school then the right to appeal is forfeited.

Process of appeal by parents/carers

If the parent/carer decides to appeal the decision, the pupil will remain suspended/excluded from the school. The parent must submit a written appeal within 72 hours of the decision. The appeal must be directed to the Clerk to the Advisory Body. The appeal must set out the grounds on which the appeal is based as well as the desired on intended outcome.

Subsequent to receipt of an appeal letter, a review hearing will be organised, consisting of the Principal and minimum of two Advisory Body members, in addition to an independent person with no prior knowledge of the case. The names of the panel will be given to the parent/carers in advance of the meeting. The parent/carers and, if appropriate the pupil, will be invited to attend the meeting

The appeal meeting will take place at the school between 3-10 days of receipt of the appeal letter. The Clerk to the Advisory Body will be present at the review meeting. The Principal may choose to request an additional person to be present in order to secure a fair outcome on behalf of the pupil. The proceedings must be kept confidential.

At the meeting, there will be opportunities for those present to ask questions. The chair may adjourn or terminate the meeting. If this is done without a decision being made the original decision will stand.

Outcome of appeal meeting

The review meeting will:

- uphold the Principal's decision
- recommend the decision to be reviewed and/or alternative sanctions considered

All documents are to be held in confidence, unless legally directed otherwise. The decision and reasons underpinning it will be issued by letter from the Chair of the Advisory Body to the parent/carers within 3 working days.

APPENDIX 2:

The questions below have been adapted from the Restorative Justice approach. These inform our restorative practices in school.

The Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- What are you feeling/ thinking now?
- What needs to happen to put this right?
- What will you do differently next time?

How to use the Restorative Questions:

Stand up restorative chat (informal) – All staff can conduct these chats. It uses the 5 restorative questions, does not include formal referral, preparation or making of contracts. May include a follow-up where necessary. Individual member of staff takes initiative and leads the process.

Sit down restorative chat (formal) – Only RJ team can conduct these chats. This is a more structured and formalised conference. The facilitator of this reparation will speak to both parties individually to gather all the information, once this is done the separate parties may wish to meet to discuss the situation directly and how to move forward. Contracts may be created and follow up chats may be required.

Formal conference – Only RJ core team can conduct these chats (trained conference facilitators). This is a formalised meeting and may involve other parties such as parents or a neutral adult to support the child through the process. This process requires formal preparation and follow up sessions. A contract is likely to be drawn up in order to move forward.

N.B. RJ interventions should be recorded on SchoolPod and any paperwork should be filed in the RJ filing cabinet.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented. If those involved fail to comply with expectations of the agreement, alternative solutions including the schools sanctions may be negotiated or applied to the wrong-doer.