

<b>The Chiltern School</b>	<b>Behaviour, Mental Health and Wellbeing Policy</b>	
----------------------------	--	---

Date Policy Adopted	Policy Review Date	Author
September 2022	September 2023	Louise Clarke

### **The Chiltern School Vision**

*Where we learn and achieve together, where we dare to be different. Our vision is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.*

We believe that all behaviour is a means for communication and has a functional element. Challenging behaviour can be described as a communication of unmet needs which may include mental health difficulties. We want our pupils to thrive and be ready to learn. We recognise that poor mental health and emotional wellbeing can impact on behaviour, learning and the ability of each individual to reach their full potential.

**“Children don’t care how much you know until they know how much you care” Theodore Roosevelt**

At The Chiltern School our Behaviour and Mental Health Policy reflects our whole school approach and understanding of child development, childhood trauma and Attachment theory. It supports the complex needs of our pupils and recognises how difficulties in these areas can impact on a person's ability to regulate and engage in learning in a meaningful way. We believe in the principles of nurture and want all our young people to feel safe and secure within a caring environment so that they feel ready to learn. (Pupils will be immersed in social and emotional experiences to promote life skills that encourage them to engage in the wider community). Pupils will gain a strong set of social and emotional life skills to enable them to engage in the wider community and make positive relationships. Our **ethos** takes a nurturing and holistic approach, valuing the whole person and recognising the links between thoughts, feeling and behaviour.

## **Aims**

The Chiltern School is a child centred value based school. We know that to keep all children and young people fully included, engaged in learning and improve outcomes, we must build a school community where we celebrate diversity and ensure everyone is valued. We treat everyone with dignity and respect.

The Chiltern School Behaviour, Mental Health and Wellbeing Policy is based on the foundations of the Attachment, Regulation and Competency (ARC) Framework (Kinniburgh and Blaustein, 2005). The approach is grounded in attachment theory, child development, the impact of traumatic stress and factors promoting resilience. It is aligned with current research in neuroscience and has been written in consultation with stakeholders through questionnaires and comments, alongside observations in classes to gather views of our pupils. ARC is an approach that focuses on:

- A safe caregiving system (Attachment)
- The ability to regulate and tolerate experience (Regulation)
- Support in the mastery of an array of tasks crucial to resilient outcome (Competency)

It can be linked to Maslow's hierarchy of needs and his motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.

## **School Behaviour Curriculum**

We believe an approach rooted in fostering learning experience that focuses on developing self esteem and emotional literacy enables individuals to make positive social relationships. The importance of play/practical activities at each of the different stages of development enables our pupils to watch, explore, imitate, learn from each other, interact with each other and play together. It provides opportunities for children to learn about social expectations, sharing, turn taking, problem solving and working together. Learning through play and practical activities is fundamental to our behaviour curriculum because it is through these experiences that children learn about social etiquette. Pupils are learning about our core values, therefore they also learn better ways of being and behaving. Learning to be kinder to others and themselves!

Changing how we respond to behaviour does not mean we do not have high expectations, routines or structures.

Our core beliefs and expectations are determined through our school values. Our values highlight what it means to be a member of The Chiltern School community. We expect everyone in our community to demonstrate and model these values.

## **Creating a safe environment and whole school culture**

People who do not feel safe tend to be hyper vigilant and have difficulty regulating their emotions. This can lead to defensive behaviours that can be challenging to manage. For this reason at The Chiltern School there is an emphasis on promoting belonging, safety and security through positive relationships, effective teaching and preventative responses. This approach actively supports emotional wellbeing and good mental health. It is also one of the principles of nurture. We will not sanction young people for a dysregulated nervous system or because they have an unmet need or underlying mental health need. We recognise that our pupils cannot regulate their behaviour if they are in their 'survival brain'. In this state we recognise that learning cannot happen. We recognise that development happens differently for individuals based on their brains ability and exposure to experiences. Behaviour is not a choice and if our pupils are finding regulation difficult this is indicative of there being a barrier, it is our job to work out what it is.

We aim to provide a safe structured environment in which young people are given opportunities to revisit nurturing experiences and make corresponding developmental mistakes that allow staff to model and attune expected behaviours.

Teaching about mental health and emotional wellbeing is woven throughout the school day and is delivered through Personal Development.

### **Personal Development**

Whole school routines have been implemented to ensure that Values based learning, Emotional Health and Wellbeing, SMSC and Character Education are addressed through every day routined activities. These routines are put in place by us to help our pupils feel safe as predictability helps to build feelings of safety and security. Repetition is how our pupils gain skills and predictable routines across the school day can help to reduce anxiety. "Repetition is an important way that all people gain skill, we gain skill more easily through predictable structures" (Blaustein and Kinniburgh, 2010)

Our routine begins at 8.50am when our doors open for school. Pupils are welcomed into our care with a smile, familiar faces greet the pupils at the gate or from the buses and pupils are supported into their classrooms where a member of staff will welcome them. We feel that beginning each morning with routined music and kindness sets the tone for a positive start to the day and also reinforces our ethos that a new day has begun and we have a fresh start.

Each class has a visual timetable which is communicated with the pupils each morning. Visual aids are used in conjunction with this. Throughout the day, the classes provide movement/ sensory breaks and opportunities for the pupils to have a toilet or drink break. There is also opportunity for pupils to communicate their feelings and emotions to staff so that staff can be supportive and responsive in an attuned manner throughout the learning day.

Gaining consent is a part of our routines and staff ensure they ask before making contact or physically supporting the child, eg. taking the hand of a child. This is to teach that consent or gaining permission before making appropriate touch is normal and the child's response will be considered and supported.

Daily reflection takes part every day and reflects the Values. Each day our pupils celebrate together how they have shown our key values; Aspiration, Kindness, Curiosity, Respectfulness and Resilience. This ensures that pupils routinely consider being mindful about their daily experience and learning that has taken place as well as aids the recognition that it is the end of the school day. Reflection celebrates the class achievements and takes a positive approach to celebrating both similarity and difference across each class group.

Shared celebration is experienced daily during reflection time, but also during Assembly times. Assembly is experienced as a class and / or as a group and pupils join to share their experiences or learning as a class. Assembly and shared celebrations provide a sense of belonging and recognises the achievements of all of our pupils.

## **Responding to Behaviour - Engagement and building relationships**

At The Chiltern School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork, co operation and coordination. In order to be successful at school and in life all pupils need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships are at the heart of The Chiltern School.

Through these relationships our pupils will develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. By building these relationships staff will be able to identify concerns relating to mental health needs and take action to allow support to be accessed; only appropriately trained professionals would be in the position to make a diagnosis but staff are well placed to provide information and support to other professionals. At The Chiltern School our way of interacting with our pupils is vital to creating a sense of safety and trust. We expect staff to be friendly and warm with attuning facial expressions with unthreatening body movements. Angry, fearful or blank facial expressions, low frequencies and cross tones, unpredictable body movements, unfamiliar sounds and voices can all trigger feelings of danger and fear. These cues are interpreted by the brain at a subconscious level and trigger defence responses.

## **Attunement**

Attunement is the foundation for helping children learn to regulate themselves. Relationships are key, being an attuned adult who genuinely cares about, listens to and is attentive about pupil's responses is vital. Good relationships support emotional wellbeing and we believe that opportunities throughout the day are built in for parallel attunement. Examples of attuned responses might be:

- *I can see you are struggling today*
- *You look like you are having a tough day*
- *I can see that you feel upset*
- *Is there something about this situation that is particularly hard for you?*

These responses allow pupils to develop self awareness in relation to their thoughts, feelings and behaviour, therefore supporting and developing emotional well being,

## **Whole school approach - Tiered Intervention**

### **Universal Provision**

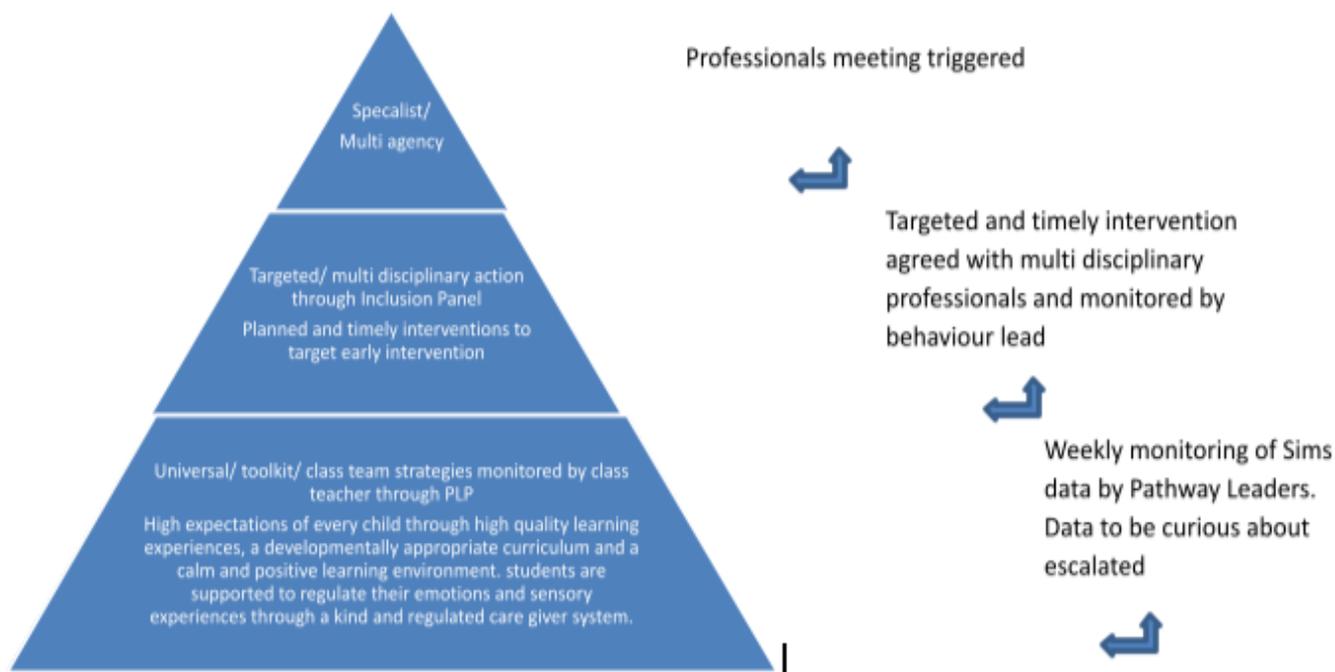
These are the approaches and resources available to all children and young people at The Chiltern School. They can be accessed without needing any specialist referral or assessment. It is the available provision within a classroom or pathway

### **Targeted Provision**

Targeted approaches are more specific approaches, resources or services for children and young people who may need an additional level of support to meet their needs. Some targeted provision can be accessed directly with or without an assessment.

### **Specialist Provision**

Specialist approaches are interventions and services for children and young people with significant and / or complex needs who are likely to require even more support than is available either through universal or targeted approaches. These services or resources will usually require an assessment of need, additional funding and ongoing review for them to remain in place.



## Responding Effectively

Challenging behaviour is usually the result of strong emotions which have been triggered in the moment. In order to maintain a calm learning environment and also to support pupils to process their feelings and emotions in order to regulate their behaviour, we need to be able to regulate them in the moment and provide them with experiences which will support the development of regulation skills. We advocate an approach where adults are in control as opposed to controlling.

When our pupils experience strong emotions they need to be co regulated to support them to calm. Pupils will need repeated experiences of being co-regulated in order to be able to regulate themselves. Children and young people who have not experienced enough co regulation are likely to have difficulties with self regulation. Children and young people who have experienced trauma may experience high levels of dysregulation which needs understanding and attuned responsive co-regulation. In order to be able to regulate, pupils need to integrate their physical sensations, emotions and thinking. Attuning to the pupil enables them to understand their feelings and emotions, to know they are accepted and valued.

*Anticipating things that may be picked up as a threat or danger* – Unfamiliar sounds in the environment, unfamiliar people or situations and change to routine can all trigger feelings of fear.

Managing transitions both large and small are important, even transitions such as moving from activity to activity within the classroom may need to be supported.

## **Language**

We avoid using language that puts blame or shame on the person, instead we use empathetic language that encourages an awareness of natural consequences. We develop resilience and capability by expressing the natural consequences of our choices. This means when things go wrong we:

- Avoid Lectures or I told you so
- We show empathy
- For example: "You're wet , that must be really uncomfortable".
- We use comforting language to support the resolution and help problem solving rather than dictating the solution, this allows an element of choice and ownership of their behaviour . For example "A change of clothes may help"
- Sometimes we don't use verbal language, non verbal messages, physical proximity or distraction may be used to support.
- We validate feelings " sounds like that was embarrassing", "I can see you are frustrated"
- We avoid language that is negative in relation to mental health needs
- We encourage pupils to take risks and we let them know it's okay when things go wrong. This is how pupils learn to be independent thinkers. Each experience provides an opportunity for growth but is reliant on positive adult feedback, which is always constructive and delivered with kindness.

## **Personal Learning Plans**

We assess the child's progress against the child's own Education & Health Care Plan (EHCP) Long Term Outcomes. This ensures we are measuring the most important aspect of the child's development and measuring against their own baseline. These long term outcomes are then broken down into smaller Personal Learning Plan (PLP) goals, which are reviewed regularly (See teaching and learning guide). Every PLP contains personalised regulation strategies to support behaviour for learning.

## **Risk Assessments**

For pupils whose behaviour is causing harm to themselves or others, where professionals are concerned about a change in regulation we provide a consistent yet individualised response. This information is detailed in a personalised risk assessment. A risk assessment provides child specific responses on how to keep an individual safe and to support regulation. It is essential that all staff

working with pupils who carry an individualised risk assessment have a good understanding of the pupils needs and are able to respond consistently. The risk assessment provides adults with strategies that are personalised to that young person and by following the risk assessment during a challenging situation staff ensure their responses are consistent which in turn helps the young person to feel safe.

Although we expect all pupils to receive a universal approach this still requires personalisation. Children and young people need personalised responses to supporting their personal development, well being and regulation. Consistency does not mean always responding in the same way to each pupil's behaviour, it means responding in a way that is consistent to our values and that meets the individual needs of that young person. Whilst each individual benefits from a consistent approach, being consistent and fair is not about every pupil getting the same, instead it is about every pupil getting what they need.

A risk assessment proforma can be found on The Chiltern School's Intranet and a blank copy in the appendices.

### **Inclusion Panel**

The inclusion Panel consists of a number of internal staff and specialists, as well as regular external professionals from Health and Social Care that meet fortnightly to discuss cases as part of a multi-disciplinary discussion.

Staff are encouraged to make a referral for any pupil:

- that is not responding to the strategies already in place in the classroom
- Where there is an unexplained change in presentation/behaviour
- when new information on need is received, such as new diagnosis
- that has experienced a trauma, such as a bereavement or family change
- where analysis of data is a cause for curiosity
- that has a parent seeking outside agency support
- where there are concerns for emotional wellbeing / mental health that staff feel need external professional intervention / assessment /support

This list is not exhaustive, early discussions are encouraged to avoid crisis point referrals

The aim of the panel is to ensure that :

- pupils feel safe, supported and happy at school and make progress
- An approach where being curious about the function of behaviour and communication is promoted
- Difficulties are explored and not dismissed
- Provision is personalised and individual needs are met
- The right strategies are in place and delivered consistently by all
- Collaborative working with professionals, parent and carers

- pupils that require purposeful referrals to external agencies are identified and this is implemented in a timely fashion
- Staff feel confident and supported to share when things are not working
- The impact of the intervention is tracked, evidenced and evaluated
- Wider school needs are identified to plan for future provision and support
- Referrals to external services are made when appropriate

### **What specialist services or expertise are available or accessed by the school?**

We are proud to have a wealth of specialist and experienced staff that make up our school community. We have invested heavily in recent years to ensure that in-school provision is enriched with highly specialist knowledge and ongoing in-house training that maximises opportunities for pupils.

As well as working with external specialists and a wider multidisciplinary team, we additionally employ a Speech and Language Therapist and Sensory Integration Occupational Therapist who are both very much part of the school community. Both have been instrumental in developing the new curriculum, are in school, working in classrooms and are part of wider school support and provision planning. We strongly believe in an integrated approach to intervention, meaning that as much as possible we expect staff teams to be trained and skilled to deliver this throughout daily experiences, and not as a bolt-on activity outside the classroom that is more difficult to link to real life experiences and can be more challenging to generalise and transfer.

Within The Chiltern School:

A Therapeutic Team led by

- Speech and Language Therapist
- Sensory Integration Occupational Therapist
- Qualified Nurture Practitioner

We also have experienced staff who advise and support, these include:

- ASC Advisory Teacher and Outreach Team
- Consultant Trauma specialist and Child and adolescent Mental Health Social worker
- School Nursing Team
- Essential Skills Coordinator
- Intensive Interaction Coordinator

External agencies we work closely with include:

- Local Authority SEND Team
- Children's Services - Children with Disabilities Team

- Social Care
- NHS Speech and Language Therapist Team
- NHS Occupational Therapist Team
- NHS Physiotherapy Team
- Hearing Impairment Team
- Visual Impairment Team
- Special Educational Needs Advisory Teacher (SENAT)
- YAIL (Young Adult Independent Living, formerly Preparation for Adulthood Team)
- Spectrum Arts
- External Provision Settings (Seeds of Change/Angling for Success)
- CAMHs

### **Nurture Provision**

Our Nurture Provision supports pupils who are struggling to cope with the demands of learning in a classroom setting. This may be a result of Attachment difficulties and gaps in their learning because of missed opportunities in the early years. This is possibly due to pupils not being ready to attend or meet developmental milestones. This can have an impact on pupils' ability to manage their emotions and to understand social expectations and the needs and motivations of others. This can lead to dysregulated behaviours and anxiety. There is strong emphasis on communication and attachment theory. Nurture groups recognise that all behaviour is communication. They bridge the gap between home and school by providing a warm and homely setting. There is a balance between affection and learning which hugs the child and provides a safety blanket for them to grow. The group provides a safe space, familiar attuned adults and activities create a sense of belonging.

Nurture groups have been operating since the 1960's and the research supporting their success is overwhelming. Nurture groups are recognised by Ofsted and DfE. Research shows that nurture groups can have a positive impact on learning outcomes for those children who find learning difficult, who are at a lower stage than their chronological age, fear failure or who have low self-esteem. They can be a preventative measure to support those at risk of permanent exclusion.

### **Restoring and rebuilding**

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be challenging situations. School is a demanding place for our young people and there will be times that harm is caused. Pupils will need support to repair and restore relationships and learn from the mistakes made.

When supporting this learning process in the aftermath of a challenging event, pupils will need the security of our relationships in order to access the learning needed to repair harm and be supported to change. Staff will be required to support and demonstrate empathy and

understanding in order for the young person to remain regulated during such a challenging conversation.

### **Staff Wellbeing and Regulation**

The corner of the ARC Framework is the caregiver effect. The more regulated we are, the more effective we will be in supporting our young people to regulate their own emotions.

*Self reflection* - There is a requirement that staff are reflective about how they are with our children and young people, particularly how our faces, voices and movement may be affecting how our pupils feel.

*Being predictable, reliable and trustworthy*- telling our pupils that you are all of those things will not be enough. They need to be shown you are by what you do.

*Contain their emotions* – Staff need to let our pupils know that they have 'got it'. Let our pupils know that you can bear their emotions and hold those emotions so that they don't escalate. Do not deflect into your own emotional responses.

*Provide structure and boundaries*- These need to match the pupils needs and be communicated to them in a way that they understand and which is meaningful to them.

### **SIMS**

If there has been dysregulation, unexpected behaviour, damage to property or non engagement in learning it is important that this information is recorded on SIMS. Every member of staff has a SIMS log in, access to SIMs via a classroom ipad or communal laptop and access to SIMs training as part of the induction process. The staff member who has been involved in any incident must record it on the same day that it takes place. These recordings allow staff and leaders to reflect on any patterns or changes in behaviour. If the incident is of a serious nature or if staff have used a Team Teach hold then this log must be shared with the behaviour lead through SIMS (see appendices). This will enable the necessary next steps to be taken and a debrief to take place.

As part of the whole school 'Assess, plan, do, review' process, our recordings on SIM's enable us to have a structured approach for identifying when a pupil may require further support or intervention. This may be additional to what they already have in place.

### **Safeguarding - Identifying signs of mental health related difficulties**

The school is committed to identifying pupils with mental health difficulties at the earliest stage possible.

Staff are attuned to pupils needs and will be able to recognise changes in behaviour / presentation which may need further investigation.

Staff members are aware of the signs that may indicate if a pupil is struggling with their wellbeing / mental health. As a special school we recognise that pupils' additional needs may present as behaviour which could indicate a mental health difficulty, and vice versa. The signs of mental health difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

### **Vulnerable groups**

Some pupils are particularly vulnerable to mental health difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that increase the risk of mental health problems. It is widely recognised that pupils with SEND have a higher chance of experiencing poor mental health or requiring additional mental health diagnosis which may be linked to their additional needs, for example, a pupil with ASD is more likely to be highly anxious.

Staff are aware of the increased likelihood of mental health difficulties in pupils in vulnerable groups and remain vigilant to early signs of difficulties.

Vulnerable groups include the following:

- Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in need
- LAC
- PLAC
- Socio-economically disadvantaged pupils, including those in receipt of, or previously in receipt of, free school meals and the pupil premium

These circumstances can have a far-reaching impact on behaviour, mental health and emotional wellbeing.

### **Relationships with families**

We pride ourselves on positive home school engagement which enables us to communicate effectively with parents and carers about their child and their needs (see Home Communication Guidance)

We feel that it is vital for this communication to be an open dialogue that works both ways. Knowledge is power and therefore the more information we have about the children and young people in our care, the better equipped we are to help them feel safe, happy and make progress in our setting.

In turn, we expect that parents/carers inform the school of any changes in circumstances that may affect their child's behaviour and well being. In doing this we can work together to help support both parents and pupils through any challenges that may be faced. Equally, we relish the opportunity to help celebrate the success and progress that each pupil has made outside of our school setting.

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Or, as children understand it, "When someone makes someone else feel bad over a period of time".

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>· Racial</li> <li>· Faith-based</li> <li>· Gendered (sexist)</li> <li>· Homophobic/biphobic</li> <li>· Transphobic</li> <li>· Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school's response to this is unequivocal. Adults must be informed immediately and action will take place. The school will act swiftly with a process of investigation, communication and action. Bullying will not be tolerated. All incidents of racism, homophobic, and disability bullying are

recorded. The entire school community – governors, staff, volunteers, pupils and parents – should work together to promote a positive culture of tolerance and respect throughout The Chiltern School. The whole school culture should be built upon a foundation of fostering healthy and respectful relationships for all. Every member of the community has a part to play in ensuring that child on child abuse is never acceptable and that everyone contributes to creating this safe environment. Pupils should feel able to share their concerns in an open and non-judgemental environment and that staff are trained to develop these trusting relationships.

### **Child-on-child Abuse**

Child-on-child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017). Research suggests child-on-child abuse is one of the most prevalent forms of abuse affecting young people in the UK.

The Chiltern School has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

Please see The Chiltern School Anti Bullying and Child on Child Abuse Policy for more detail.

### **Definition of school jurisdiction**

Our values are designed to encourage Children to become responsible citizens in our society and as such, pupils on roll at The Chiltern School are expected to uphold these core values in their life both in and out of school. This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the children are the responsibility of the staff.

The policy applies whenever pupils are in school uniform out of school hours or travelling to and from school they are considered to represent the school and therefore the school rules apply. The school reserves the right to take interest in and support investigation for any misconduct by any pupil at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its pupils. The school will work with parents and other agencies where children who have used the internet or a mobile phone to harass another pupil or member of staff outside school.

## **Roles and responsibilities**

### **The governing body is responsible for:**

The Inclusion committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher is responsible for:**

- Reviewing this policy in conjunction with the Inclusion committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff understand their responsibilities and have the support to implement the policy
- Monitoring that the policy is implemented by staff consistently

### **Assistant Headteacher is responsible for**

- Ensuring effective implementation and monitoring of this policy
- Collaborating with the governing board and headteacher to determine the strategic development of the policy and provisions in the school.
- Reporting to the governing board on the implementation of this policy, including its effectiveness
- The day-to-day implementation of this policy
- Ensuring that the policy aligns with our values and whole-school approach to mental health
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Monitoring support and measuring impact of the policy
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Staff are responsible for:**

- Creating a calm and safe environment for pupils
  - Establishing and maintaining clear boundaries
  - Implementing the policy consistently
  - Communicating the school's expectations, routines, values and standards through learning activities and in every interaction with pupils
  - Modelling expected behaviour and positive relationships
  - Providing a personalised approach to the specific needs of all pupils
  - Considering their own behaviour on the school culture and how they can uphold school rules and expectations
  - Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
  - Planning and reviewing support for pupils in collaboration with other professionals and parents
- 
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential

**Parents and carers, where possible, should:**

- Get to know the school's policy and support it at home where appropriate
- Support their child in adhering to the school's policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work following dysregulated behaviour (for example: attending reviews/meetings)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any concerns.

**Pupils will be made aware of the following during their induction into the behaviour culture:**

- The school values and ethos
- The school's key expectations and routines
- The support that is available to them to help them meet manage their behaviour

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupil voice is a key aspect of ensuring this policy is effective, pupils are encouraged to give feedback where appropriate.

## **Training**

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- Trauma informed approach
- The proper use of positive intervention
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- ARC Framework
- Communication
- Sensory processing

Staff have access to ongoing continuing professional development.

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider how to support the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider how to support the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the needs of staff and pupils accused of misconduct.

## **Legal framework**

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires 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

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### **Monitoring and review**

The school will collect data on the following:

Behavioural incidents, Attendance, permanent exclusion and suspension, use of external provision, off-site directions and managed moves

Incidents of searching, screening and confiscation

Surveys for staff, pupil voice, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the assistant headteacher with responsibility for Behaviour and attitudes.

The data will be analysed from a variety of perspectives based on school organisation and may include:

At school level, by age group, at the level of individual members of staff, by time of day/week/term and by protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Inclusion committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Inclusion committee annually.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Code of Conduct which includes Physical restraint guidance
- Anti-bullying Policy

## Appendix 1 - Written Statement of behaviour principles

### Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and the DfE guidance (Behaviour and Discipline in Schools (2014): The Role of the Governing Body).

The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour Policy at The Chiltern School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school, as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles, not practice: it is the responsibility of the headteacher to take these principles into account when formulating the Behaviour Policy.

The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016), the Equality Act 2010 and the SEND code of Practice.

The Behaviour and Mental Health Policy must be published on the school's website.

### Principles

- To promote understanding of behaviour in line with the ARC model
- To use a trauma informed approach
- To provide a nurturing and positive environment where everyone feels safe and valued
- To teach according to the needs of each individual
- Model the behaviour that we expect from our learners, especially with regard to the school expectations
- To treat all learners with respect and do not talk about them in front of others
- Provide clear expectations, with particular reference to the Chiltern School values boundaries with well-established classroom routines
- Use The Chiltern School values to structure praise and motivation
- To teach the consequences of actions and behaviour in a non-judgemental way.
- Regularly provide specific descriptive praise to reinforce desirable behaviour and healthy self esteem, especially in keeping with the school values
- Ensure all learners can communicate as effectively as possible
- Understand what a specific behaviour is communicating and to teach appropriate alternatives, thereby promoting self-regulation

- To observe, gather and analyse behaviour data to develop well informed and appropriate strategies together with parents/carers and professionals
- Adopt proactive approaches to support regulation and reduce the likelihood of escalation
- Monitor and adapt our approach according to the individual needs of our learners
- Develop and use strategies to minimise behaviours of concern.
- Contribute to and support understanding of pupils regulation needs and strategies, ensuring these are included on the PLPs
- Work closely with families and carers to provide an effective coordinated approach in line with the ARC framework
- To continue improving our provision, staff are encouraged to continually reflect on their practice and to maintain an inquisitive mind

**This written statement of behaviour principles is reviewed and approved by the governing body annually.**

## **Appendix 2 - Suspensions and permanent exclusions - Please refer to our policy for more information**

As a special school we aspire to use exclusion as a last resort but for the safety of all pupils and staff we must reserve the right, as set out in the national guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil referral units in England - September 2022 to reluctantly exclude pupils on occasions. Suspension and permanent exclusion are sometimes necessary to ensure that all pupils learn and thrive in a safe and supportive environment. We endeavour to create a safe environment for all pupils and promote a culture of high expectations where exclusions are not necessary. Suspensions and exclusion will only be applied when the strategies, practices and interventions set out in our tiered approach (universal, targeted and specialist intervention) have been unable to support a young person's behaviour.

When deciding on whether or not to exclude in most cases appendix 1 "Process of deciding" will be carried out. Where a suspension takes place the emphasis will be on positive reintegration meetings which include pupil voice , higher level intervention and multi-disciplinary working. In line with the national policy, suspensions form part of the sanctions outlined in the behaviour expectations, as follows:

1. Suspensions, where a pupil is temporarily removed from the school are an integral element of our management of behaviour.
2. A suspension will normally only be considered for serious persistent or major breaches of school discipline, inside or outside of the classroom after other strategies and sanctions have been

exercised without success as a clear signal of what is unacceptable behaviour in line with our policy. Suspensions will always be followed by a reintegration meeting attended by parents and the pupil where this is appropriate.

3. It will be for the Headteacher to determine the length of the suspension (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.

4. Following a suspension, individual strategies of support and assessment should be discussed and updated to account for behaviours.

5. Pupils who have been suspended will still receive their education through Google Classroom

The decision to exclude a pupil from the school permanently will only be taken :

- In response to a serious breach or persistent breach of the school's behaviour, mental health and wellbeing policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

In such cases the school will inform parents, social workers and the Local Authority without delay. Prior to a decision to permanently exclude The Chiltern School will endeavour to work closely with the Local Authority to support an interim review of the pupil's Education, Health and Care Plan.

## Appendix 3 - Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to a calm and safe environment. These items will be returned after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, assistant headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will seek further support.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions- Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

- Informing the designated safeguarding lead (DSL)
- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any support or consequences that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a search**

After any search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Appendix 4 - Use of reasonable force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable physical intervention on a pupil, as permitted by law. The Governing Body has taken account of advice provided by the [DfE - Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Physical intervention is generally used for two different purposes, either **to keep children safe from either themselves or from harm from others**. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the

centre of the back). All members of school staff have a legal power to use reasonable physical intervention. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Physical intervention will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Physical intervention will never be used as a consequence and always as a last resort. Whether it is reasonable to use physical intervention and to what degree, also depends on the age and understanding of the pupil.

Staff at The Chiltern School are Team Teach trained. If a situation requires intervention, they will apply the appropriate and approved strategies. The school also has 2 in-house trainers who are able to give initial training and support to new staff joining the school and throughout the year update practice and training at regular intervals.

## **Appendix 5 - Children in need, LAC and PLAC**

Children in need, LAC and PLAC are more likely to experience mental health difficulties than their peers.

Children in need, LAC and PLAC are more likely to struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings, sensory processing difficulties, foetal alcohol syndrome and coping with change.

Children in need may also be living in chaotic circumstances and be suffering, or at risk of, abuse, neglect and exploitation. They are also likely to have less support available outside of school than most pupils.

School staff are aware of how these pupils' experiences and SEND can impact their behaviour and education.

The impact of these pupils' experiences is reflected in the design and application of this policy Behaviour Policy, including through individualised graduated responses.

The school uses multi-agency working as an effective way to inform assessment procedures.

Where a pupil is being supported by LA children's social care services (CSCS), the school works with their allocated social worker to better understand the pupil's wider needs and contextual circumstances. This collaborative working informs assessment of needs and enables prompt responses to safeguarding concerns.

When the school has concerns about a looked-after child's behaviour, the designated teacher and virtual school head (VSH) are informed at the earliest opportunity so they can help to determine the best way to support the pupil.

When the school has concerns about a previously looked-after child's behaviour, the pupil's parents/carers or the designated teacher seeks advice from the VSH to determine the best way to support the pupil.

### **Adverse childhood experiences (ACEs) and other events that impact pupils' wellbeing and mental health**

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems.

Support may come from the school's existing support systems or via specialist staff and support services.

