

RELATIONSHIPS AND BEHAVIOUR FOR LEARNING POLICY



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“At Stafford Hall School we ask for only two things: effort and respect”

1.Purpose

Stafford Hall School hopes to encourage and develop a positive sense of self through consistent and frequent celebration of successes and achievements, co-regulation opportunities for pupils at any age and developmental level and specific teaching of emotional literacy skills at various levels. We are committed to improving the quality of life for our pupils by increasing their personal opportunities in education and their school community, leading to independence and wider opportunities as young adults. We recognise the role of school in its design and structure and relationships in promoting children's learning to regulate themselves with increasing independence. We have active, consistent, positive expectations of the roles, responsibilities and contributions of all participants in Stafford Hall's learning community, including those pupils based at our second site Amisfield House (and any future subsequent provisions).

We work closely with other Young Foundations Schools to ensure our pupils can be as successful as possible and understand their role in relation to the behavioural expectations of the host school, with the support and guidance of our specialist staff.

In addition; the curriculum and target setting reflect this priority for children to access their environment and community, with positive, confident learning behaviour. Stafford Hall School commits to a systemic and whole school approach to promoting positive behaviour management and pupil well-being by:

- Fostering good personal and professional relationships between staff, pupils, parents/carers and professionals
- Referring to internal and external support when needed
- Modelling good behaviour & providing positive role models
- Promoting good behaviour and discipline
- Promoting and raising self-esteem
- Adopting a 'no shame' approach
- Celebrating successes
- Encouraging consistency of response
- Providing a safe and supportive environment
- Reflecting on the quality of teaching and learning
- Making reasonable adjustments to provision to support changing and developing need
- Specific and discreet teaching of emotional literacy skills
- Developing communication skills and breaking down barriers to communication

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- Supporting staff and parent/carer well-being to enable professionals and carers to support the pupils to the best of their ability

2. Guidance

The staff at Stafford Hall School are asked to be good role models to students by remaining calm and positive. Staff can use many redirection strategies to help support children in the classroom and in crisis.

Proactive Behaviour Management Strategies

Senior Leaders promote an ethos of 'children do well if they can'. There is an expectation of staff to continually reflect to identify gaps in learning (academically and emotionally) and consider how best to support pupils to develop these skills and strategies to effectively manage their behaviour. This will require staff to teach new skills specifically and explicitly in a systematic way, providing appropriate resources and provision. There may need to be interventions put in place with input from the SENCo to support this.

As a staff we will:

- Promote an approach that enables children to express their needs and views
- Analyse needs (including sensory) and proactively plan to facilitate regulation
- Include analysis reflection and teaching that considers and promotes mental health and well being
- Acknowledge all good behaviour and celebrate progress
- Model appropriate behaviour
- Ensure responses are at an appropriate level
- Be aware of how we identify at risk children and children exhibiting signs of mental ill health
- Reprimand the behaviour not the pupil
- Keep language simple using key words and the pupil's name first
- Reinforce natural, positive consequences.
- Praise – verbal, gestures, private, public (class / assembly)
- Reward -wow certificates, class-based token systems and Stars of the Week
- Seek to promote a consistent approach (home & school) and will actively seek to link effectively with support services.
- Reflect lagging skills in EHC outcomes and steps to achieve.
- Eliminate or reduce internal antecedents from Maslow's Hierarchy of needs
- Eliminate particularly aversive events – for example stimuli that a child has a fear or aversion to such as physical contact, noise, dogs etc.
- Support pupils to regulate with nurturing coregulation strategies to later support with self-regulation.

Staff are supported through continual CPD opportunities, mentorship and monitoring to reflect on the quality of teaching and learning in their provision and how this may impact of pupil's engagement, access, behaviour and regulation needs.

1. Respect and Dignity: All members of the school community are expected to treat each other with respect and dignity at all times.
2. Safety: The safety of students and staff is paramount. Any behaviour that poses a risk to oneself or others will be addressed promptly and effectively.

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3. Communication: Open and transparent communication is encouraged. Students are encouraged to express their needs and concerns and staff are attentive and responsive to their communication.
4. Conflict Resolution: We promote the use of peaceful conflict resolution strategies, such as mediation and problem-solving discussions, to resolve conflicts and misunderstandings.
5. Consistency: Consistency in expectations and consequences is crucial for promoting a sense of fairness and predictability within the school environment.
6. Supportive Environment: We strive to create a supportive and nurturing environment where students feel safe, valued, and empowered to succeed.

To ensure staff confidence within their roles in supporting behaviour;

- All staff meet with the Behaviour Lead during induction and receive training on the behaviour policy and its implementation.
- All staff receive support and training in relation to positive behaviour management strategies as per the school improvement cycle.
- Senior Leaders and DSLs understand how to refer to the MDT
- Staff will have read and be aware of behaviour support plans, sensory profiles, EHCPs and IEPs
- All staff are aware of their role and responsibility in reporting incidents and recording incidents via the school systems SLEUTH and RIVO
- Daily briefings which will encourage communication between care/parents and ensure we are aware of all student's current presentation and regulation.
- De-brief's can be called by teaching staff regarding any dysregulated behaviour from students and ABC charts will be used to discuss triggers and if any approaches need to be changed
- OT will assess each child and provide a sensory profile
- Students are encouraged to co-create a behaviour support plan which can be used in line with the zones of regulation.

3. Classroom management

We recognise the importance of effective classroom management on behaviour for learning. At Stafford Hall School both staff and the school environment will provide;

- A means of communication e.g. Sign Supported English, PECs within a Total Communication Approach; working cohesively with our Speech and Language Therapist (SaLT)
- Well planned transitions and pupils are supported via a Total Communication Approach which is consistent and clear
- Personalised transition materials are available
- A predictable routine with well planned changes, in which support materials are provided
- Calm and welcoming classrooms with sensory regulation tools available
- Outdoor spaces are utilised during lessons and to support regulation. The spaces are well planned and reflect class need.
- clutter free learning spaces which promote calm, consistent engagement
- clearly labelled resources and provision areas are following the school system
- specific praise "you were very polite saying please" backed up with Respect and Effort points on SLEUTH
- Safe and secure relationships between staff and students
- movement breaks in accordance with their specific needs

- playfulness, acceptance, curiosity and empathy; the PACE approach as a trauma informed way of connecting with young people
- Stimulating activities at an appropriate level and not limited to the classroom
- flexible/adaptable approaches depending on the students' needs

4. Code of conduct

At Stafford Hall School we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm and safe environment. To help us achieve this aim, we expect our students to:

- Be respectful; to staff members, to peers, to themselves and to the school
- Try their best: Be prepared for any learning activities and keep trying
- Do not bring valuable or inappropriate items to school
- Have the highest possible attendance for their current needs, with a school's aspirational goal of 95%
- Use all ICT equipment in line with ICT and e-safety policies

Where a pupil presents with continuous behaviours that challenge:

- Staff will begin to gather data regarding a behaviour(s) of concerns using templates provided (ABC)
- Team will consult with MDT and care to share best practise and seek advice.
- Initial observations by MDT will inform next steps (staff training, communication resources, sensory diet, additional or external referral)

Initial de-escalation strategies may include:

- Change of adult support - a change of face for the intervention will often change the pupil's response.
- Moving pupil to distraction-free area in classroom
- Verbal and visual reminders about appropriate behaviours- a prompt acts as a cue or support to encourage a desired behaviour.
- Using incentive of favoured activity on completion of task (token economy, now and next boards, 'work first')
- Redirection to therapeutic intervention or space
- Redirection to alternative task
- Ensuring basic needs are met; offer drink, food item, use of toilet.
- Offered regulatory item or activity (personalised to child) e.g. chew buddy, use of trampoline.
- Ensure pupil has appropriate means to communicate their needs/wants.
- Reduce adult language & expectation
- Humour
- minimal response to inappropriate/ undesired behaviour

Where initial de-escalation strategies have been tried but the pupil is not responding, the following strategies or sanctions may be used as appropriate:

- Pupil moved away from other pupils and given 1:1 support to re-establish regulation and appropriate behaviour.
- Pupil directed to a safe space in order to make themselves and others safe
- Pupil clearly reminded of appropriate behaviour/the boundary and the consequences of continued challenging behaviour e.g. activity no longer continuing
- Ask for additional support from SLT/ Behaviour team

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- Where the pupil is considered at risk of injuring themselves or others or damaging property a FFSC physical interventions may be required

Individualised and Specific Behaviour Strategies

Some pupils will display challenging behaviour and will need specific strategies and interventions to promote appropriate behaviour. Challenging behaviour is termed as behaviour that leads to:

- Regulation that significantly inhibits learning and causes distress
- Physical danger / harm to self
- Physical danger / harm to others
- Damage to property
- Prevention of participation in educational and community activities
- Disruption of learning to others
- Isolation from peers
- Excessive demands on staff / resources

Behaviour Support Plans

Often, when pupils join Stafford Hall School they frequently display dysregulated or heightened behaviour. Initially Behaviour support plans will be written using historic information such as EHCP. These are an ongoing document and will be edited with support from the young person. BSPs:

- Assist coordination of the child's learning in relation to their behaviour regulation and choices.
- Are based on observation and behavioural data
- Include proactive and reactive strategies with a clear weighting to proactive
- Specify signs that a student might be in a particular zone (red, green, yellow, blue)
- Explain how a student can self-regulate when in each zone
- Describe strategies and adult can use to co-regulate with a pupil including de-escalation strategies known to work with the individual pupil
- Specify preferred positive handling techniques
- Success is determined using observation and behavioural data
- Ensure a consistent approach across the staff team, who are responsible for disseminating information
- Are always shown to parents/carers who are asked to give consent, shared co written and shared with staff from care.
- Changes or strategies involving physical intervention will be discussed with parents/carers
- Aim to ensure a consistency of approach and sharing of information between home and school through regular communication between staff and care
- Interventions will be aimed at limiting the amount of harm to the child or others
- Interventions will be aimed at limiting the amount of reinforcement resulting from the behaviour
- Are continuously monitored and are reviewed at least twice a year

Positive Handling

Where possible we will do our best to help pupils to calm using communication skills, distraction techniques and removing triggers. However, there may be times when staff may need to control or restrain a child to ensure the pupil's own safety, the safety of others, or to ensure that property is not seriously damaged. This can require positive handling techniques (control or restraint). Physical intervention should always be:

- Only at the last resort after all other avenues of resolution have been exhausted
- In the best interests of the pupil

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- Absolutely necessary
- Reasonable and proportionate

Specific Guidelines for situations involving positive handling techniques

- Only trained staff are to be involved in the use of positive handling techniques
- An additional member of staff, where possible, should be present during the use of positive handling
- A record should be kept of any incident resulting in positive handling – this will be recorded on the school system Sleuth
- Parents/carers should be informed of these incidents by phone or in person
- Positive handling should only be used when it is considered that the risks involved in not intervening outweigh the risks involved in physical intervention
- Positive handling should be avoided in situations where it is likely to increase the risks involved for either the staff or the child
- Staff should act within their duty of care to the child(ren)
- The scale and nature of any physical intervention must be proportionate to the behaviour and the nature of the harm that the child might cause
- Positive handling may be used as a secondary prevention technique where there is clear, documented evidence that particular sequences of behaviour are likely to escalate rapidly into serious violence. Secondary prevention involves recognising the early stages of aggressive behaviour and employing techniques aimed at averting further escalation
- In the case of a 'behaviour' occurring over an extended period of time, SLT should be informed

Reactive Behaviour Strategies

Physical intervention may be used as part of a BSP however it may also be used in unplanned situations where an unexpected behaviour is seen to pose a significant risk e.g. by running toward a busy road, engaging in self-injury, or sustained aggression toward others or likely to commit an offence. Judgments have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the child.

Assessment recording and reporting

This will include some or all of the following:

- ClearCare to be checked daily for handover from care staff
- Use of SLEUTH – school electronic recording system (incident alerts notify the Headteacher, Deputy Headteacher, and members of the behaviour team)
- Annual reviews of EHCPs
- Behaviour Support Plan / Pupil Profiles
- Assessment tools. ABC charts, tick lists etc
- Home school links, letters and meetings with parents/carers
- Termly PEP meetings (where the student is in care)

Supporting pupil well-being

The school adopt the following practices to promote a positive sense of self, a feeling of safety and stability whilst at school and a developing ability to demonstrate and communicate emotions and feelings:

- Positive behaviour management approaches as outlined above
- Referrals to external services and support where necessary and a commitment to Multi-Disciplinary working
- A commitment to providing every child a birthday card

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- Frequent breaks and access to outdoor areas
- Personalised timetables, resources and teaching appropriate to need to enable all pupils to attain and feel good regarding their successes regardless of ability
- Pupil Voice – gathered formally at key points in the year and informally within teaching
- Close liaison with parents and carers regarding concerns or changes in family circumstances which require more emotional support
- Specific emotional literacy teaching which enables pupils to recount events and reflect on their involvement and emotional response
- A flexible and responsive curriculum which is guided by national and local issues
- Genuine inclusion for all and celebration of diversity
- Consistent, frequent access to a large garden school where pupils can learn while reaping the benefits of being outside and with nature
- A commitment to enrichment opportunities, and educational visits including horse riding, rock climbing and swimming

Child on child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations. Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however, it can also affect boys and young men. Those with learning difficulties or disabilities, LGBTQ children and young people and those who are from different communities may be particularly vulnerable. As a school we are committed to;

- Being proactive and using an informed approach
- Educating ourselves and understand the situation
- Supporting our pupils and providing supervision for our staff
- Being vigilant and observant
- Developing targeted intervention based on personalised need

Our processes:

1. We are all informed and are alert and aware of any signs of problematic behaviours that could indicate child on child abuse/ bullying is taking place both in and out of school
2. We share and discuss information and concerns with all relevant parties
3. We report concerns to a DSL and agree an appropriate approach and response
4. We plan and educate and monitor intervention
5. We know when and how to escalate concerns to wider services and the police
6. We record in the category on Sleuth 'child on child abuse'. Incidents recorded under this heading must be discussed with a DSL first.

Involving other agencies:

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We ensure that the children affected are getting the help they need.

A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

Further details can be found in the Safeguarding Policy

5. Natural Consequences: Encouragement and Coaching

Natural consequences should be fair and consistent.

Restorative Practise and planned next steps

We always aim to de-escalate behaviour and redirect pupils, however when behaviour has been inappropriate and it is judged beneficial for a child to participate in reparation, the following approaches may be used:

- Repairing relationships (saying sorry, writing a letter)
- Repairing environments (tidying up spaces, fixing broken items)
- Repairing the task (completing work or activity)
- Improving understanding (social story, choice board, 1:1 work on emotions and regulatory behaviour)
- Making safe; the school may impose a fixed period exclusion following a serious incident to form a dynamic risk assessment/make environmental changes/contact external professionals for support. Please see below for further information on exclusions.

We recognise that for many pupils work around reparation may need to be highly personalised or may not be appropriate. Next steps will always involve de-briefs and reflections from the team to discuss potential antecedents and how staff can work best to reduce these in future.

6. Day to Day Practice

Staff monitor all students and award lesson points for a level of students effort and respect. Points are awarded. To aid students there are several key points/ scripts that are used:

Effort

For any students that don't have a concrete understanding of effort, links can be provided by:

- Praise and encouragement for persistence
- Redrafting a piece of work and improving
- Showing resilience when they have made a mistake
- Completing work for a set amount of time
- Use of sand timers
- Use of token boards in line with "now and next" scripts

Respect

Respect is broken down into 3 key areas:

- Respect for yourself: kind thoughts, presentation, work and teaching on self-confidence and self esteem

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- Respect for others: kind hand, kind feet, kind mouths
- Respect for the school: tidying up, promoting the upkeep of the grounds, no property damage

7. Multi team working

As students at SHS mainly live on site, links are constantly made with the Care Team to ensure that there is a consistent approach to behaviour from both sides (school and care).

Weekly meetings take place between the Headteacher and Registered Manager to ensure that there is clear communication.

Care staff load all daily notes to ClearCare that is available for school staff to read.

Any safeguarding concerns are logged on Sileuth. The Registered Managers of Amisfield and Stafford Hall have access to these. Logs are also sent to RMs for updates.

Any safeguarding concerns are logged and sent to SWs for all students in care.

8. Inappropriate items

Confiscation of inappropriate items

There are two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline/manage enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, that protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item.

9. Screening, searching and confiscation.

Any school staff can search a student for any item banned under the school rules if the student agrees. The Head of School and the staff authorised by the Head of School have the right to search a student or their possessions without their consent, where they suspect the student has certain prohibited items which staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to, the property of any person including the student. If possible, the person carrying out the search must be the same sex as the student being searched, and there should be a witness, ideally also the same sex as the student.

During the search

The member of staff conducting the search may not require the student to remove any item of clothing other than outer clothing, which means nothing next to the skin or immediately over a garment that is being worn as underwear. Outer garments include hats, shoes, boots, gloves and scarves. Possessions means any goods over which the student has or appears to have control –

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desks, lockers, bags. Under common law powers, schools can search lockers and desks for any item providing the student agrees. If a student does not consent to the search, then it is possible to conduct a search without consent but only for the prohibited items. A student's possessions can only be searched in the presence of the student and another member of staff. Reasonable force may be used by the member of staff conducting the search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a with consent search, as long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed on to the police.

Regarding items found as a result of a search without consent, the member of staff carrying out the search can seize anything they have reasonable grounds for suspecting is a prohibited item (knives or weapons, alcohol, illegal drugs, stolen property, tobacco or cigarette papers, fireworks, pornographic images or articles that have or could be used to commit an offence or cause harm).

Alcohol should be retained or disposed of. Controlled drugs should be handed over to the police, unless there is good reason not to do so, in which case the drugs must be destroyed. In determining what is a good reason for not delivering controlled drugs or stolen items to the police, the member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where they find other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Stolen items should be delivered to the police unless there is good reason not to do so, in which case they should be returned to the owner regarding stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that school can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless it constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be

delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where the article that has been, or could be, used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the school rules, they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Where the person conducting the search finds an electronic device, they may examine any data or files if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a good reason to examine or erase data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

10. Absconding

Leaving the school premises:

- If a student absconds they will be followed by a member of staff, if a student has not been seen for over 15 minutes or is presenting a situation that could cause significant harm towards themselves or others i.e. running onto railway tracks, police will be informed
- Social worker will be informed if staff have had any amount of time without eyes on a child

11. Smoking/Vaping

Stafford Hall School is a non-smoking site, a rule which applies to staff and students alike. Due to the nature of the students that attend Stafford Hall, there are currently no YP who smoke or vape. If at the time of assessment and onboarding a student SHS are made aware of the students need to smoke/ vape, the policy will be amended to reflect current practice and individual risk assessments are to be completed per student to assess the use of these products and the management of student safety when allowing student to access smoke/ vape breaks.

12. Suspension

Whilst it is unlikely day students at Stafford Hall would be suspended due to the complex needs of the student, headteachers can suspend a student if their behaviour poses a significant risk to the health and safety of the student and others in or outside school.

What happens when a student is suspended: (day students)

If a student is being suspended from school parents or carers are notified about a suspension as soon as possible. Parents/carers would then receive a letter informing them how long their student is suspended for and why.

Information contained in the letter would include details of how to challenge the suspension.

Suspensions can start on the same day, but the school would not insist that arrangements are made to collect a student straight away. A student who had been suspended would always be kept safe in school until arrangements could be made.

Risk of prosecution if student is found in public place

For the first 5 school days of a suspension, it is the parent or carers responsibility to make sure their student isn't in a public place during normal school hours unless there is a good reason.

Parents/carers may be prosecuted if their student is found in a public place when they're not supposed to be.

Types of suspension

There are 2 kinds of suspension - fixed period (suspended) and permanent (expelled).

Fixed period suspension

A fixed period suspension is where the student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a student has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

Permanent

As Stafford Hall School is a non-maintained school, permanent exclusion would include the school discussing with the local authority that SHS is currently unable to meet need. In this case, notice of withdrawal of placement would be given formally to the local authority in line with the timescales set out in an contract/ agreement set out with the placing authority