

Behaviour and Well-being policy

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2 Introduction

At The Cavendish School (TCS) we believe that all pupils have the right to be in a safe, sociable, orderly and non-threatening environment every day. We recognise that the needs of our pupils can sometimes result in them presenting us with behaviours that “challenge”, however it is important to us that we see all behaviour as a method of communication.

2.1 Aims

The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements. This policy will aim to create a positive, caring and safe learning environment for everyone within our community by:

- ∞ Ensuring all staff approach behavior in a positive, fair and consistent way
- ∞ Facilitating the provision of Quality First Teaching, while providing appropriate support for pupils who need it. Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs.
- ∞ Supporting pupils to develop and consistently demonstrate learner qualities and intrinsic motivation.

It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as any specific individual risk assessment plans

2.2 Values

Every member of staff shares a responsibility to listen to what behaviour is communicating, to support pupils to understand their feelings and to demonstrate behaviours that enable fulfilling relationships and participation in learning activities. Our staff approach behaviour through our core vision of “Enabling the self”

We recognise that the learning process centres around the quality of relationships forged and that pupils learn better when they have an emotional attachment to the person imparting information, knowledge or who is providing support. All pupils will be given support and encouragement in readiness for adulthood supported by the teaching of the IB learner profile.

2.3 Approaches

At TCS we will be following the Therapeutic Thinking approach to behaviour support as it aligns with our ethos and values. Therapeutic Thinking is a therapeutic approach to positive behaviour management. The Therapeutic Thinking approach is based on the following principles:

- ∞ A shared focus on inclusion of all pupils within the school
- ∞ A shared set of values and beliefs
 - Positive, respectful and meaningful relationships are imperative to practice and the school community
 - Unconditional positive regard is practiced and reinforced at all times.
 - Children and adults have a sense of belonging, feel safe, secure and valued
 - Social relationships are fostered in a school community which celebrates diversity
 - Everyone strives to live our conduct values of being caring, reflectful, courageous, and moral.
- ∞ Open and shared communication
- ∞ A shared commitment to diversion and de-escalation
- ∞ Shared risk management and risk reduction
- ∞ Shared reparation, reflection and restoration

At TCS, we will not use punishment, which is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable, as we believe that this doesn't create the opportunity for pupils to learn

or have understanding of behaviour as a form of communication at its heart. Instead we will use consequences to develop understanding and a learning experience. Consequences are derived through logic and naturally follow an action.

2.4 Understanding the Needs and Function of Behaviour

In order to function at their best as learners our pupils and those working with them must have their needs met.

Abraham Maslow (**Maslow**, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-96. **Maslow**, A. H. (1954)) defined this progression as a hierarchy, demonstrating how the needs of one level must be met in order to progress to the next and all levels need to be resolved in order to self-actualise.

We equate this self-actualisation with life-long learning in all contexts (Social, academic and life-skills) (our highest goal) and in order to be self-actualised, all anxieties relating to the lower levels must have been addressed. We use awareness of the hierarchy of needs to inform our judgement when we are supporting pupils and to unpick the function of behaviour.



In considering the hierarchy of needs we need to bear in mind that some of our pupils will not have the verbal or social language to communicate their need, want or distress. Even where pupils have the capacity of speech to explain, this language is not always effective when they are in distress. Language supports will be used by all staff (in line with the communication policy) however it is crucial that the adult attends to the behavioural conversation more attentively than to the spoken conversation.

Autism is defined as a lifelong developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may reflect frustrations faced by children with learning disabilities, autism and mental health difficulties for:

- ∞ the challenges of communication;
- ∞ the impact of being exposed to environments which a child does not understand;
- ∞ sensory overload;
- ∞ positive social interactions that are lacking;
- ∞ personal choices that are limited;
- ∞ little choice and control over their lives.

Using a holistic approach to behavior as a function then we can consider all the factors that impact on a pupil, family and the behavior. We reframe interpretation of behavior that maybe seen as challenging to be viewed through the lens of Autism (through the perspective of an autistic pupil) and follow a problem solving process to understand:

Function: the reason or purpose of the communicative behaviour to:

- ∞ Social attention (e.g. I would like to be noticed or join in)
- ∞ Escape demands or activity (e.g.: I don't like this)

- ∞ communication - request information or help (e.g. I'm confused)
- ∞ Sensory stimulation (to Escape or request) (e.g. I'm overwhelmed)
- ∞ Tangible - request an object or activity (e.g. I want that)
- ∞ Pain/unwell (e.g. I feel dizzy)

Form: the behaviour is used to communicate:

- ∞ Conventional: words, gestures, eye contact
- ∞ Unconventional: scream, hit, bite, throw, kick

It is a fundamental ethos at TCS that there is nothing wrong with needing and wanting social attention, to escape from a difficult situation, wanting certain items, or displaying behaviour which feels good. It is up to us to enable our pupils to be able to communicate this in more and different ways allowing them to advocate for themselves thus "Enabling-the-self".

2.5 Iceberg and ABC approach



When considering and reflecting on behaviour as a communication and in relation to the hierarchy of needs staff will use a process to "unpick" and understand the behaviour utilising the schools multidisciplinary team (Leaders, Teachers, TAs and Therapists)

- ∞ Collect data (ABC)
 - **Antecedent:** where, who, when, what, biological influences – health, hunger, thirst, fatigue, sensory needs
 - **Behaviour:** describing specifically what was observed, using concrete terms

- **Consequences:** what happened after the behaviour occurred? When does the behaviour not occur?
- ∞ Create hypothesis:
 - Why? From the perspective of autism and learning characteristics
 - Other considerations: biological or medical issues, developmental level of the child, skill deficits (including skills for managing anxiety and stress), other additional needs (e.g. ADHD, OCD, ACE)
- ∞ Design and implement proactive intervention and prevention – if required:
 - Aim to provide a strategy and toolset for alternative communication (not masking)
 - Where am I going?
 - What will I do?
 - How will I do it?
 - When will I be finished?
 - What will I do next?
 - Is the activity correctly matched at the child's developmental and language level?
- ∞ Develop a plan for when/if the behaviour occurs.
 - Adults will:
 - Reduce their verbal language
 - Stay calm
 - Reduce demands: simplify to 'first-then' and use visual support
 - Use "Planned Ignore" for unwanted behaviours and engage in meaningful routines
 - Reduce sensory load
 - Direct to a quiet area and/or cue to use strategy toolkit

This approach is used in conjunction with Assess, plan, do review. Whereby the success of the plan is reviewed in line with all other documentation and communication about the pupil.

3 Curriculum

We know that pupils will engage more readily and more deeply with materials and activities that are of high interest to them so our learning content is based around an enquiry curriculum which allows our pupils to have ownership of their learning. This means that learning is pleasurable and self-rewarding thus there will be less incidents of unexpected behaviour as pupils are "on-task" and receiving positive feedback intrinsically.

3.1.1 Learner Qualities

At TCS we understand that our pupils need to develop understanding of key qualities and how they fit in the world. Pupils at TCS will be supported to achieve success through learner qualities in line with International baccalaureate curriculum framework. At TCS these are



These learner qualities will form part of the support and encouragement given to **ALL** pupils in readiness for adulthood.

At TCS we will use the Zones of Regulation® to teach self-regulation, emotional responses and support sensory and physical regulation. And will engage with Think Social® to teach theory of mind (seeing the perspective of others) to support children to form secure relationships, interpret and overcome 'big and little problems' and teach social understanding for 'unexpected' and 'expected' behaviours in different social situations

Throughout the curriculum (including IB programmes and IB Learner qualities, Social Thinking® Zones of Regulation® and PSHE) our pupils will be taught to develop an understanding of:

- ∞ Right and wrong
- ∞ Honesty, truth and fairness
- ∞ Respect for others and self
- ∞ Importance of positive relationships
- ∞ Self-management and a sense of responsibility
- ∞ Understanding of their emotions and the nature of "expected" and "unexpected" behaviour

Through this shared approach our outcomes for our pupils are that they

- ∞ feel empowered to regulate their emotions
- ∞ Promote independence,
- ∞ Enhance communication
- ∞ Enhance social skills
- ∞ Raise self-esteem

3.2 Promotion of good behaviour

TCS staff and pupils promote and celebrate positive behaviour;

- ∞ There is an expectation that all who work, study or visit the school use polite and respectful language.
- ∞ That all take care of themselves and one another.
- ∞ There is an expectation that we do not harm others or damage property in the school (kind hands and feet and appropriate use of personal space)
- ∞ We expect the environment and those within it to keep you safe and it to be a safe space to learn, so learning can happen in different ways in different places.
- ∞ There is an expectation that everybody learns in a safe environment.

3.2.1 Staff role

As educators, it is the job of our staff to teach our pupils to make positive behaviour choices. But we understand that some positive and pro-social behaviour will need to be taught to our pupils due to their needs:

We promote understanding of this for our pupils through:

- ∞ Referral to the IB Learner Qualities
- ∞ Positive Relationships
- ∞ Positive Role Modelling
- ∞ Consistency
- ∞ Scripts and Routines
- ∞ Positive Phrasing
- ∞ Planning
- ∞ Positive Reinforcement and Reward
- ∞ Comfort and Forgiveness

Staff should always be expected to respond to pupil's behaviours in order to ensure pupils have a secure knowledge of how to behave in the local community and the outside world. For example:

- ∞ Staff will praise and role model positive touch where appropriate with pupils and each other.
 - e.g. High five, handshake and contingent touch.

- ∞ Staff will encourage pupils to have pride in their surroundings.
- ∞ Staff will praise and role model safe and appropriate use of equipment and care of the school.
- ∞ Staff will remind pupils to speak to an adult if they feel unsafe at home or at school.
- ∞ Staff will promote positive and safe interactions around the school and with the pupil's education and learning.
- ∞ Be calm, non-threatening and de-escalate
- ∞ Disempower behaviours (manage the audience of behaviours)
- ∞ Have unconditional positive regards for all pupils, at all times
- ∞ Allow pupils processing time
- ∞ Engage productively in restorative conversations where necessary

3.2.2 Parental involvement

TCS endeavours to make good relationships with parents and carers. We take a systematic approach and therefore understand the parents/carers are essential partners in the task of learning including in the scope of behaviour. Staff aim to positively involve parents/carers in all aspects of their child's learning and behaviour.

When a new pupil joins the school, a transition package which includes home meeting contact points is used to collate important information and create a Positive behaviour and communication support plan. This aids and supports staff in their understanding of the pupil and in meeting the needs of the pupil and the whole family.

3.3 Bullying

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at the school. TCS is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the ethos, values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Bullying can occur through several types of anti-social behaviour. It can be:

- ∞ Verbal name
 - calling, sarcasm, spreading rumours, teasing
- ∞ Emotional
 - being unfriendly, excluding from groups or games, tormenting (e.g. hiding books, threatening gestures)
- ∞ Physical
 - pushing, kicking, hitting, punching or any use of violence
- ∞ Racist
 - racial taunts, graffiti, gestures or comments
- ∞ Sexual
 - unwanted physical contact, sexual violence, sexual harassment or sexually abusive comments
- ∞ Homophobic
 - because of, or focussing on the issue of sexuality or transgender.
- ∞ Online
 - All areas of internet such as email, social media and internet misuse. Mobile threats by text messaging and calls.
 - Misuse of associated technology; i.e. camera and video facilities
- ∞ Peer on Peer abuse

- This can include physical abuse, sexual violence, sexual harassment, sexting, being coerced into sending sexual images (sexting), teenage relationship abuse, physical abuse, up-skirting and so called 'initiation ceremonies

At TCS we take an active role in supporting and managing incidents outside of school in line with this policy.

3.3.1 Online Bullying

3.3.2 To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

3.3.3 The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Form teachers will discuss cyber-bullying with their tutor groups. Teaching staff are also encouraged through regular staff training to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

Further information on our approach is available in our Preventing Bullying Policy and ELA online safety.

3.4 Prevention of Peer-on-Peer Abuse and Sexual Harrasment

We recognise that peer on peer abuse can manifest itself in many ways. There are many different types of abuse which may occur between peers and the below list should not be considered exhaustive.

- ∞ Physical Abuse
- ∞ Sexual Violence and sexual harassment
- ∞ Bullying
- ∞ Online bullying
- ∞ Sexting/ Sharing nude or indecent imagery
- ∞ Initiation/Hazing
- ∞ Prejudiced behaviour
- ∞ Teenage relationship abuse
- ∞ upskirting (part of the Voyeurism (Offences) Act, April 2019).

It is necessary to consider:

- ∞ what abuse is and what it looks like
- ∞ how it can be managed
- ∞ what appropriate support and intervention can be put in place to meet the needs of the individual
- ∞ what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college or online. It is important that all staff recognise

the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. (KCSIE 2021)

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator may have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Where peer-on-peer abuse is of a sexual nature, it is important that staff understand the importance of:

- ∞ making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- ∞ not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- ∞ challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, or any other form of touching without consent. Dismissing or tolerating such behaviours risks normalising them
- ∞ Upskirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

All forms of peer-on-peer abuse are unacceptable and will be taken seriously. The school will therefore:

- ∞ Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- ∞ Provide training that responds to the individual needs of the pupil (such as Therapeutic Thinking, inhouse ELA training and information included in their EHCPs) for staff about recognising and responding to peer-on-peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- ∞ Ensure that staff do not dismiss instances of peer-on-peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- ∞ Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- ∞ Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- ∞ Ensure that staff members follow the procedures outlined in this policy and follow the ELA peer-on-peer abuse framework when they become aware of peer-on-peer abuse.
- ∞ The Cavendish School will instil the ELA 5Rs (**R**SE, **R**esearch and Training, **R**eporting, **R**ecording and **R**esponding and **R**eviewing) which will be continuously reviewed and challenged to ensure there is a consistent culture of appropriate training and approach to preventative strategies
- ∞ Staff will not dismiss issues as “banter” or “growing up” or compare them to their own experiences of Childhood. Staff will consider each issue and each individual in their own right before taking action.

As part of the Eastern Learning Alliance we will follow the trust Peer-on-Peer abuse Framework which details the processes to follow regarding reporting and recording.

Further information is available in our safeguarding Policy and our Preventing Bullying Policy.

3.5 Risk Reduction and predict and prevent plans

The way in which behaviour is managed at TCS uses a range of strategies that are formed as part of a multi-disciplinary approach linked to the pupil's EHCP, school provision map and detailed in the positive behaviour and communication support plan and in some cases will include a risk assessment.

For all pupils who have an individual Risk Reduction plan, this is jointly written by stakeholders and linked to the Zones of regulation which includes pertinent information that all staff must read and know to ensure that there is consistency of approach and understanding. At TCS behaviour expectation and management will be demonstrated through a team approach, sharing achievements, success, problems, concerns and stresses.

Every Pupil's history is unique and the pupil's own and family history may be powerful informers of the evident behaviour. This information will be recorded alongside identifiers on the positive behaviour support plans so that staff are aware of the history as one part of the process of understanding the pupil. Staff must also understand the areas of strength for a pupil to ensure that the reminders are positive and relationships continue to be maintained and developed. At TCS we understand that parent/carers are essential partners in the task of education and managing behaviour. Staff will aim to positively involve parent/carers in all aspects of the pupil's learning and behaviour. When a new pupil joins the school, a point of contact with the family is made in order to collate important information which will also form part of the PBACS plan narrative and strategies.

Pupils at TCS will find regulation of their emotions and behaviours difficult and we understand that they will often use anti-social, unsocial or difficult behaviour as a communication tool. We recognise that the behaviour and the underlying communication will be unique to each pupil so plans will detail functions of the behaviour and strategies to support communication.

3.6 Management of serious difficult (anti-social) or dangerous behaviour

Whilst staff at TCS will always work to reduce crisis in behavioural communication for our pupils, we acknowledge that these can happen. Understanding behaviour starts using the Therapeutic Thinking toolkit (i.e Therapeutic Thinking flow charts and understanding if it is dangerous is managed using Therapeutic Thinking risk calculator.) A score of 6+ requires support from the leadership team and a score of below 6 should be managed within the class teams.

We will use many strategies to divert attention and reduce the behaviours, these will be detailed within a risk assessment and the RRP/P&P plans as they will depend in part on the personality and character of the individual staff member and his/her relationship with the pupil. The key to each incident lies in understanding the context and the nature of the pupil's presentation. Techniques that inflame one situation might be the perfect solution in another. We need to bring a learning and reflective approach that is flexible enough to respond to the situation as it develops. Therefore a number of reactive strategies which may include physical support will also be detailed within the positive behaviour support plans and agreed by all stakeholders.

The below principles will inform and govern our decisions:

- ∞ We aim to reduce language and sensory stimulus as far as is safely possible.
- ∞ We remain objective and calm in both speech and actions. We recognise that firmness does not require shouting or threats.
- ∞ We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They demand the control that they can no longer provide for themselves.
- ∞ We attempt to see through the behaviour presented by the pupil to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately & reflectively.
- ∞ We listen quietly and respond quietly to the pupil. We do not overwhelm the pupil with loud and insistent directives.

- ∞ We avoid looking for an immediate solution unless the situation is dangerous when we adopt a reactive strategy.
- ∞ If appropriate we tell the pupil that we will deal with the issues later and we redirect them back to the learning environment. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt the escalation of an incident and minimise risk.
- ∞ At all times, in responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, and we use help script for colleagues and clear communication to support each other in this.
- ∞ We maintain positive attitudes that are constructive. We remind the pupil of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- ∞ We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.
- ∞ We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.
- ∞ Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- ∞ It is sometimes necessary to remove the pupil from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings.
- ∞ Our message is 'we care about you enough to not let you be out of control or hurt anybody.'
- ∞ We always promote physical safety and do everything possible to prevent physical injury to everyone.

Where there are incidents of serious disruptive behaviour, aggression and physically unsafe behaviours it may be necessary to use restrictive physical intervention which is reasonable and proportionate for the situation in accordance with national guidelines and the Education Act 1996. Restrictive intervention will always be a last resort, staff must feel neither that they must make a physical intervention nor that they will be unsupported if they do.

3.7 Recording of all incidents behaviour

All incidents must be recorded using the CPOMS system using a guided incident form. SLT must then review any serious incidents (including any restrictive interventions) and contact parents the same day to inform and discuss it. Parents, teachers and the Assistant Headteacher will then conduct a review of the PBACS to update information with any new or changes to behavioural triggers, communication sought and the effectiveness of strategies employed. All data for physical restraint will be monitored and analysed half termly by the SLT and Deputy Headteacher. Analysis of these figures and responses to them will be discussed at every governance meeting.

All behavioural incidents that are not resolved easily within the classroom will be recorded with CPOMS so that the behaviours are analysed through data and strategies to effectively manage it are employed. These include using behaviour checklists and the risk calculator. Using CPOMS data can be produced on a group and individual level to support analysis and allow for review of pupil's or groups provision and PACS plan.

3.8 Consequences and Restorative approach

Punishment is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable. At TCS, we refrain from using punishment; we believe that it does not create an opportunity for our pupils to learn how to change, but rather preserves negative behaviours until the punishment is no longer imposed.

Consequences are derived through logic and naturally follow an action. Therefore pupils at TCS will experience consequences to their actions. We have three types of consequences, 'Protective' 'positive' and 'Educational'. All of these create a number of strategies within them in order to teach positive behaviours to our pupils, whilst keeping a safe learning environment. If you can use the word obviously in a sentence before the response or you can use logic to explain why it matters then it is likely to be a logical consequence rather than a sanction or punishment.

Where a pupil's behaviour represents a significant risk or has caused significant harm a suspension maybe considered as a last resort. TCS will adhere to DfE exclusion and suspensions guidance in such event. All staff at TCS work to prevent suspensions and exclusions and it may only be used in exceptional circumstances.

Pupils should be expected to learn how to behave in different environments through quality learning opportunities. They should experience feelings that their behaviour causes and understand why and how their behaviour affects them and others. Every opportunity should be taken, day to day, to remind pupils of what effect they have on the world. Our International Baccalaureate curriculum places a focus on the learning of skills to understand who we are and where we fit in the world as a whole, thus creating international minded students who are able to reflect on the impact (Including positive) that a person can have on varying levels of community.

A restorative approach is used to support pupils to learn and is an alternative to an authoritarian approach.

Evidence shows that schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

3.8.1 What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- ∞ establish a respectful rapport with people;
- ∞ listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- ∞ inspire a sense of safety and trust;
- ∞ encourage people to express their thoughts, feelings and needs appropriately;
- ∞ appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;

3.8.2 What is being restored?

Something **between** the people involved such as:

- ∞ Effective communication;
- ∞ Relationship, and even friendship;
- ∞ Empathy and understanding for the other's perspective;
- ∞ Respect;
- ∞ Understanding the impact of one's own behaviour on others;
- ∞ Reparation for material loss or damage.

Something may also be restored **within** an individual – for example:

- ∞ A sense of security;
- ∞ Self-confidence;
- ∞ Self-respect;
- ∞ Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

3.9 Motivator tracking, positive consequences and rewards

Positive consequences are where a naturally logical response to a behaviour or action is something that is enjoyed. This is not about rewarding with points but about allowing pupils to intrinsically understand that there are positives to actions. An example of a positive consequence that a pupil at TCS may experience is a pupil looks after their

school resources so is able to suggest additional materials or activities that they would like e.g a social experience or trip.

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on them. We will try to move motivations to learn from extrinsic motivation to intrinsic. However, we appreciate the need to recognise when pupils work hard and do their best. TCS also recognises that younger pupils and those who are less socially mature do need extrinsic rewards to promote learning experiences. Motivators are based on “real life” motivators to support this, for example loosely based on an “earning” model in employment and supported by a careers curriculum for deeper understanding as a pupil matures and rewards will always have a linked learning experience as well.

Motivators at TCS will be using a personalised and individualised private recognition system whereby there are growing levels of experiences for pupils to link to an understanding of growth and personal journey. These tokens will accentuate the positive and pupils cannot lose any tokens that they have gained. Experiences for the pupils will be based around a pupil’s wants and needs but couched in providing a social learning experience which they may not be able to experience in the same way outside of the school setting. For example many pupils with Autism struggle with the experience of a theme park because of the sensory sensitivities, a struggle with the concept of a wait. As a long term motivator a fully supported theme park experience during term time (when they are often quieter and where they can be supported by their team) provides the pupil the opportunity to experience the same enjoyable experiences as their peers whilst also providing an invaluable opportunity for them to learn vital community and life skills such as waiting. Motivators would be graded for end of week, half term and termly.

The motivator tracking is to allow pupils to develop conscious behaviour (behaviour based on experiential success) and will be implemented using in learning behaviour engagement system points. The areas for which points will be given are attendance in the lesson, engagement in lesson, positive behaviour choices and for meeting specific social targets related to their EHCP. The points against each individual area will be tallied by the class teacher and entered into our bespoke tracking system which is then analysed by SLT and the Deputy Headteacher alongside behavioural incidents. These are NOT shared with other pupils by staff, but pupils may choose to share. As pupils grow and develop, these targets will be adapted in each of the areas so that the pupils are always striving towards the highest expectations.

We appreciate that one of the best motivators for a pupil is genuine praise. We will praise pupils for their achievements and efforts towards them. We will try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a pupil at every opportunity that presents itself.

4 Promoting and Managing Pupils’ mental health

At TCS there is a balance to our learning which is reflected in our vision and ethos. TCS will promote equally good mental health and resilience as well as academic achievement. TCS will promote health in the three key areas of physical activity, healthy eating and emotional wellbeing through discrete activities such as assemblies and health events as well as embedding this within the IB curriculum framework.

There are two key elements to support good mental health:

- ∞ Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. It also includes feelings like curiosity, engagement & safety.
- ∞ Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing by creating plasters for the mind.

Some of the specific needs of our pupils mean that they are more vulnerable to mental health difficulties. It is therefore essential that we are aware and put interventions and strategies into place to prevent and respond to this



when required. This may include making referrals and seeking advice from other professionals in cases where these strategies and interventions have been exhausted.

The culture and structures that are in place to promote our pupils' mental health are:

- ∞ All staff at TCS set a culture which ensures that all pupils are valued and they feel that they belong/have a sense of belonging. This is upheld by all staff treating pupils with unconditional positive regard.
- ∞ An ethos of setting high expectations of progress for all pupils with consistently applied support both in and outside of the classroom. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school to manage behaviours of concern in an ethos of unconditional positive regard.
- ∞ A leadership team that oversees the strategic development of provision for pupils' mental health. Key to this is ensuring that all adults working in the school understand their responsibilities to support pupils' mental health and needs highlighted in their EHC plan. This includes ensuring colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary.
- ∞ Working with parents and carers as well as the pupils themselves, ensuring their opinions and wishes are taken into account and they are kept fully informed so they can participate in decisions taken about them at an appropriate level.
- ∞ Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they have spotted a developing problem.

"a state of mind in which an individual is able to realise his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community."

The World Health Organisation 2010)



4.1.1 Pupil Wellbeing Interventions

	Approach	Intervention
Whole School	Holistic/ Multi-agency approach	
	Staff training	
Targeted support	Lunchtime club	Weekly physical exercise and group games based on sensory processing approaches.
	Wellbeing Interventions	1:1 sessions provided for an afternoon each week focusing on individual wellbeing outcomes.

Individual targets will aim to address these gaps and will focus on developing a skill set to support three key areas; growing and developing; future planning plus strategies to meet pupil needs.

Each set of interventions will be bespoke and provide a meaningful approach for each individual. The interventions will be based on yoga, meditation, mindfulness principles; sensory processing activities; positive thinking techniques and physical exercise.

5 Appendix 1 – Therapeutic Thinking Graduated Approach

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: ☐ Function of behaviour ☐ Health and wellbeing ☐ Context ☐ Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.