

Policy Focus	Therapeutic (Behaviour) Support Policy				
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School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

- Our Aims are to:
- Meet the previously unmet needs of young people and enable learning and employment.
 - Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
 - Contribute to community and social change.
 - Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

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Glossary of Acronyms

ACEs	Adverse Childhood Experiences
BCSP	Behaviour Care and Safety Plan
LSA	Learning Support Assistant
PACE	Playful, Accepting, Curious, Empathic
MAPA	Management of actual or potential aggression
PRRR	Protect - Relate - Regulate - Reflect
TISS	Trauma Informed Support School
MDT	Multi-Disciplinary Team

1. Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment with regard to therapeutic support to students, parents and other partners.

School for Inspiring Talents is a Trauma and Mental Health Informed School. (TISS)

This Policy contributes to the school's Wellbeing and Personal Development Portfolio (see section 3).

Our core therapeutic support principles are:

- All behaviour is a form of communication.
- All changes in behaviour will happen in the context of safe, caring relationships with adults.

2. Statutory / Legislative Basis

This policy acknowledges our legal duties under the Equality Act 2010 and in terms of safeguarding and supporting pupils with special educational needs. It is based on advice from the Department for Education (DfE) on the use of reasonable force in schools and guidance for Mental Health and Behaviour 2018.

3. Links to Other Related Policies / Procedures

This policy sits within the Wellbeing and Personal Development Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Equality and Diversity Policy
- Medical Conditions Policy (Supporting Students)
- Positive Touch Policy
- PSHE & SMSC Policy
- Relationships & Sex Education (RSE) Policy
- Student Voice Policy
- Animals in School

4. Monitoring, Review & Evaluation (MRE) : Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

Internally

- ✎ Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- ✎ Learning Walks by HoS in own and other Phases/Sites
- ✎ Individual Student Assessment Framework and Trackers
- ✎ CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- ✎ Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- ✎ Heads of School Monitoring
- ✎ Appraisal & Performance Management approaches.
- ✎ SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- ✎ Staff Briefings

- ✎ Student Voice Surveys
- ✎ Peer Reviews through Team Working
- ✎ CPD Evaluations

Accountability MRE

- ✎ Our Board of Directors Link Portfolio Visits and Observations
- ✎ Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- ✎ Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- ✎ Termly H&S checks
- ✎ Directors Involvement in the cycle of Policy Review
- ✎ Financial and Curriculum Resource Monitoring

Externally

- ✎ Referring LAs' Annual Health Checks and Audits
- ✎ Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- ✎ Feedback from submissions for Awards and Quality Standards e.g. TISS
- ✎ Parent / Carer Feedback e.g. via Class Dojo
- ✎ Ofsted Monitoring and Inspection Visits
- ✎ User Schools Feedback

5. Key Policy Content - Information / Guidance Relating to our Practice

Behaviour for Learning

Learning can only happen when children feel safe enough to take risks and open themselves up to challenges. For children with Adverse Childhood Experiences (ACEs), this can be difficult. We use a variety of therapeutic methods to encourage emotional and social stability and growth and create a joy for learning.

All students have a Behaviour, Care and Safety Plan (BCSP) which is written collaboratively by members of the Multi-Disciplinary Team, the teaching staff (teachers and LSAs) and the relevant Head of School. This document is reviewed regularly and amended on an ongoing basis as needed.

School for Inspiring Talents is a multi-disciplinary therapeutic setting and as such all of our students have experienced a range of ACEs and have come to us following unsuccessful mainstream educational experiences. Our therapeutic approach includes our approach to managing behaviour in order to allow learning to take place. We focus on facilitating, supporting and celebrating positive behaviour. We view behaviour as a means of communication and seek at all times to understand the communication behind the behaviour. We approach challenging behaviour in an individualised way for each student in the context of their life experiences and current situation.

With this in mind we use the following overarching principles to create universal therapeutic provision for all students:

The PACE Approach

All staff are trained in the PACE approach (Dan Hughes). PACE stands for Playfulness, Acceptance, Curiosity and Empathy. This approach underpins all interactions with students.

Playfulness – we aim to create an environment of shared joy and experience and reassure the students that the relationships that they have in school will not be broken by incidences of challenging behaviour.

Acceptance – we convey to the students that they have our unconditional acceptance. We accept their experiences, behaviours, wishes and feelings. This does not mean that we leave challenging behaviour unchallenged, but that this behaviour does not change our relationship with the student. A fresh start is always offered.

Curiosity – curiosity is a key tool to trying to understand the feelings behind the behaviour. We 'wonder aloud' with the student to try to establish what is being communicated through the behaviour as the student is unable to put this into words.

Empathy – through empathy we communicate to the students that we understand and care about their experiences. This in turn builds trust and will facilitate the students' readiness to learn.

PRRR

We respond to children & young people using the PRRR model in order to *protect* and *relate* to them, so that they can begin to *regulate* and *reflect* on their experiences and behaviour. This model of support is taught through the Trauma and Mental Health Informed School (UK) Programme. School for Inspiring Talents is a Trauma and Mental Health Informed School.

▪ **Bespoke approach/provision per class**

Each of our classes is based on a slightly different approach (in terms of planning, timetable, curriculum, teaching and learning style) and students are placed in the most appropriate class depending on their needs as well as age and ability.

▪ **Consistent emphasis on celebrating Positive Behaviour**

We use a variety of means to celebrate positive behaviour. These include:

- Awarding Class Dojo points
- Presenting certificates
- Golden Time
- Sharing success with parents/carers through Class Dojo/face to face or over the phone
- Ensuring praise is received from a variety of staff across the school not just the immediate class team to let the students know that their successes are discussed on a school wide basis.
- End of term celebrations with parents/carers
- As well as these, individual classes may use additional strategies within their classes which are tailored to the approach that works best for those students.

▪ **Reflection after Challenging Behaviour**

Challenging behaviour is reflected upon with the student at a time when they are ready. The decision as to when the student is ready, will be made by a member of staff who knows the student well and can judge when they have de-escalated to a level to be able to engage in reflection. This is done in a non-critical way so as to avoid feelings of shame. Comic strip conversations may be used in this process. Restorative justice is also incorporated where appropriate.

▪ **Co and Self-Regulation of Emotions**

A large part of our therapeutic work is around helping the students to accept co-regulation at times of heightened emotion and then move to supported self-regulation. Following assessment of students using our Emotional Wellbeing framework, we tailor our approach to match the students' progress from co-regulation to self-regulation. The **Zones of Emotional Regulation** are used to support this work.

▪ **Consistent expectations for Positive Behaviour**

Our expectations for behaviour are clearly and consistently communicated to all students and staff model these expectations through their own interactions as well as providing verbal commentaries when supporting peer interactions.

We expect/model:

- Respect for ourselves and all others in our environment
- Respect for resources, property and the buildings
- Making sure everyone else feels safe
- Allowing everyone in our school to access learning
- Tolerance of others
- Engagement in learning and therapeutic activities

▪ **Keyworkers**

All students are allocated a keyworker from their class staff team.

Although all staff will seek to build a trusted relationship with all students, the keyworker is a designated adult with whom the student will build a key trusted attachment relationship. This is encouraged through regular timetabled keyworker sessions.

▪ **Multi-Disciplinary Team**

At SfIT we have a MDT which comprises of a:

- Clinical Consultant Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Mental Health Practitioner
- Family Support Practitioner
- Outdoor Education Practitioner (including support from the Therapy dog)

The MDT support classroom based staff in the development of bespoke approaches which work with each student. When a student is struggling or is frequently dysregulating, the MDT hold a case review, which is a solution focussed planning meeting involving class staff and all therapeutic disciplines.

▪ **Consequences**

We do not believe in sanctions or punishments. Consequences for challenging behaviour will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour by implementing a consequence or sanction when they are at an emotional development stage that indicates that they operate from the reptilian brain or brainstem during heightened emotion and revert to fight/flight or freeze at these times.

As described above supported reflection will take place for all students at a time when they are ready, able and receptive enough to think back over what has happened.

An example of how this might look in practice:

Behaviour	Steps taken by Adults
Student disrupts activity or behaves in a way that makes other students feel unsafe	Staff attempt to support the student to refocus and remain in the classroom. If unsuccessful the student is guided to a safe/reflection space. Adult co-regulates with the student or supports the student to self-regulate. Student is supported by the adult to reflect when calm. Student may be encouraged to apologise to the group if it is felt appropriate given the student’s level of emotional development.
Student places another student at risk of physical harm	Staff attempt to prevent risk of immediate physical harm and direct risk-taking student out of class. If unsuccessful the student is guided to a safe/reflection space. If at this stage the student becomes aggressive towards staff/students, then the student will be transported to a safe reflection space. If the student continues to place themselves or others at risk of physical harm, then staff will continue to employ MAPA techniques. Adult co-regulates with the student or supports the student to self-regulate. Student is supported by the adult to reflect when calm. Student may be encouraged to apologise to the group if it is felt appropriate given the student’s level of emotional development.
Student not following adult instruction (with no risk to adult/student safety)	Staff to attempt to identify cause of student’s behaviour and to de-escalate where required and possible. Staff to maintain positive relationship with student by applying PACE approach. Once student is regulated, staff will discuss the importance of following adult instructions with relevant examples and alternate scenarios.
Student leaves the designated outdoor space being used for lesson/playtime	Staff will follow student at a distance whilst assessing their degree of escalation and associated risks.

	<p>Providing the student does not leave the school site, staff will attempt to de-escalate whilst applying PACE approach during their interaction with student.</p> <p>Adult co-regulates with the student or supports the student to self-regulate.</p> <p>Student is supported by the adult to reflect when calm.</p> <p>If the student does attempt to leave the site or places themselves or others at risk of physical harm, then staff will transport student back inside school building.</p> <p>Following this incident, staff will review the student's BCSP and consider triggers, cause and potential future risks. There will not be an assumption that the student will not be allowed to go outside in future, this would only be the case if a student was at risk if doing so.</p>
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- **Triune Brain (3-part brain)**

Students are taught, at an age appropriate level, about the triune brain so that they understand what is happening within their brain at times of heightened emotion. The 3-part brain is painted on the wall of our reflection rooms (for children at an age to access this) to aid reflective conversations between staff and students. Staff also use terminology from the Hand Model of the brain by Dr Dan Siegel particularly the term 'flipping your lid'.

- **Use of Voice and Body Language**

In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to the student. Where appropriate a staff member may raise their voice. This is not in anger but with the desire to attune to and match the student's heightened emotion before de-escalating the emotion down to gain calm. All staff ensure that their body language is open and non-confrontational at all times.

- **De-escalation strategies**

All staff are trained in a range of de-escalation strategies. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time, use of sensory resources or access to the sensory room.

Physical Intervention

As in all schools, all members of staff have the legal power to use reasonable force to prevent students from hurting themselves or others or from damaging property (which may cause harm).

All school staff are trained annually in the use of Pivotal MAPA (Management of Actual or Potential Aggression). This programme has a focus on prevention and de-escalation and allows staff to deal with escalating physical behaviour in a safe manner. Pivotal MAPA teaches staff how to transport students if they need to access a reflection, calming space and are not willing or able to go there independently. It also teaches staff safe restrictive physical interventions in cases of extreme violence or risk-taking behaviour.

Parents/carers of the student and the Local Authority will always be informed if a restrictive physical intervention has been used.

Exclusion

In extreme cases, the Executive Principal may exclude a student for a fixed term period. This would be in the case of extreme physical violence towards students or staff or ongoing risk-taking behaviour which puts the student themselves or others at risk. This exclusion allows time for staff to examine the Safety Plan for the student, it is not used as a sanction.

All exclusions will be accompanied by an explanatory letter to parent or carer and a re-integration meeting will take place at the point of return. This meeting is a supportive one where students are assured that a line has been drawn under the previous behaviours, their relationships in school have not been affected and staff's acceptance and empathy are still in place.

Alongside this, expectations of behaviour are reiterated. During the exclusion period, staff will reflect on and amend the student's BCSP and consider possible changes to provision to prevent a recurrence of the behaviour which caused the exclusion.

All incidents of challenging behaviour, transports and restrictive physical interventions are logged by staff on our recording system **SchoolPod**. This allows us to monitor for patterns of behaviour and adjust provision/timings/planning or staffing accordingly.

In rare circumstances, when the presenting behaviour of a student is unsafe and cannot be managed through risk assessment control methods, a case management meeting will be held. This will usually involve the Consultant Clinical Psychologist, the Executive Principal and the relevant Head of School. The outcome of this meeting will either be a revised risk assessment and care plan, or in some cases a scheduled EHCP Interim Review where notice will be served on the placement.

Searching, Confiscation and Screening:

At SfIT, we follow DfE guidelines on screening, confiscation and screening. It is expected that any action taken will include a member of SLT who must be familiar and knowledgeable about these guidelines. In summary, Heads of School will search a student where they believe a student may have the following:

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

6. Implications for Stakeholders

Board of Directors	Ensures that all staff, including temporary staff and volunteers are provided with the school's Therapeutic (Behaviour) Support Policy. Checks through the Executive Principal's Reports and Link Portfolio Holder visits that the policy is being applied consistently within the differential context of the various school sites.
All Staff	It is the responsibility of all staff to follow the agreed ways of working as outlined in this policy. All staff should seek further support and guidance if they are unsure in a given situation of how to support a student within our therapeutic approach. All staff are required to attend further CPD which will further enhance their skills and knowledge around the schools' agreed therapeutic approach.
Designated Specialist Staff	At SfIT we have a Multi-Disciplinary Team. They support staff in the designing of bespoke approaches for each student.
Students	This policy will provide a consistent, therapeutic approach which will allow students to develop in all areas but particularly emotional wellbeing.
Families/Carers	This policy will provide clarity for families/carers as to the school's approach to managing their child and their emotional difficulties.
Referring LAs	This policy will provide referring LAs with details around the school's therapeutic provision and approach which will enable them to make appropriate referrals for new students.
Contractors	
Visitors	
Agencies	This policy will provide involved agencies with details around the school's therapeutic provision and approach which will enable them to understand the nature of the setting in which the student has been placed.
Schools	

7. Relevant Data Sets / Metrics

Student incident logs

8. Relevant Resources

DfE – Searching, Screening and Confiscation 2018

Appendices (Embedded / E.Links)

Title
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf