



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

Relational Support for Personal Development Policy (Behaviour Policy)

Date of original policy	February 2015
Review date	January 2023
Next review date	January 2025
Date approved and signed in governing body meeting	February 2023
Signed Chair of Governors –	Signed Head teacher

TABLE OF CONTENTS

CONTENT	PAGE	CONTENT	PAGE
Related Policies List	3	Recording of Incidents	15
Acronym Key	3	Roles and Responsibilities	15
Policy Purpose	4	Appendix A <i>Supporting self-regulation and building resilience</i>	17
Introduction	4	Appendix B <i>PACE</i>	19
Aims	5	Appendix C <i>Supporting positive behaviours in class</i>	21
Expectations of Behaviour	5	Appendix D <i>Positive Reinforcement</i>	23
Whole School Approach Tree and descriptions	6-8	Appendix E <i>Supporting students with social, emotional and mental health needs</i>	24
Safeguarding Duties	9	Appendix F <i>Minor and Major Incidents</i>	27
Inappropriate Behaviour	9	Appendix G <i>Inappropriate Behaviour Flowchart</i>	28
Consequences	10	Appendix H <i>Breaks and Lunchtime</i>	29
Managing Transitions/Change	12	Appendix I <i>Allegations against staff</i>	30
Critical/Major Incidents	12	Appendix J <i>Exclusions</i>	31
Students and Significant number of Incidents	13	Appendix K <i>Visual impact on personal development</i>	32
Bullying	13	References and Resources	33
Away from School visits etc	14	Useful graphics	35-36
Procedures for Absconding	14	Thanks	37
Damage to Property	14		
Restraint and Physical Intervention	14		

Relational Support for Personal Development

Related Policies list

- Staff Code of Conduct
- Safeguarding and Child Protection
- Anti-Bullying
- Online and digital safety
- Complaints
- Whistleblowing
- Equality
- Bereavement
- Relationship and Sex Education
- PSHE
- Self Harm

Key to acronyms

SEN: Special Educational Needs

SEMH: Social, Emotional and Mental Health

CAMHS: Child and Adolescent Mental Health Service

SLT: Senior Leadership Team

HSLW: Home/ School Link Worker

CPOMS: Safeguarding and Child Protection software

DSL: Designated Safeguarding Lead

ASC: Autistic Spectrum Condition

Purpose of this Policy

The purpose of this policy is to promote good relationships so that people can work together to learn and thrive. We want to provide an environment where everyone can feel safe, secure and happy. It has been developed to ensure all stakeholders, especially school staff, promote positive behaviour and understand our approach in school. The guidance and procedures are to enable consistent application of our ethos, with due regard to individual social, emotional, learning or other needs and the needs of the wider community.

Introduction

To achieve our aims (below), staff have had training in an attachment aware, relationship based approach to managing behaviour. We recognise that we all have a “Window of Tolerance” (Siegel, 2001) within which we can be relaxed, ready to learn and show respect. This open and engaged state can be challenged by unique triggers which we may or may not be conscious of, that can push us out of our window of tolerance by a little or a long way. In response, this may cause someone to become hyper-aroused, going into “fight or flight”, with behaviours that on the outside may appear anxious, aggressive, agitated or controlling, whilst on the inside they may feel unsafe, frightened, frustrated and confused. Alternatively, they may become hypo aroused, which means going into “freeze” or even “collapse”, appearing withdrawn, hard to reach, inactive, unable to learn or engage. On the inside they may feel flat, disconnected, shut down or numb.

Gosden House is an inclusive school and strives to ensure accessibility and access for all students, as outlined in the Equality Act 2010. We strive for equity, meaning that our students' behaviours are supported according to their individual and often complex needs, including protected characteristics. We will therefore differentiate expectations and our responses.

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

The terminology in the 2014 Code of Practice of Special Educational Needs (SEN) promotes a shift towards viewing behaviour as communication of a social, emotional or mental health (SEMH) need (whether conscious or unconscious), and responding accordingly.

We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself; in effect, taking a non-judgmental, curious and empathic attitude towards behaviour. Students displaying challenging behaviour are regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support (Appendix A).

Aims

At Gosden House School we aim to:

1. Promote and support students to show a high standard of behaviour.
-Achieved when the atmosphere in school is consistent, compassionate and caring with relationships enhanced through PACE - Playfulness, Acceptance, Curiosity, Empathy (Appendix B).
2. Promote self-awareness, co-regulation, self-regulation, respect for each other and acceptance of responsibility for our own actions.
-Clear expectations are agreed, understood and supported through regular activities, modelling and teaching to enable responsible behaviours. Mutual respect is endorsed between all members of the school community for each other, belongings and the environment.
3. Create a safe school climate, based on structure, nurture, engagement and challenge to enable effective learning and social and emotional growth.
-Recognition that this can best be achieved by understanding that we all have a "window of tolerance" and may sometimes need support and regulatory activities to help us be the best we can.
4. Assure students and parents/ carers that inappropriate behaviour has consequences which are applied with regard to the individual, their needs and the impact on themselves and others.
-This is a partnership responsibility between ourselves, families and support services to promote and provide appropriate boundaries and to help our students make a positive contribution to their communities and society.

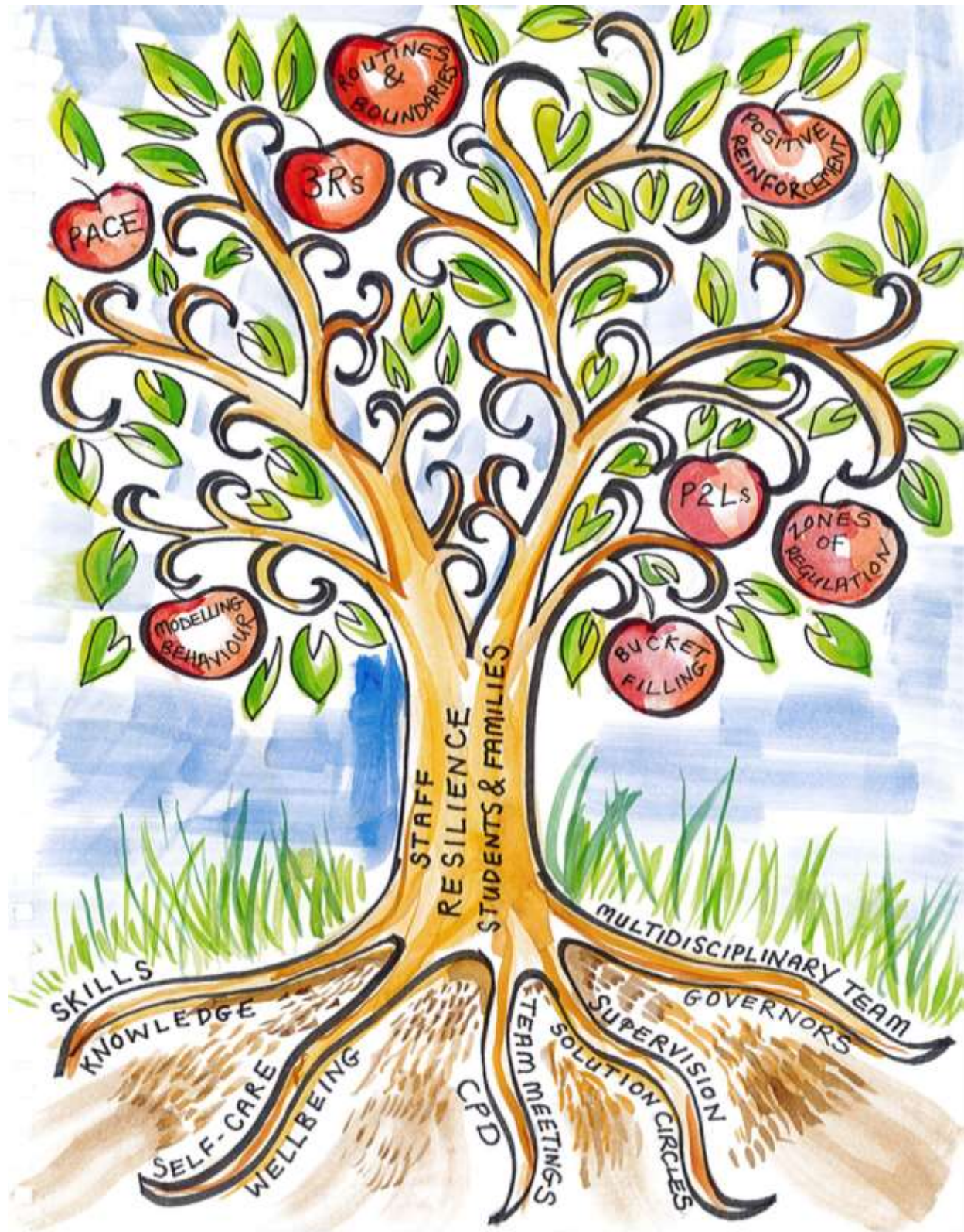
Expectations of Behaviour

The School Council (students) were asked to consider the "expectations" for Gosden House School and they identified the following:

- If we are good and don't 'play up' then everyone can do their best and feel safe.
- We will listen to others and think before we speak: staff and other students.
- We are kind: to other people, animals, our environment and ourselves.

Each class also discusses their own expectations of each other at the start of the school year.

Whole School Approach



Note: Appendix K

Routines and Boundaries



We will have good routines for arrival in school. We will remember the “first 5 minutes” and know that positive greetings count. We recognise that all transition times in the school day need support: getting changed for PE/sports, moving round the school, assemblies, breaks, lunchtimes, the end of the day, on transport. (Appendix C)

PACE



We keep in mind that we can help to regulate behaviour and reduce conflict if we use “Playfulness, Acceptance, Curiosity, and Empathy” in our relationships. Dan Hughes developed this attachment focused approach and it supports “connection before correction” for all. (Appendix B)

3 Rs + 1 R



This is based on the work of neuroscientist Dr Bruce Perry and recommended by Beacon House. To enable the vulnerable child to learn, think and reflect it is best to intervene in a simple sequence. If a child is dysregulated emotionally/behaviourally, they cannot reason until we help them to **Regulate** their emotion (fight/flight/freeze response) and sooth their troubled nervous system. Then we need to **Relate** and connect and only then can we **Reason** and so support the child to reflect, repair, and be open and engaged enough to learn. The additional **R** is for **Repair**. This may be needed to enable re-connection, reduce shame and restore hope if a relationship has fractured.



Modelling

Children can learn about appropriate and inappropriate behaviour by their observation of others. They model their own behaviour on others' responses, so it is important for them to have the chance to observe and experience positive role modelling by those who teach, care and interact with them.



Bucket Filling

An approach and common language used throughout the school with students and staff. It focuses and encourages students to develop empathy, kindness, respect, fairness and a positive sense of community. It is a visual way that students can understand the motivation behind behaviour and help empower them to make positive changes in the way they treat each other.

Zones of Regulation



This programme, which promotes readiness to learn, is used to help students to identify their emotions thereby providing an opportunity to co and self-regulate or be aware of the help or strategies they may need to do so. This leads to them feeling they have more positive control over their behaviour and enhances their wellbeing and resilience. It may include responding to a child's sensory needs and we have received advice from the OT service to

support its integration in school. We will use this approach to raise the individual's awareness NOT as a public display board of feelings.

Passports 2 Learning (P2L)



These are individualised plans to support students. They have been developed in collaboration with CAMHS and work alongside Zones of Regulation. A visual/colour coded system is used to enable the identification of a student's emotional state dynamically and in a timely way as indicated by their behaviours so that appropriate strategies can be put in place to support the student, increase a sense of safety and reduce barriers to learning. Where possible these are written with the student so they can take ownership and agree strategies. They support the sharing of key information and knowledge of individual needs to all staff working with the student to promote consistency.

Positive Reinforcement



The essential encouragement and reinforcement of positive behaviour is supported in many different ways within the classroom, around the school and as a whole school community. Considerate, adapted use of praise and encouragement is used for all students no matter how small their individual steps of personal progress are. (Appendix D)

Safeguarding Duties

All staff have a responsibility to consider if any misbehaviour might indicate a student is suffering or likely to suffer significant harm. They must, if they suspect this is the case, follow the Gosden House Child Protection and Safeguarding Policy and procedures. We will also consider whether continuing disruptive behaviour might be linked to unmet educational or other needs and look to engaging the service of other, external agencies if necessary.

To be considered a safeguarding concern, it is likely that some of the following features may be apparent:

- Physical abuse – violence, physically hurting others; forcing others to use drugs or alcohol;
- Emotional abuse – blackmail; using worries to manipulate others, threats/intimidation/harassment including online;
- Sexual abuse – indecent exposure/touching or serious sexual assault; forcing others to watch pornography; sexting; offensive banter; child on child abuse and other harmful sexual behaviours.
- Exploitation – sexual or other exploitative behaviours that encourage others to join in inappropriate or unsafe activities.

Inappropriate Behaviour

By promoting an environment high in nurture and structure, we create a culture to foster our ethos and expectations. Our students require predictable routines and responses to behaviour. When behaviour is inappropriate and impacts on the student's or others' wellbeing, safety or opportunity to learn, we will support the individual to understand the natural consequences and learn skills and strategies to better cope. Adults will evaluate the situation and use their professional judgement to respond accordingly (refer Appendix G). Adults will avoid sanctions which induce shame in vulnerable children and young people. Inducing shame is likely to lead to more negative behaviour.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of students are within their control. Therefore the language of choice, e.g. "good choice/ bad choice", is not always helpful. However, by staff adopting strategies from the whole school approach, (the apples) the consequences of positive or negative choices will be better understood and help the student socially and emotionally in the future. Our approach will also:

- Increase students' sense of responsibility
- See mistakes as part of learning
- Remove the struggle for power
- Be positive, regulating and respectful of the biology of stress.
- Increase independence and reinforce positive choice to improve behaviour through:
 - The use of descriptive praise
 - Special responsibilities/ privileges

- Preferred activities beyond the timetabled, e.g. soft play; iPad time; bike/ scooter
- Promote communication with carers to celebrate achievement.

Behaviour should be viewed systemically and within the context of important relationships and the environment; i.e. a relational or functional communication pattern rather than an internal problem.

Encouraging parental engagement and involvement is crucial when addressing and planning support for student's social, emotional and wellbeing needs.

It is important that indicators of SEMH are clearly recognised, to ensure that it is not just students who are displaying observable and **active/ 'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified.

Students who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage. It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.

Staff are trained in order to pause and, with curiosity, recognise and manage behaviours which are underpinned by a disability, sensory or attachment need/ trauma response e.g. distress rather than a tantrum, and to respond accordingly.

Consequences

When staff need to manage inappropriate behaviour they will be mindful of "two hands": The one to provide a boundary and containment of feelings and behaviour, and the other to co-regulate and be curious about the student's motives, wishes and desires in context. Behaviour can also stem from a functional or unmet need; e.g. Think HALT – are they, Hungry, Angry, Lonely, Tired? (Dan Siegel)

We do not punish students, but understand that students will need boundaries to their behaviour and support after an incident to reflect on the behaviour displayed and its impact on themselves and others using PACE and restorative questions. This may need to follow some time after the event: **Regulate-Relate-Reason-Repair**

- Staff will inform the student that the behaviour or reaction was not appropriate, avoiding language that could lead to shame or humiliation which are detrimental to wellbeing and self-esteem.
- The developmental age and specific needs of the student will be considered when deciding appropriate responses.

Example:

Behaviour	Response
Student disrupts activity or behaves in a way that makes others feel unsafe	<ul style="list-style-type: none">• Student has break away according to individual P2L• Student helped to regulate (PACE/P2L)• Student supported to reflect• Student apologises for specific actions/ actively engages in reparation eg tidying up, catching up with work• Staff will reassure that inappropriate behaviour has been dealt with and all parties will move on• Ruptured relationships are repaired

Learning catch-up

Time allocated for student to catch up learning with a member of staff alongside to allow opportunity for reflection using restorative language and PACE providing opportunity to understand reason for refusal or difficulty in lesson.

Safe place

Unstructured times, such as break times, may provide an opportunity for additional reflection or regulation for some students and staff should provide an opportunity to promote self-awareness and co-regulation. It is important to “know” the child and their sensory or other needs. Some students may need active opportunities and others, quiet time. A student may find unstructured times challenging and need some adaptations to help them feel safe. This should be kept under review.

Safe withdrawal space for pupils who display highly challenging and/ or aggressive behaviour is not available at Gosden House, due to the nature of the building and site. However, if necessary a safe/ pastoral space for an individual to retreat to may be agreed and recorded in their P2L.

Reparation

Repairing relationships or “making good” in some way. Students generally like the opportunity to repair. By avoiding punishment and focusing instead on reparation when the time is right, the student is more likely to learn the impact of inappropriate behaviour in future, rather than being left angry and focusing on the punishment. Likewise, staff may need time and space to re-connect and repair a rupture of relationship.

Staff are encouraged to reflect on their own practice in order to better respond to future incidents. Formal and informal systems are in place for staff to discuss and

reflect, in order to improve practice but also to support and contain staff who may be experiencing secondary stress.

Descriptive Praise

Staff tell pupils exactly and clearly, what they like about what they are doing so we reinforce the behaviour they want to promote, develop the relationship, build self-esteem and thereby reduce unwanted behaviours. This applies equally to those students whose behaviours are compliant or withdrawn as it does to those whose behaviour is more challenging. This benefits all members of the school community:

"I liked how you asked for a break when you needed it" (To self-regulate)

"I noticed you were being a good friend by helping John"

"Thank you for catching up with your work so quickly"

"I'm so pleased you came to talk about that worry".

Managing Transitions/Change

Change and transitions can be particularly stressful for many students and can trigger a traumatic response. A change in staffing, routine, and off-curriculum events can all be difficult, as can special dates and celebrations. Staff need to be aware of the needs and past 'stories' of individual students and provide appropriate support for "oops moments" or to prepare for transitions.

Strategies that may be used include:

- PACE and other whole school approaches
- Seek involvement of a colleague to offer support or a change of "face"
- Use of transitional object
- Visual supports
- Adapt routine to increase sense of safety
- Use of sensory tools and breaks to regulate brain and body
- It may be appropriate to "Name it to tame it" (Dan Siegel)
- Phase in transition to new class/staff to build recognition and safety
- Use of Social Stories to prepare for change or overcome difficulty
- Use of "Now and Next"
- Use of Makaton may be indicated to reduce language and support understanding
- Communication with transport staff/ parents so they can support individual needs and difficulties.

Critical/Major Incidents

In cases of absconding, assault, bullying, cyberbullying, damage or theft of property, racism, homophobia, child on child abuse or gender based abuse (Appendix F) it is essential to ascertain the reason and level of understanding of the student. SLT should be informed. Developmentally appropriate reflection must occur and parents/ carers informed.

If the incident is deemed an intentional act, rather than a sensory or communication response, boundaries must be kept, as consistency is key. A record will be made on

CPOMS and wider discussions held as appropriate with the team around the child, both internally and externally to the school.

Students and significant numbers of incidents

The expectation is that students and teachers will begin each lesson/ session with optimism. Students may have “oops moments” which are a one-off or tricky time of day. However, if students are regularly displaying a change in their “normal” behaviour it may be a sign that they are struggling emotionally or in a sensory way and we need to be curious about the reasons. Communication with parents/ carers is vital and we encourage parents and carers to discuss any issues that may be causing their child some concern. Where necessary we will:

- Contact home to discuss the behaviour displayed and explore ways forward;
- Creatively explore, share ideas, problem solve and review;
- The student may have 1:1 opportunity to meet with their chosen member of staff;
- Consideration of student's emotional/ mental health needs, if necessary requesting consultation with a health professional or HSLW, and referral to CAMHS/ Health with consent of parent /carer;
- Assessment of sensory/ physical needs through referral to Health services;
- Request for support through Early Help services;
- Risk assessment to ensure safety of child and others;
- Review of Passport to Learning.

There may be times when it is in the student's and others' best interests to have supported time away from their class/ group. This may mean an agreed period with a different class/ teacher, proximity to a member of SLT or a period of time working in a different safe space alongside support. The reasons and purpose of this will be explained to the student, discussed with carers and recorded on CPOMS.

Bullying (Including on-line bullying)

Refer to Anti-Bullying Policy.

- We do not tolerate bullying.
- All forms/ reports of bullying should never be ignored.
- All reported instances should be recorded on CPOMS as suspected bullying.
- Parents of all involved should be informed.
- Every reported incident must be addressed, in line with the Anti Bullying Policy and a restorative approach used.
- Students will be taught and supported to make safe decisions in their online activities whether at school or at home. When this goes wrong, they will be supported to learn from the experience.
- We will seek the support of external agencies such as the Police when deemed necessary to reinforce the dangers and risks.

- Parents/ carers will be supported to learn about online safety and how to reduce the risks to their child.

Gosden House is committed to the inclusion of all pupils and staff. We will not tolerate discrimination or abuse based on the protected characteristics of sex, race, disability, religion/ belief, sexual orientation, gender reassignment or pregnancy/ maternity.

Away from school visits, outings, activities and work experience.

Expectations and boundaries of behaviour when "off-site" will be the same as in school. At all stages of planning and organisation of off-site activities, a risk assessment will be carried out. The need for more support staff will be considered. In some cases a student may require an individualised risk assessment. We will always aim to be inclusive, but there may be times when alternative plans need to be made in consultation with parents. The Head Teacher retains the discretion to decide that a pupil remains at school rather than attend a visit/ outing. This decision would only be made in the interests of children's safety, and a risk assessment would be completed in order to inform that decision.

Procedures for Absconding

If a pupil absconds from the school site, parents/ carers are informed immediately. The location of the school and the fact that all our students have additional needs means that they are regarded as highly vulnerable whatever their chronological age, therefore the Police will be informed.

Damage to Property

In line with our expectation of natural consequences to inappropriate behaviour, students are expected, at the appropriate time, to consider how they would like to make amends when they have caused damage to property. In cases of significant damage, and once the degree of damage and incident have been evaluated, a decision will be made if a contribution toward repair should be requested from parents.

Restraint and Restrictive Physical Intervention

Gosden House follows the guidance outlined in *Reducing the need for restraint and restrictive physical intervention* (2019).

Staff are trained in de-escalation strategies and restraint will only ever be used as a last resort, in order to safeguard children from physical injury or harm. Staff must have reasonable grounds for believing that restraint is necessary in order to justify its use. Staff will need to use their professional judgement in each case, assessing the risks

involved and taking account of the needs and circumstances of the child or young person (as set out in EHCP, Passport to Learning and/ or risk assessment).

Planned interventions, when staff employ planned and agreed approaches to challenging behaviour, will be informed by a risk assessment and set out in a Passport to Learning. It is expected that any pupil requiring planned intervention will be subject to a process of assessment and support as outlined in the above paragraph, *Students and significant number of incidents*. Wherever possible, physical restraint will be carried out by trained staff (*Team Teach* or *MAPA*).

Unplanned interventions require professional judgement be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand. If such assistance is not available, any response must be reasonable, proportionate and use the minimum force necessary in order to prevent injury and maintain safety. This will be compliant with the guidance issued in *Use of reasonable force in schools* (2013).

Following an incident involving physical intervention, parents will be informed and the incident recorded, staff and pupil welfare addressed, and a Staff Reflection will be carried out.

Recording of incidents

At Gosden House we use CPOMS as a recording tool to monitor and track pupil behaviour and any concerns/ contact with parents and outside agencies. This helps us to monitor, evaluate progress and highlight any areas of concern.

Roles and Responsibilities

Responsibilities

- All staff are responsible for supporting the needs of the students across the school. Where a student is seen to be having a difficulty, they should be treated with respect and understanding.
- Shouting and shaming should not be used.
- Staff will endeavour to have individual discussions with students to support them with issues arising and adopt the key principles contained in this policy.

Roles

Teachers:

- Ensure parent/ carer is contacted when there are ongoing issues.
- If there has been a one off significant issue discuss with SLT/ DSL when appropriate (see appendix F).
- Feed back positives and make connections with parents/ carers to encourage ongoing dialogue.

- Use reporting system (CPOMS) to record concerns or significant contacts with students, parents/carers or other agencies.
- Maintain Passports to Learning where relevant.
- Seek support and liaise with SLT and other professionals.

Parents:

- Inform the school of any concerns.
- Have an open dialogue with the school to enable supportive partnerships with school and when support is sought from external agencies.

Learning Assistants:

- Provide specific support for children experiencing difficulties whether an ongoing need or immediate short term need.
- Provide support in class and at breaks and lunchtimes.
- Provide 1:1 or group work to facilitate learning and support emotional needs.
- Support nurturing experiences such as breakfast club, enrichment clubs.

SLT/ DSLs/ HSLW

- Lead the ethos of the school and this Policy and ensure effective implementation.
- Ensure effective training of staff.
- Oversee the specific needs of students across the school.
- Provide support to staff, students, parents and liaise with external agencies as necessary.
- Line management of staff as determined by staff structure.
- Ensure reporting, tracking and monitoring of incidents or additional support needs is recorded and updated.

Head Teacher:

- Lead the ethos of the school and this Policy.
- Work with the Governors to consider trends and resource implications.
- Is the only person authorised to exclude a student.

Governors:

- Awareness of Policy and reviewing effectiveness and development.

Appendices

Appendix A

Supporting Self-Regulation and Building Resilience

Our relationships within the school community are supported by the Staff Code of Conduct. This is the framework that helps us provide good role models for our students and our relationships with parents and other stakeholders.

"It takes a village to raise a child." (Attributed to an African Proverb).

Our relationships with students are crucial. **"Every interaction is an intervention"** (Dr Karen Treisman).

To foster successful, enabling relationships we need to:

- Actively earn trust and rapport by investing in relationships and promoting joy and comfort.
- Have high expectations of all students and demonstrate our belief in them being able to succeed.
- Treat students with respect and dignity by communicating clearly and carefully in a way they can access and being mindful of how we talk about their behaviour around others.
- Listen respectfully and, using our whole school approaches, make a judgement about how/ when to respond.
- Consider the meaning of behaviour using our knowledge of the student and the context.
- Be non-judgemental about students' life experiences, but use our knowledge and data to inform our planning and support.
- Keep our word and see things through with reflection and restorative practice.
- Focus on strengths and skill acquisition. Advocate for the student.
- Apologise for our own mistakes. We are modelling repair for the student and building respect.
- Name and manage our own emotional reactions to students' behaviours to demonstrate emotional intelligence. Ask for support/ Supervision from others in a timely way if we are struggling with feelings about a student or their

behaviours.

- Quietly but firmly hold appropriate boundaries for students.
- Recognise the importance of parents in supporting students' behaviour and to reflect and plan with them to enable consistency of approach.
- Work to establish and build collaborative, respectful relationships with other professionals such as from Health, Therapies, Social Care etc.
- Enable older students to act as positive role models for younger students both in learning and social contexts.
- Understand that touch is an essential element of attachment awareness and that there may be times when touch is beneficial if not inevitable. Touch, as an effective and powerful non-verbal tool, must be individual child centred, not staff centred and meet the requirements of safeguarding and protecting students.
- Sometimes redirect or support a student, being mindful not to escalate a situation, by guiding/ comforting them using a hand/ arm around a shoulder. There may be times when students with physical/ personal or sensory needs may require a specific intervention and individual plans will be followed.

Appendix B:

PACE

Developed by Dan Hughes in his clinical work with families, but now broadly used by staff and practitioners in a range of settings as a way of “being” and to promote an attachment aware, relational approach. The approach is backed up by developments in neuroscience and a greater understanding of brain based approaches to understanding trauma, stress and co-regulation.

Playfulness = spontaneity, openness and exploration; have fun and share enjoyment with the student. Using playfulness can diffuse a tense situation and can help to manage minor behaviours if used appropriately.

Acceptance = involves unconditional positive regard for the student. Accept the student's inner experience without judgement and make sense of why they are behaving in that way. It does not mean accepting the negative behaviour, but accepting the reasons behind the behaviour. When necessary criticise the behaviour, not the student.

Curiosity = involves wondering about reasons behind the behaviour, rather than being reactive or angry. This shows the student that you care and wish to help them make sense of their feelings, wishes, motives, experiences. Use phrases like, “I wonder if you might be feeling like this because....” to open up discussion with the student.

Empathy = involves showing the student that you “get” how hard they are finding things and it reassures them that you want to help them manage. Validate the student's experience with phrases such as, “I know how hard that must've been for you...” and work together to find ways to support them.

Example of PACE in action:

A student in a heightened state of anxiety, runs off, attempts to climb a fence and is not following instructions to come down.

- Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."
- Acceptance - The pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoid saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

- Curiosity - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"
- Empathy - Show that you understand how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreases and they come down off the fence. They may then be offered some time to co-regulate. Instead of imposing consequences, once the pupil is calm, a discussion is had about the dangers of climbing the fence. The pupil is able to reflect on their behaviour and think of alternative things they could do next time (e.g. request to go for a sensory break).

Appendix C

Supporting positive behaviours in class

Routines

Consistent class/ lesson/ activity routines support our students to understand expectations, manage anxiety and mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/ activities and manage their behaviours positively. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Routines also support their emotional resilience, behaviours and prepare for learning.

Class teams should also reflect on how they support students to adapt to changes to routines and how they prepare them for changes, as this is an important life skill and can be a challenge for children with complex additional needs. Changes to routines should be practised using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Communication and social interaction difficulties

Most of our students need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a student who has become dysregulated or in distress we should aim to understand the trigger or function of the behaviour, i.e. what is causing the student to become distressed. Class teams need to have strategies in place to support students to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our students' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but also to allow our pupils to have a voice, make choices and express their needs.
- That our students often need time to process information.
- Some of our students have difficulty with verbal and non-verbal communication (body language/ facial expression/ tone of voice).
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.

- Difficulty predicting what will/ could happen next – this can cause anxiety.
- Lack of awareness of danger or risk
- Need to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/ or interactions with peers, including friendships and bullying.
- Sensory overwhelm.

Visual resources and other communication supports

- Visuals allow time for language processing.
- Social stories.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better, e.g. “Now and Next” and transitional objects.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g. between home and school or when going on trips or visits off-site.
- Use of visuals are helpful when students have become dysregulated as it replaces verbal communication and social interaction which in times of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Restorative Approach - We reflect and communicate in a non-judgemental way. We use restorative questions to promote telling the truth, taking responsibility, acknowledging harm and accountability.

Appendix D

Positive Reinforcement

We recognise that students benefit from praise and that it reinforces positive self-development and esteem. However, we are mindful that some students may find being “celebrated” difficult and so our responses need to be adapted. Some of the tools used at Gosden...

- Whole School and Department assemblies are an invaluable way to teach and reinforce positive behaviour and whole school expectations.
- The school has a student driven Anti-Bullying charter developed and reviewed yearly by the school council. All students sign up to the charter and its values. This charter is displayed around the school.
- Bucket Filling is used throughout the school by staff and students. This approach helps students to understand the positive and negative impact they can have on others and helps to develop empathy.
- Whole school focus days/ weeks are also beneficial in guiding and teaching students about their rights and responsibilities as citizens of the school and wider community. These include 'Internet Safety Day', Hello Yellow day and Diversity week.
- “Brilliants” and Star of the Week assemblies.
- The Angus Award for the class that has contributed positively to the school community.
- The Secondary Citizen Awards are awarded to students each term focusing on a particular positive attitude or behaviour for example 'Making new people feel welcome'.
- Stickers - give instant feedback for good work or attitude. Sticker cards or charts should not be publicly displayed.
- Whole class reward schemes eg. jars of joy.
- The Secondary Toolbox is a recognition and reward system that is used to develop the 10 'key tools' our learners need to lead positive and rewarding lives in the future. 'Tool' Stickers are given when students have achieved one of the key tools – Success is communicated by a personal letter, posted to the student's home.
- Throughout our Citizenship, RSE and RE curriculum key messages and themes are linked together including the importance of respect, tolerance, kindness and empathy within school and the outside world.
- Lunchtime enrichment clubs.
- Outdoor learning/ Horticulture/ Animals/ Arts/ Sport/ Cookery.

Appendix E

Supporting students with Social, Emotional and Mental Health needs

Students can experience a range of learning, social, emotional and health difficulties, which manifest themselves in different ways. These may include displaying challenging, disruptive or disturbing behaviour or showing difficulties of a withdrawn nature. These can potentially reflect an underlying SEMH difficulty, social communication disorder, speech and language difficulties, sensory needs associated with disability or developmental trauma/attachment difficulties etc. It is also common for our students to experience high levels of anxiety alongside Neurodevelopmental conditions/ syndromes/ complex health needs.

Therefore, students with complex needs and experiences may struggle to maintain a “window of tolerance” within which they feel safe, comfortable and able to learn. If the student is on high alert/ dysregulated or showing signs of withdrawal, we have a duty to be curious about the reason and strive to reduce stress, fear, and to co-regulate or adapt the environment or expectation that is the barrier to learning. Our understanding of the brain (adults' and children's) and its response to stress/ alarm supports us in recognising the need to calm the “downstairs” brain in order to bring the “upstairs” or “thinking” brain back on line and able to function (Dan Siegel).

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Key principles in supporting the universal needs of all pupils: -

- All behaviour (positive or negative) is a reflection of a person's emotional state.
- Understand brain development and biology and the impact of stress and fear on behaviour.
- Children have different 'stress windows of tolerance' at different times.
- You can't always see the 'trigger'.
- Behaviours communicate a need.
- Scared children can do scary things.
- Don't take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain.
- Children without the strategies and skills need to manage their emotions need to be supported.

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments';
- High Structure (strong routines and boundaries) with High Nurture;
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy);

- Use 'wondering' statements in order to explore the potential root of the behaviour;
- Give children time, space and support when dysregulated BEFORE attempting to deal with the behaviour;
- Engage children at an emotional level;
- Regulate our own emotions;
- Time in, not time out? - Using staff proximity to help regulate and support sense of safety;
- Naming need - Empathetic Commentary;
- Access to learning mentors/ key staff;
- Understand that any traumas in a child's life can impact on behaviour;
- De-escalation strategies.

How we support children with additional SEMH needs

The majority of our students have their emotional needs met through the universal and targeted approach in the school. Additional mental health needs are identified by members of staff, parents/ carers, other professionals or other students raising a concern, or through the tracking of incidents logged on CPOMS.

Following the identification of a child with additional SEMH needs, we: -

- Meet with staff, child and discuss with parents to explore the issues and develop a plan or approach (a key approach is non-judgemental listening);
- Observe the child in lessons or at other times presenting difficulty;
- Review approaches to teaching, environment, access to learning and relationships.

Following this, support will be given in a range of ways:

Regulation time:

- A safe space/ member of staff
- Soft play/ sensory space
- Physical/ sensory activities
- Journaling
- Animal/ Arts Intervention
- Breathing and yoga/grounding exercises
- Self-elected withdrawal – student with known support needs may ask to remove themselves from the situation when they are developing the skills to recognise this is a way to prevent escalation. A trusted adult will be nearby to support and co regulate when the student is ready.

1:1 support to reduce anxieties:

- In class support
- Transition support during day
- Daily/ regular check-ins with student

- Targeted break time support
- HSLW/Pastoral support
- Individual Safety Planning

In class amended provision:

- Targeted use of sensory supports, e.g. fidget toys, stress balls, chewies
- Safe space/ tent, weighted lap pad, wrapping
- Removal of shoes to 'ground' and connect
- Working on floor/ tummies
- Environmental positions/ workstations that support focus, e.g. when a child is hyper- vigilant

External support/ assessments/ consultation:

- CYPs LD team/ Psychologist/Psychiatry
- CAMHS Specialist teams (New Leaf CiC) (STARS) (ACT)
- School Nurse
- Paediatric Therapies
- Educational Psychology

NB: Self- Harm or Self- Injury is when a student physically harms themselves in some way. A sensory seeking behaviour or a coping mechanism for managing an overwhelming emotional state.

There is a separate school Policy for Self Harm, which explains the needs and our response in more depth.

Appendix F

Minor and Major Incidents

Minor incidents include:

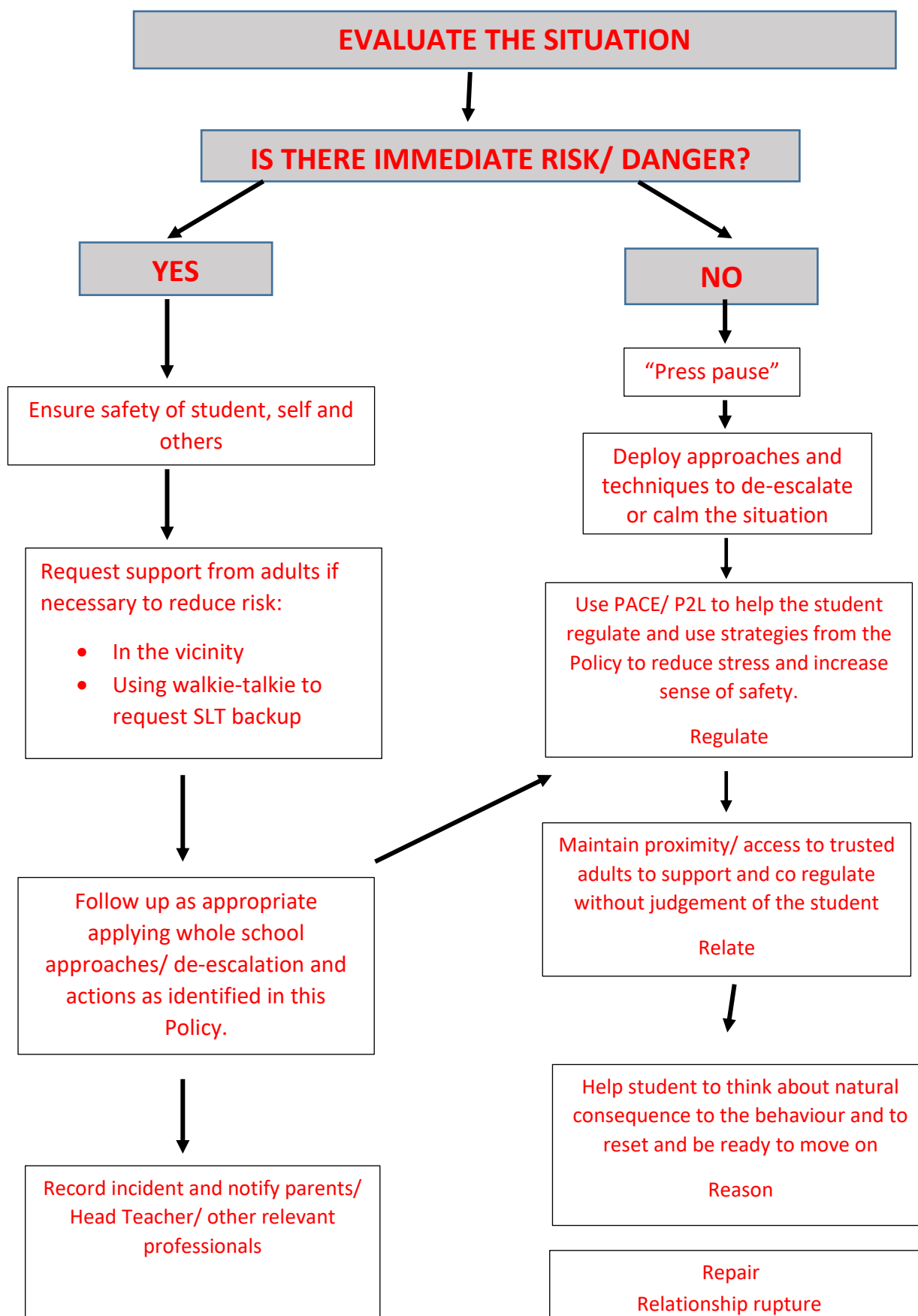
- Mistreating school or other property, e.g. mishandling books, wasting or not taking care of resources;
- Not lining up appropriately;
- Distracting other students with annoying behaviours ;
- General disrespectful behaviour, e.g. talking in assemblies when not invited to;
- Inappropriate dress/ nails/ jewellery;
- Shouting out when discouraged at point of lesson;
- Talking out of turn;
- Isolated incidents of insufficient learning;
- Non-compliance.

Major incidents include:

- All forms of bullying;
- Child on Child Abuse;
- Prejudiced based comments, e.g. Racist/ Homophobic/ Transphobic/ Faith related/ Ageist;
- Gender biased comments, e.g. "You can't because you're a boy/ girl";
- Verbal/ written threat/ swearing/ comments intended to offend;
- Harmful Sexual Behaviours;
- Cyberbullying or harassment;
- Theft;
- Vandalism of anybody's property, personal or school;
- Physical attack/ assault with or without use of object, e.g. punching, kicking, pushing, pinching, hitting, biting;
- Disrespect of privacy/ personal space/ consent;
- Throwing objects at others/ turning over furniture;
- Play fighting/ rough play which risks harm to others or self;
- Exclusion of peers from games or companionship that impacts on their sense of belonging;
- Bringing inappropriate items into school, e.g. alcohol, drugs, lighters, inappropriate images;
- Incident or threat of self-harm or encouragement of others to do so;
- Unsafe behaviours on site, e.g. hiding, "cat and mouse" behaviour, disengagement, open disrespect of others in the school community;
- Ongoing multiple issues in a day.

Appendix G

What to do if a student is showing inappropriate behaviour?



Appendix H

Breaks and Lunchtimes

These unstructured times are important for students to release energy, develop social and play skills and connect with peers. However, we know that these unstructured times and the transitions involved can be challenging for students with complex additional, learning and emotional needs.

Staff supervise students at these times and structured/ enrichment activities are available for students to use. These provide opportunities for physical activity or for quieter clubs or pastimes. Inevitably, there are times when a student will be challenged by an incident or a falling out with a friend. They are encouraged to seek adult support, and there are times when intervention is required to defuse or de-escalate a situation. In these circumstances the same approaches should be used as are used across the school.

There may be times when it is advisable to reduce the stress and anxiety for a student, by providing them with an opportunity to stay in proximity to a key adult and possibly not go out to play or socialise as they are not able to stay safe or feel able to regulate their emotional state. The students who may derive benefit from the chance to “let off steam” can also be the ones who find these unstructured periods of the day the most difficult.

Occasionally it may be necessary for some catch up time for learning missed to be used at a break time. As ever, we need to be curious about what a student is demonstrating by behaviour - if it is avoidant and whether more support is needed to build their confidence, play, and social skills. It may be that a student always finds lining up or transition back to class is difficult.

The lunch time experience is encouraged to support the development of social and life skills. However some students may need additional support due to sensory issues (taste, texture, noise) or particular dietary needs or social communication/ emotional triggers. Any incident or concerns at lunchtime would be recorded on CPOMS in the usual way. Close liaison with parents and other professionals is indicated if there are particular difficulties with foods, eating or other health concerns.

Appendix I

Allegations against staff

Allegations will be reported to the Head Teacher or, if about the Head Teacher, the Chair of Governors. The procedure is outlined in the Whistleblowing Policy.

Searching students and/ or their possessions

Gosden House adheres to the guidance outlined in the documents, *Use of Reasonable Force* 2013.

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils or their possessions. Consent will usually be obtained before conducting a search unless the Head Teacher and authorised members of staff reasonably suspect that an item has been or is likely to be used to commit an offence, cause personal injury or damage to property. If the item is an electronic device, the school may seek advice from the Police and confiscate the device if the Head Teacher (or their representative) considers there is good reason to do so.

Only the Head Teacher or authorised members of staff may conduct a Without Consent search of students or their possessions. This will only require the student's outer clothing to be removed and the school will *never* conduct an intimate search.

All personal searches will be conducted by a member of staff of the same gender as the student and in the presence of another member of staff.

Parents will be informed of any search conducted of their child and/ or their child's possessions. The school will keep a record of any searches carried out, including the result and follow up action on CPOMS.

Any searches conducted by Police on school premises will be supervised by the Head Teacher or nominated deputy, and will be stopped if that member of school staff is not happy with the conduct of the officer/s or procedure.

Appendix J

Suspension and exclusion

Gosden House adheres to the guidance outlined in the document, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022)*. Only the Head Teacher or designated deputy may make the decision to suspend or exclude a pupil. The school follows procedures in consultation with the Local Authority.

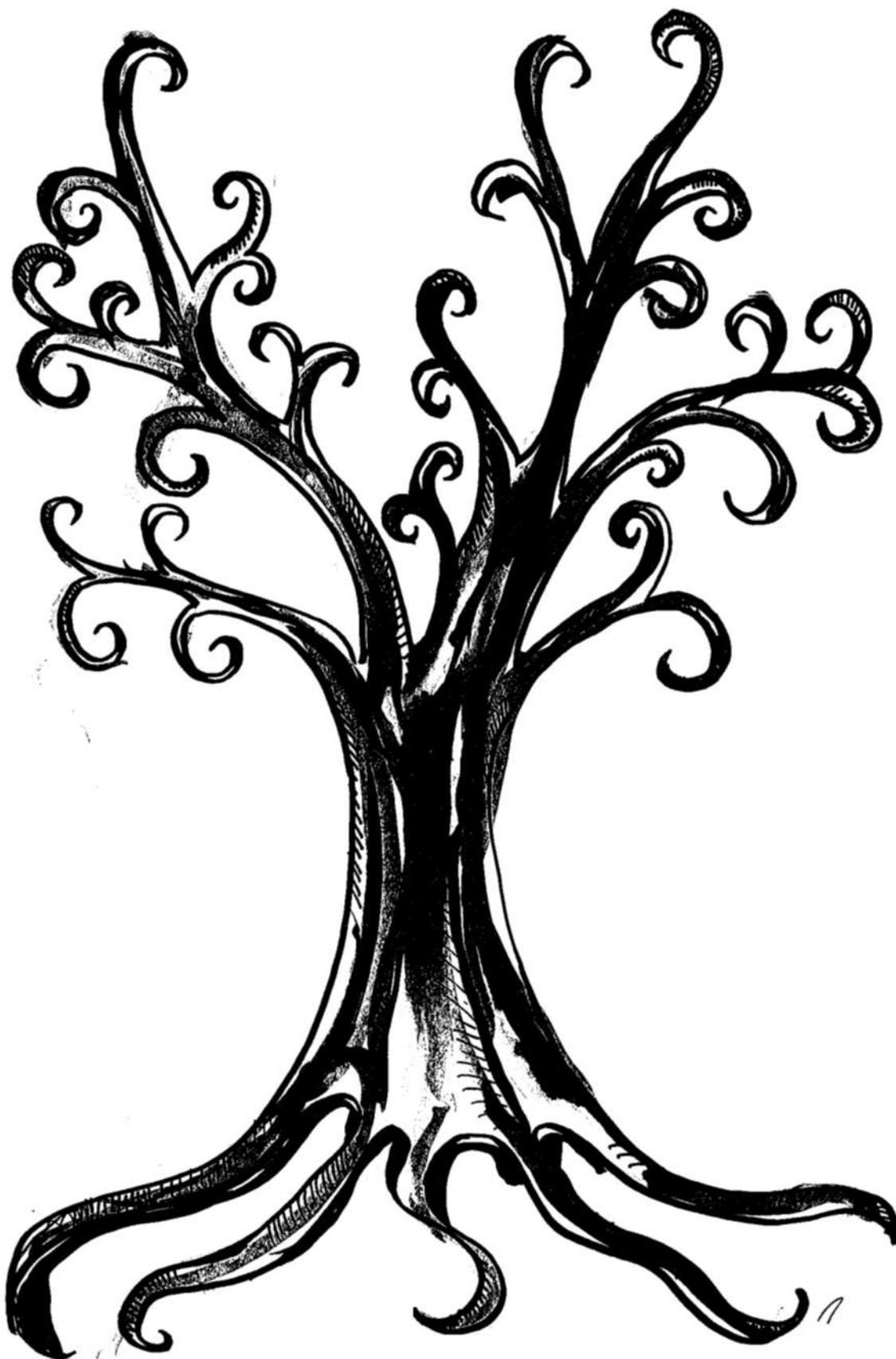
Internal exclusion may be applied as a consequence in circumstances where the presence of an individual would cause distress or aggravation to another student/s. Internally excluded students will always be supervised by an adult.

Suspension will only be applied in circumstances where the Head Teacher deems it unsafe to the student or others for the student to be on site. Suspension will generally be used for a period of time to enable safety measures to be put in place to safely accommodate the individual on site.

In case of suspension, parents/ carers will be advised of support services available.

Appendix K

Visual impact on personal development when not following Relationship Based approaches



References and Resources

Brighton and Hove City Council

https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

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Department for Education (January 2015). *Special educational needs and disabilities code of practice: 0-25 years*. Crown Copyright.

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HM Government (June 2019). *Reducing the need for restraint and restrictive intervention*. Crown Copyright.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Bucket filling:

<https://www.youtube.com/watch?v=3EuemNAo6XE>

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

<https://beaconhouse.org.uk/useful-resources/>

<http://www.innerworldwork.co.uk/>

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)

'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.'

(Schofield and Beek, 2014)

[Secure Base Information - University of East Anglia](#)

Emotion Coaching:

<https://www.emotioncoachinguk.com/>

www.youtube.com/watch?v=7KJa32r07xkhttp

Dr Karen Treisman – TED Talk

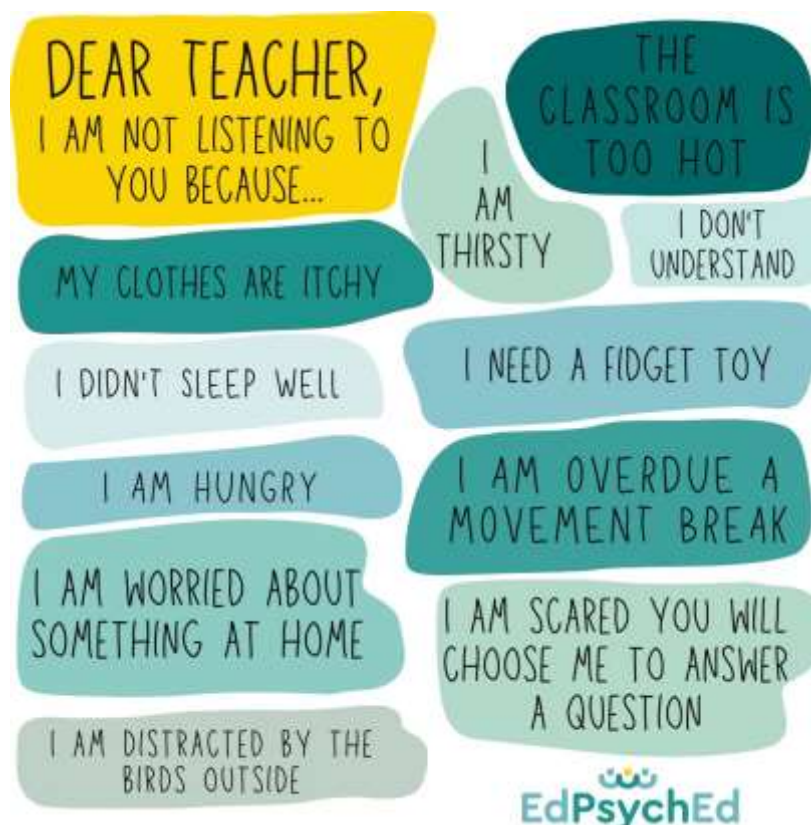
<https://www.youtube.com/watch?v=PTsPdMqVwBg>

Siegel, Dr D. (2001). *The developing mind*. New York: The Guildford Press.

<https://www.annafreud.org/schools-and-colleges/resources/>

[Restoring dignity in children and young people who have experienced relational trauma and losses. - Touchbase](#)

[Publications - Touchbase](#)



What if...



...we are curious about behaviour?

www.beaconhouse.org.uk

Follow us:  
@BeaconHouseTeam

GROWTH MINDSET & SELF-REGULATION



INSTEAD OF THINKING...
(FIXED MINDSET)

- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.



TRY THINKING...
(GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY



FREE DOWNLOAD: northstarpaths.com



9 REASONS TO USE VISUALS

www.northstarpaths.com

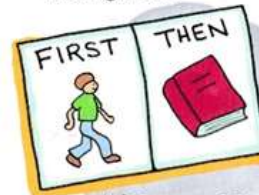
@kwiens62



- VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)



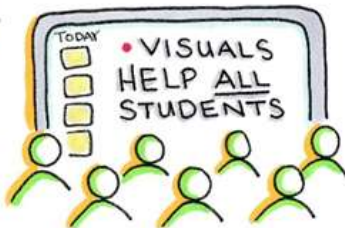
- VISUALS ALLOW TIME FOR LANGUAGE PROCESSING



- VISUALS PREPARE STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS SEE WHAT YOU MEAN



- VISUALS HELP ALL STUDENTS



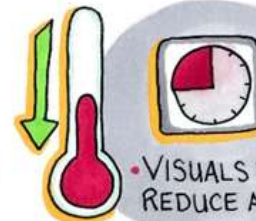
- VISUALS HELP BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE

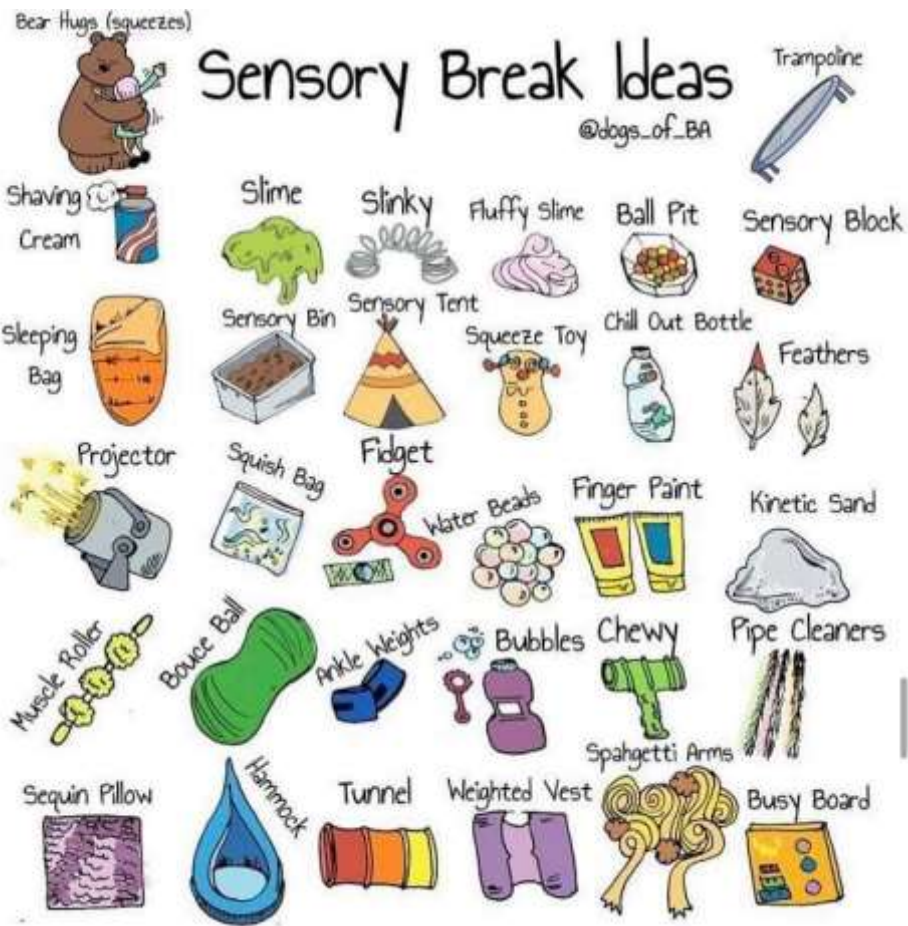


- VISUALS HAVE NO ATTITUDE
 - NO TONE
 - NO FRUSTRATION
 - NO DISAPPROVAL



- VISUALS HELP REDUCE ANXIETY





NB Not all above are available/recommended in school.