



Redwood
Secondary
School

**Behaviour Support
Policy**

2022/2023

Redwood Secondary School
Behaviour Support Policy

Nominated Member of Leadership Staff Responsible for the Policy: (David Butterworth, Deputy Head teacher and Chris Carter, Head of Behaviour and Student Wellbeing)

Designated Safeguarding Leads (Clare John, Head teacher, David Butterworth and Joanne Connor, Deputy Head teachers, Sinead Walsh, Assistant Head teacher for Safeguarding)

Date written: (23rd January, 2023)

Date of next review: (Term 2, 2024)

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

This policy encompasses government guidance from Keeping Children Safe in Education, 2022.

Introduction: Understanding the Relational Approach

At Redwood School we recognise that learning is not simply a cognitive phenomenon, but that emotions and learning are intimately connected and that social, cultural and familial factors can promote or create barriers to learning. We therefore need to focus on understanding individuals' wider family and community contexts, as well as the social conditions within our school. This enables us to better understand what shapes and influences student's thoughts, feelings and behaviour in order to know which approaches would support each individual best.

A relational approach promotes the need to take a non-judgemental and empathic perspective when trying to make sense of someone else's behaviour; and ensuring opportunities for repairing of relationships after difficulties. So, when a pupil's behaviour presents as challenging, we should assume that they are not coping particularly well at that moment and offer a listening ear. Only when we try to listen and understand can we really know how best to respond and help. All behaviour is form of communication and we should not assume that everyone is in the same place and needs the same approach.

Pupils and adults function best when they feel a sense of safety, belonging, and of feeling accepted, listened to, understood and valued.

Putting Relationships First

Our school culture and ethos promotes strong relationships between pupils, staff, and their parents/carers. The school's vision, mission and values foster connection, inclusion, respect and worth for all members of the school community.

Our Redwood Vision

'In the Redwood community we lay roots to the branches of future success by providing a safe, high quality and engaging learning environment. Everyone is nurtured, valued and empowered to be active learners in a holistic manner, encouraging independence, family and personal growth'.

Our Redwood Mission

At Redwood we:

Prepare for Adulthood.
Create safe, lifelong relationships.
Aspire to be the best we can be.
Celebrate individuality and diversity.
Inspire Rochdale and the wider community.

Our Redwood Values

Respect
Interaction
Independence
Wow
Community
Effort
Determination

We encourage all adults in school to respond to behaviour in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. The remainder of this Behaviour Support Policy seeks to encourage school staff to view behaviours as a form of communication and strive to respond with compassion, seeking understanding of the functions of the behaviours in order to understand the most effective way of enabling the pupil to learn how to respond better.

Section One: Promoting Positive Relationships

Created in consultation with staff and student ambassadors.

Staff Non-Negotiables

1. Provide time and space to listen. Listening and acknowledging others' thoughts and feelings can be the single most effective thing we can do to help. Feeling listened to can have an immediate calming effect. Through attentive listening we give the message, 'I hear you... you are not alone'.
2. Create a sense of safety – through providing a safe place to go to, with people who they feel safe and comfortable with, maintaining daily routines as much as possible. This offers some predictability at a time when suddenly the world can feel like a scary and unpredictable place.
3. Facilitate social connections and peer support. We feel much more comfortable talking about our feelings and experiences when we are with familiar people who we trust and feel comfortable with. At Redwood, activities are timetabled for the specific purpose of enabling pupils to build relationships with each other and with staff over time so that everyone feels that they have someone they can go to share difficult experiences and feelings.

Staff Wellbeing

Co-regulation (the process of adults supporting students to regulate their own emotions), can only occur when the supporting adults are calm and regulated themselves. Co-regulation therefore requires us to pay attention to our own wellbeing and also requires opportunities to recharge, reflect and connect with supportive colleagues. Our students can create difficult feelings and sensations within us. At Redwood, our staff are given agency to take time-out, engage in daily reflective conversation and attend supportive briefings with their colleagues.

Student Non-Negotiables

1. To feel safe and be safe.
2. To be supported.
3. To be treated with respect and treat everyone respectfully.

Student Wellbeing

In order to create positive relationships and an environment where pupils feel safe, included and able to learn, everyone needs to have a shared understanding of their rights, roles and responsibilities. At Redwood, we recognise that a shared understanding is best achieved through working directly with our pupils to identify and embed our Redwood values and expectations. The student leadership pathway is a vital way in which this is achieved, encouraging pupils to take responsibility to engage in thinking about their behaviour as a member of a community. Agreements about behaviour should be meaningful, clearly

communicated and regularly reminded and discussed, at an appropriate level to the pupil. Our pupils trust that when agreements are broken there are processes in place to repair and reflect, ensuring that those involved feel safe and are able to learn and support those who have broken agreements, negating ongoing difficulties.

Consistency

Enable personalised responses to individual situations. Consistency does not mean always responding in the same way to each pupil or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual pupil benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need. This will be reflected in individual behaviour support plans.

Consequence

Where appropriate, pupils will be taught about consequences and how certain behaviour has an impact on others. If a pupil is behaving in a way which means that they or others are not safe then consequence may be used to highlight the undisciplined behaviour and to protect the security and stability of the school community.

The use and type of consequences applied will depend on the individual needs of the pupils and their level of conceptual development, serving only to teach pupils how to make more positive choices.

Exclusion and Inclusion

We retain the right to exclude a pupil in extreme circumstances, as a school we do not take this decision lightly and only resort to this decision when safety is an issue. We acknowledge that these relationships in times of crisis could lead to escalation of intense emotions and exacerbate challenging behaviour. In order to minimise the risk, it is our responsibility to early identify the unmet needs of pupils and to remove the barriers to engagement and learning.

Curriculum and Learning

Children and young people with additional needs are less likely to display challenging behaviour if they are provided with motivating, stimulating learning activities that are at the correct developmental level.

At Redwood School, pupils are taught a rich and varied Curriculum that encourages exploration and learning with a focus on preparation for Adulthood. Within the Curriculum across all Key Stages, pupils learn about understanding behaviours and how to respond appropriately in different social settings as part of the PSED curriculum. Through the delivery of the PSED curriculum Redwood promotes equality of value i.e. all people in the school are of equal value, as people. It gives all pupils a chance to speak and to be listened to and specifically addresses

behaviour, with the intention of: acknowledging feelings, being non-judgemental, giving feelings a language for expression and looking for solutions.

Additionally, and where appropriate, targets may be written into pupils EHCP objectives and reviewed in their annual review. As part of their learning at Redwood pupils have a relationship's lesson each week to work on the targets in their EHCP and this provides further opportunity to deliver lessons around behaviour where necessary and appropriate to a pupil's learning needs and ability.

Functional analysis of behaviour points

The word 'behaviour' refers to the way we interact and respond to people, objects, situations and events we find ourselves in. Behaviour is anything we do or say which other people can observe and as such can be positive, neutral and negative. It is also context specific, for example, behaviour which is appropriate at home or in a social setting might not necessarily be appropriate for the school environment. Similarly, particular behaviours may be informed and impacted by a young person's ability, learning difficulty or personal circumstances.

At Redwood, we consequently refer to behaviour as a positive, resisting using the term 'behaviour' to describe negative or inappropriate actions and seeking to create an atmosphere where the emphasis is on praise and encouragement. We celebrate 'behaviour' through

- 'I got caught' (positive behaviour points)
- Assemblies
- Tangible rewards (in partnership with ambassadors)
- Postcards (in partnership with parents)

Section Two: Understanding and Responding to Challenging Behaviour

Understanding is a key part of a relationship. Showing interest in a pupil/colleague and trying to understand what has happened or what is happening for them and what their behaviour might be telling us, is essential to understanding what they need. We also show the pupil that we accept them, that we are trying to understand and help them. We, as adults, need to recognise when pupils are becoming stressed and intervene at this stage to prevent them becoming too dysregulated.

Early signs that pupils are becoming stressed might include:

- Elevated movements.
- Not Listening.
- Unresponsive to humour/playfulness.
- Disengagement from learning tasks.
- Not easily complying with direction.

If we recognise that a pupil is becoming stressed, we should:

- Reduce demands and direct to calming, familiar, achievable and regulatory activities.
- Offer time out to a known, safe, low stimulation place (i.e. the Reset Room, sensory garden, an identified safe space) to reduce arousal levels.
- It may also be possible at this stage to use co-regulation to bring them back into feelings of safety. Connect and co-regulate through acknowledging, labelling and validating feelings.

Using Emotion Coaching:

At Redwood, the use of emotion coaching is encouraged to support students in developing their self-regulation skills. Regulating emotions through healthy relationships promotes healthy brain development while dealing with behaviour in the moment. It provides a clear model for connecting feeling, thinking and behaving. This model is built into our curriculum. We recognise that teaching students to acknowledge different emotions and feeling, through shared and enjoyable experiences, promotes neural networks to grow and as such, increases the student's capacity to relax, trust and be able to better manage their emotions.

The use of vital relational functions communicates to the students that we are interested in them, that we care about them and that we can help them feel safe. These four vital relational functions include:

Attunement: Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.

Validation: Demonstrating that their feelings are real and justified.

Containment: Offering their feelings back to them, named and in small pieces.

Regulating (by calming and soothing; or stimulating): Communicating the capacity to regulate emotional states by modelling how to do it.

Behaviour Support Plans

Some pupils will have become so dysregulated that a planned approach to calming and soothing them is required, before a consequence should even be considered. Often these pupils will be struggling to learn, experiencing stress and anxiety, or are having difficulty managing the demands of school. Having a behaviour support plan can help support the adults to provide consistency in difficult situations and ensure that all adults in school are clear how to respond to crisis situations (situations where the pupil or other pupils and adults are not safe). This is created in partnership with all adults who care for the pupil as well as the pupil themselves.

Staff are encouraged to take time to observe and discuss the patterns of responses and reactions and listen to the student's perceptions in order to better understand the triggers to the emotional switch. We try and avoid the use of power and control and instead use relational strategies to understand the functions of the behaviours. The triggers and functions of behaviours are regularly updated individual behaviour support plans.

Some crisis situations arise unexpectedly and there may not be a specific behaviour support plan in place, however all staff at Redwood are trained to make the situation safe in the moment and what needs to happen following the incident. Should restrictive physical intervention be required when making a situation safe, a post incident reflection takes place with all adults who care for the pupil as well as the pupil themselves. Support can be offered by two Team Teach tutors.

Creating Calm, Safe Environments: The Reset Room

All classrooms at Redwood embody a nurturing ethos, including opportunities for regulating and soothing activities. We recognise that prevention is far more effective than waiting until there is a build-up of stress. However, some pupils who need extra support may need to access the Reset Room. This is often on an ad-hoc basis in that there have been prior unforeseen circumstances. Within the Reset Room, students will be supported in accessing activities that:

- Create the opportunities for play in order to build resilience, strengthen relationships, promote feelings of safety and enable self-regulation; play creates safe opportunities for pupils to learn interpersonal and social skills, ranging from communication to cooperation.
- Access the land such as the school field, or MUGA, giving pupils the space to seek sensory comfort from smell, texture and colour; giving pupils a sense of purpose and value.
- Promote physical activity, giving pupils the opportunity to regulate their emotions and create feelings of success and accomplishment; also promoting connection with others.
- Engage in auditory stimulation such as listening to music with others; providing community co regulation and relationships.
- Incorporate baking and cooking skills such as preparation, kneading, waiting, baking and eating together; providing regulatory and healing feelings (especially if the student has experienced trauma).
- Teach the skills of listening, reflection and problem-solving in order to increase feelings of relatedness and reducing angry and aggressive behaviour.

These activities are detailed within a behaviour support action plan, centred on the young person's social and emotional learning targets and interests. The behaviour support plan is reviewed regularly so that we can track and understand the progress that each student has made. This coincides with our annual review procedure.

The importance of the use of language/voice

The language and voice we use can have a big impact on our relationships with each other. Bomber (2020) suggests that setting staff should consider the following:

- Rather than describing pupils as badly behaved we should describe pupils as distressed
- Rather than saying behaviour management and punishment we should say stress regulation
- Rather than saying you are naughty or bad we should say the behaviour is not what we expect in school
- Calm, gentle voices create a feeling of safety for young people, where as a sharp tone and raised voice is likely to be perceived as a threat and raise arousal levels further.
- Not taking ourselves too seriously and adding playfulness and humour to some of our interactions can create a feeling of safety and promote connectedness, whereas sarcasm can easily be misunderstood.

(Bomber 2020)

Functional analysis of incidents

The purpose of the functional analysis of incidents, via Arbor, is the investigation of the functions and communications behind the behaviours. At Redwood, incident dashboards are shared whole school and discussed within pastoral meetings on a weekly basis, focusing on knowing and understanding our pupils, their behaviours and how they respond. The behaviour dashboards are also used to identify the emergence of patterns such as time, environment or engagement. A student might demonstrate the same behaviours for many different reasons and the adult responses should be considered to fit the function of the behaviours.

The Reset Support Team are also proactive in supporting staff to follow up incidents that have occurred during that week. It is important to try and seek out explanations that answer the question, 'What current goal is this pupil trying to achieve? What problem is he/she trying to solve?'

Section Three: Repairing and Restoring Relationships

Restorative practices are essential elements of relationship building and conflict management. Almost all 'behavioural incidents' tend to stem from, or result in, interpersonal conflicts, which leave individuals feeling angry, hurt, resentful, anxious or even afraid. These heightened emotions often exacerbate behaviours and block any potential learning from the situation to take place.

At Redwood, when incidents arise, the behaviour and Reset support team brings all who are involved together to find resolution, repair relationships, develop understanding and move on positively. We recognise that everyone has a unique perspective, our thoughts and feelings influence our behaviours and that our actions impact ourselves and others. We call this a period of Reflection. During these periods of Reflection students are supported to:

- Express their version of events.
- Express how they are feeling.
- Understand how the situation happened.
- Develop their understanding of how they reacted to that situation.
- Develop their understanding of how others may have reacted to that situation.
- Feel acknowledged by the others involved.
- Acknowledge how others involved may feel.
- Be supported in finding a way to move on.

Often, this restorative approach can be achieved through a chat and can be done with individual pupils, pupils and staff, groups of pupils or a whole class (see section on emotion coaching and VRF's, page five). It is important to recognise however, that this approach needs to be implemented when the individuals are regulated and calm, and that may take time. Should the pupil not be regulated and calm, other restorative practices, which would be located in their pupil support plans, can include:

- Empathetic Listening.
- Meditation.
- Restorative Circles.
- Victim Empathy.
- Family Meetings.
- Daily 'Check Ins'
- Post Incident Reflections

Used reactively, restorative practice can build strong relationships and increase emotional literacy among pupils and staff.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Relationship Policy
- Safeguarding Policy
- Positive Physical Intervention Policy
- Pupil Mental Health Policy
- Curriculum Policy
- Relationship, Sex and Health Education Policy
- Pupil Mental Health Policy

Prepared by	Approved by	Date
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