

Social and Emotional Learning (SEL) policy and statement of behaviour principles

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Appendix 1- Legal Duties



Scope

The policy applies to the staff of Grangewood School, drivers and escorts, professionals working in the school, parents, and governors of the school, directors of Eden Academy and pupils of the school.

Introduction

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEND). At Grangewood, we believe that behaviour should be addressed proactively not reactively, and that pupils should be treated as individuals with respect and dignity. We believe that pupils' behaviour will be much improved when they have a high self-esteem and clear communication. It is important that pupils are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown, by verbal and appropriate physical contact, that they are liked and valued.

Eden Academy Principles for Behaviour

The core value that underpins our approach to Social and Emotional Learning is respect for the individual. This should be reflected in the Social and Emotional Learning policy of every Eden Academy School and in the conduct of every member of staff. All pupils attending an Eden Academy School will be treated as individuals with respect, dignity and individual liberty. Respecting pupils this way will support them to feel secure, enable them to make their best progress, and help them to be their best selves. Holding this core value in mind, we ask some key questions when considering an individual pupil's behaviour.

- What do we know about the individual pupil? How well do we know and understand him or her? How does the pupil see him or herself? How does the pupil see the world? Can we find out more?
- Why is the behaviour occurring? Can we carry out an evidence-based assessment to help us understand what is going on?
- What adaptations can we make? For example, is there something within the learning environment impacting on the pupil's behaviour?
- What do we need to teach? For example, improved sensory or emotional regulation, social skills.
- Who can work in partnership with us on this? For example, family, health, social care.

Behaviour Policy at Grangewood School

At Grangewood we believe that behaviour should be addressed proactively not reactively and that children should be treated as individuals with respect and dignity. We believe that children's behaviour will be much improved when they have a high self-esteem. It is important that children are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown by verbal and appropriate physical contact that they are liked and valued.

We aim to create a positive ethos at different levels: -

A. The Whole School Level

Social & Emotional Curriculum

Effective communication is key to managing behaviour for pupils across the school. Many behavioural difficulties can be prevented from arising by using communication strategies at the pupils' level, i.e., appropriate, clear speech, signs, symbols, objects of reference, all of which help to explain what is going to happen. Communication systems are used which allow pupils to make some choices, and to exert some influence over their environment. The SALT team provides an individual communication profile for each pupil, and it is essential that these are used when communicating with them. Unexpected changes in routine need to be sensitively handled, and the use of visual timetables is paramount. Our Occupational Therapy team assists in the teaching and learning process by providing students with individual sensory diets and high-quality resources to help them manage their sensory needs while also engaging in learning by incorporating any necessary sensory breaks throughout the day. Our PSHEC Curriculum gives opportunities for our students to develop their self-help and self-management skills throughout the school day. Students learn to follow their timetable, follow routines, and keep safe in different areas. In Grangewood School we set rules, expectations, and boundaries along with our students which we then all follow. These rules and boundaries support the rights of children to learn in an environment where individuals can expect to be treated with respect and dignity.

The school staff have devised ten 'Golden Rules' which we believe will promote a positive learning environment where children can learn and develop to their full potential. These may be found in every classroom and in public areas within the school. They are written from a child's point of view and read as follows:

1. Treat me with respect and dignity.
2. Talk to me, not about me.
3. Give me time to respond and interact in my own way.
4. Listen to what I have to say.
5. Let me know what's going to happen.
6. Telling me what I am good at builds my confidence.

7. Stay calm with me, even if I do not stay calm myself.
8. Try to understand me; I can't always explain my feelings.
9. Allow me to make choices and decisions for myself.
10. Help me to stay safe.

A shared understanding between school and home about behaviour and other issues is extremely important. Opportunities for parents to discuss problems and successes exist through home link books and other communications. All staff will take a flexible approach determined by the individual needs of pupils. This will then be communicated effectively through class and staff meetings so that consistency of approach is ensured. Where a child has a Positive Behaviour Plan, parents will be invited to contribute to and sign the current copy, to promote a consistency of approach at home and school.

Behaviour Strategies

Grangewood has adopted the philosophy and principles of the Team Teach Approach:

- 95% or more of all incidents should be managed without recourse to physical intervention •
- It is a flexible framework of responses stressing a holistic approach
- Grangewood employs a traffic light system where staff analyse pupils' moods. The main purpose of this system is keeping pupils "in the green" so that their anxiety is low. In the event pupils move towards orange (where their arousal is increasing) de-escalation is a priority e.g. using communication skills, humour, distraction, etc.
- These are documented through Positive Behaviour Plans. Signed and discussed
- Almost all incidents should be managed without recourse to restrictive physical intervention which would be used as an absolute last resort in order to protect a child or adult from imminent harm.
- It is a flexible framework of responses stressing an holistic approach.
- De-escalation of situations is a priority e.g. using communication skills, humour, distraction, etc.
- Physical techniques are based on providing the maximum amount of care and therapeutic support.
- If physical intervention is required, it will use the least intrusive moving to more restrictive interventions only as necessary.
- Any physical intervention will be used for the shortest possible time.

Two members of staff are intermediate trainers in Team Teach. All permanent staff are given training in Team Teach and all staff are given ongoing support and advice with regard to strategies for defusing and managing difficult behaviours.

A wide variety of additional training is given to staff to foster positive relationships with children in order to reduce the likelihood of serious incidents occurring (such as the examples in Appendix B).

The level of intervention required to support some children will be outlined in their individual Positive Behaviour Plans.

There are opportunities for discussion amongst relevant staff in a debrief following any significant incidents. Where physical controls have been necessary following a serious incident, these will be recorded, monitored and evaluated on Behaviour Watch. These are then monitored immediately by the head teacher or members of the SMT.

B. Daily and Classroom Organisation

Routines and communication are very important to our children, and many behavioural difficulties can be prevented from arising by using communication strategies at the children's level i.e. appropriate, clear speech, signs, symbols, objects of reference, all of which help to explain what is going to happen, as well as systems such as PECS, which allow children to make some choices and to exert some influence over their environment. Such strategies help children to feel secure. Unexpected changes in routine need to be sensitively handled.

Within classrooms, careful consideration is always given to organisation, groupings and timetabling to promote a positive and calm atmosphere. Class teams liaise regularly to review and update Positive Behaviour Plans to ensure a consistent and up to date approach. All adults are expected to be good role models.

There are areas within the school which can be used to support behaviour management strategies in addition to being used for important curriculum work. These include large playground areas, as well as quieter areas such as the nature trail.

C. The Individual Curriculum

At Grangewood, we offer each child a broad, balanced and relevant curriculum, appropriately modified to meet individuals' needs. This includes a comprehensive PHSE curriculum, which addresses issues such as self-esteem, self-control, caring for others, right and wrong and respect. Great emphasis is placed on developing a child's self esteem and sense of worth through a range of reward systems, including praise, merit certificates, stickers and opportunities, in assemblies for example, for sharing efforts and achievements (e.g. Stars of the Week). Children also receive a range of therapeutic interventions, much of which supports their ability to express themselves effectively and appropriately and manage their own feelings and behaviour.

Responding to Problems

The importance of the positive contribution of every member of staff cannot be overemphasised when considering behavioural management issues. All staff have a duty to show children that they are liked, respected and welcome. They should demonstrate appropriate ways of expressing emotions. A calm, consistent approach and a sense of humour are important qualities for reducing tension and promoting a sense of security and confidence in children.

However, there will be occasions when inappropriate behaviour occurs. Most incidents should be dealt with straightaway by the staff present at the time, with due regard to individuals' Positive Behaviour Plans. Staff should never use aggressive behaviour towards pupils, whether of a physical or verbal nature, or subject them to torment, ridicule or fear.

There are children who do not have a Positive Behaviour Plan, and there may be incidences of one-off displays of inappropriate behaviour, which need to be sensitively handled. The principles of Team Teach should still apply and appropriate de-escalation techniques used, such as:

- Encouragement, reassurance, humour
- Appropriate communication techniques
- CALM body language, distraction, change of task
- Time out, remove audience
- Use help protocol
- Remind child of boundaries and rules
- Give choices /options.
- Use positive handling as a last resort

As suggested by the Team Teach Approach most difficult behaviours can effectively be dealt with by sensitive and consistent use of these types of techniques. It is important to remember that some behaviours, such as climbing or throwing, which may appear inappropriate are typical of specific developmental stages. These stages may last longer in children with severe learning difficulties, and should not necessarily be considered a major problem, although they may need addressing if they present a risk to others or are significantly disruptive to learning.

Where a child's behaviour necessitates a Positive Behaviour Plan, the following procedures should be followed:

- The class staff should raise the matter at a class meeting and agree on the Positive Behaviour Plan, strategies and programmes. This should be informed by contributions from the Transdisciplinary Team as appropriate or other professionals who have worked with the child. These will be minuted in the form of the plan itself which will be then approved by the Behaviour Support Team before being communicated to parents, who will be asked to agree to and sign the plan.

- Through school/area meetings, this plan will be shared with all staff that need to know.
- Consideration may need to be given to the detail of a child's Education, Care and Health Plan. This should be done through the Annual Review process, and this review could be brought forward if the above stages have not proved effective.

Sanctions

For most children at Grangewood, sanctions can only be effective if done immediately. However, the needs of the child must be carefully considered as some children cannot make this 'cause and effect' link and alternative strategies will be required if their behaviour is to be managed effectively, for example distraction.

We believe in rewarding good behaviour and the majority of our pupils are not of a developmental stage where sanctions will be effective. However, there may be times where actions need to be taken to support a pupil to remain calm or to keep themselves or others safe. For example, we may encourage a pupil to go for a walk if they are becoming anxious. Any consequences need to be clearly outlined in the positive behaviour plan and must be in accordance with the principles outlined above. We will also make time to discuss incidents with pupils in the way that is most appropriate to their needs.

Confiscation of property and banned items

We will very rarely take an item of property from a pupil, but we may do so if an item is dangerous and they are in danger of harming themselves or others. We will inform parents / carers of any items that have been taken which will be returned to them if appropriate. If we suspect a pupil possess a dangerous item. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Where a pupil's behaviour necessitates a Positive Handling Plan, the following procedures should be followed:

Positive Behaviour Plan

Stage 1 - The class staff should raise the matter at a class meeting and agree on the Positive Handling Plan, strategies and programmes. These will be minuted in the form of the plan itself, and communicated to parents, who will be asked to agree to and sign the plan. The plans will be kept on Behaviour Watch and shared throughout the school.

Stage 2 – If a pupil continues to cause concern, his or her teacher should raise this with their Head of Department, who will arrange a class multi-professionals meeting.

The aim of these meetings will be to facilitate interventions which will help pupils stay in the green.

Stage 3 – For pupils causing serious concerns the class teacher will raise the matter with the Deputy Head so that the matter can be discussed at the monthly school multi-professional meeting. At this meeting an action plan will be formulated which will be reviewed monthly. In extreme cases the Headteacher may call an extraordinary multi-professional meeting to formulate an action plan.

Stage 4 -Through discussion between class teachers and senior staff, it may be felt that the advice of outside agencies is advisable. The Educational Psychology Service or CAHMS are the most likely agencies to be involved, but other professionals, such as advisory teachers or counsellors, may be included. Any programme devised as a result of this process should be consistently applied, recorded and regularly reviewed. This should be at least once a year.

Stage 5 - Consideration may need to be given to the detail of a pupil's Education, Health and Care Plan (EHCP). This should be done through the Annual Review process, and this review could be brought forward if the above stages have not proved effective.

Liaison with parents over behaviour

A shared understanding between school and home about behaviour and other issues is extremely important. Opportunities for parents to discuss problems and successes exist through home link books and other informal communications. All staff will take a flexible approach determined by the individual needs of pupils. This will then be communicated effectively through class and staff meetings, so that consistency of approach is ensured. Where a pupil has a Positive Handling Plan Parents will be invited to contribute to and sign the current copy to promote a consistency of approach at home and school. Where there has been a serious incident, parents must be informed by telephone the same day by the class teacher, a senior member of staff, the health care worker or the school nurse. Parents will be invited to meet with the class team where there are serious concerns about behaviour. Parents/carers are able to look at records concerning their child whenever they wish. The family services team can provide support and advice regarding problems parents or carers may be having at home. Positive parenting groups are also held periodically.

Monitoring

Classes monitor the number of incidents initially and may seek support from the Behaviour Support Team or other professionals if significant changes have occurred. Through the use of Behaviour Watch and meeting with class teams, the Behaviour Support Team monitors incidents across the school in order to identify priorities for support and interventions, as well as noticing trends or patterns (see Appendix A). These are shared with the Head teacher.

Recording of serious incidents is a legal requirement where violence towards self, others and property is involved, or where restraint has been used. Staff must record serious incidents on Behaviour Watch. Injuries to staff or pupils who have been injured should also be recorded on Behaviour Watch. Class teachers must also record on Behaviour Watch how they plan to reduce the risk of incidents reoccurring. They should consult their Head of Upper or Lower School if they need support in completing the serious incident report.

Minor incidents (where there is minimal injury to staff, students or property) can be recorded on a Minor Incident. These take the form of ABC charts and are useful in helping staff to identify triggers and plan interventions. Behaviour must not be recorded using any paper-based methods.

Members of the Senior Management Team will track reports regularly to ensure that the appropriate interventions are implemented and will monitor these interventions to measure their success. Behaviour plans should be reviewed following each incident and amended where appropriate.

Physical Interventions and Restraint

There are some aggressive and confrontational behaviours that are extreme and require immediate intervention. To manage these situations the following guidelines should be followed, which are in accordance with Team Teach and government guidelines.

- Members of staff should never try to cope with an aggressive situation on their own. If it is known that a pupil often exhibits aggressive behaviour, they should not be in a group with only one member of staff.
- If an aggressive situation threatens and a staff member is on their own, they should immediately attempt to summon help and should delay, if possible, any physical intervention, until assistance is available. Grangewood have a walkie talkie system and staff should use it in an emergency.
- Physical intervention should aim only to restrain and protect the pupil.
- The aggressive pupil should be taken to a place of safety as soon as possible, or if more practical the rest of the group should be moved.
- When restraining a pupil, it is vital that individual Positive Handling Plans are followed to ensure reasonable and agreed restraint.
- While restraining a pupil, staff must use the minimum force for the minimum period, keep talking to the pupil, not use punitive violence and keep their own temper under control.
- Mechanical Restraint – use of belts, harnesses etc. to restrict movement, should not be used as a means to control behaviour. There may be times when mechanical restraint is used on a minibuss. For example, a harness may be necessary to keep a child safe during a journey. Devices used for mechanical restraint should only be put in place by those with relevant training and skills (i.e. an Occupational Therapist). The use of mechanical

restraint should be identified in a support plan which aims to obviate the need for its continued use. A harness should not be used without the approval of the parents and the Headteacher.

- Seclusion (e.g. removing a child to a quiet room) is a form of restraint. Any use of force in these circumstances must be reasonable and carried out under a settings duty of care to protect the child from harm or risk of harm to themselves and others. Seclusion “should only be used when the professionals involved are satisfied that the need to protect other people outweighs any increased risk to the individual’s health or safety arising from their own self-harm and that any such risk can be properly managed”. Pupils should never be placed in a room on their own with the door closed. They should never be locked in a room and their exit should not be blocked by a member of staff (e.g. by holding the door closed).

This is in line with current legislation and guidance; in particular the Department for Education’s guidance ‘Use of reasonable force’ (2013) and ‘Keeping Children Safe in Education’ (2022) and ‘Reducing the Need for Restraint and Restrictive Intervention’. HM Government, (2019).

Debriefings

The school wants to support staff who face emotional trauma because of a serious incident. Any staff member who has been injured should report to the school office. If first aid is required, this will be provided by the staff first aider who will be appointed from the admin team. The school office will inform the Middle Leadership Team who will provide a debriefing to the member of staff. There is a dedicated debriefing area in the MLT office. A member of MLT will provide a debriefing to the class team at the end of the school day or as soon as is practical. All actions arising from the debriefing will be recorded on the debriefing section at the end of a Serious Incident Form. If by leaving the classroom due to an injury the class is left unsafe the class teacher should inform the school office immediately, so support can be arranged. This Policy will be reviewed annually and will be shared with parents/carers annually.

Appendix 1- Legal Duties

In their document 'Behaviour in Schools – advice for head teachers and school staff', September 2022, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies). Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must; promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014). The Trustees of the Academy are responsible for setting general principles that inform the Social and Emotional Learning Policy and procedures.

Heads are responsible for developing the Social and Emotional Learning Policy and supporting procedures, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. Whilst the statutory duty to produce a statement of principles and publish it on a school's website does not apply to academies, the DfE would encourage them to do so. In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers). The procedures which support the Whole School Social and Emotional Learning Policy must include measures to prevent all forms of bullying among pupils. In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

Grangewood School has drawn these procedures from the guidance issued by the DfE:

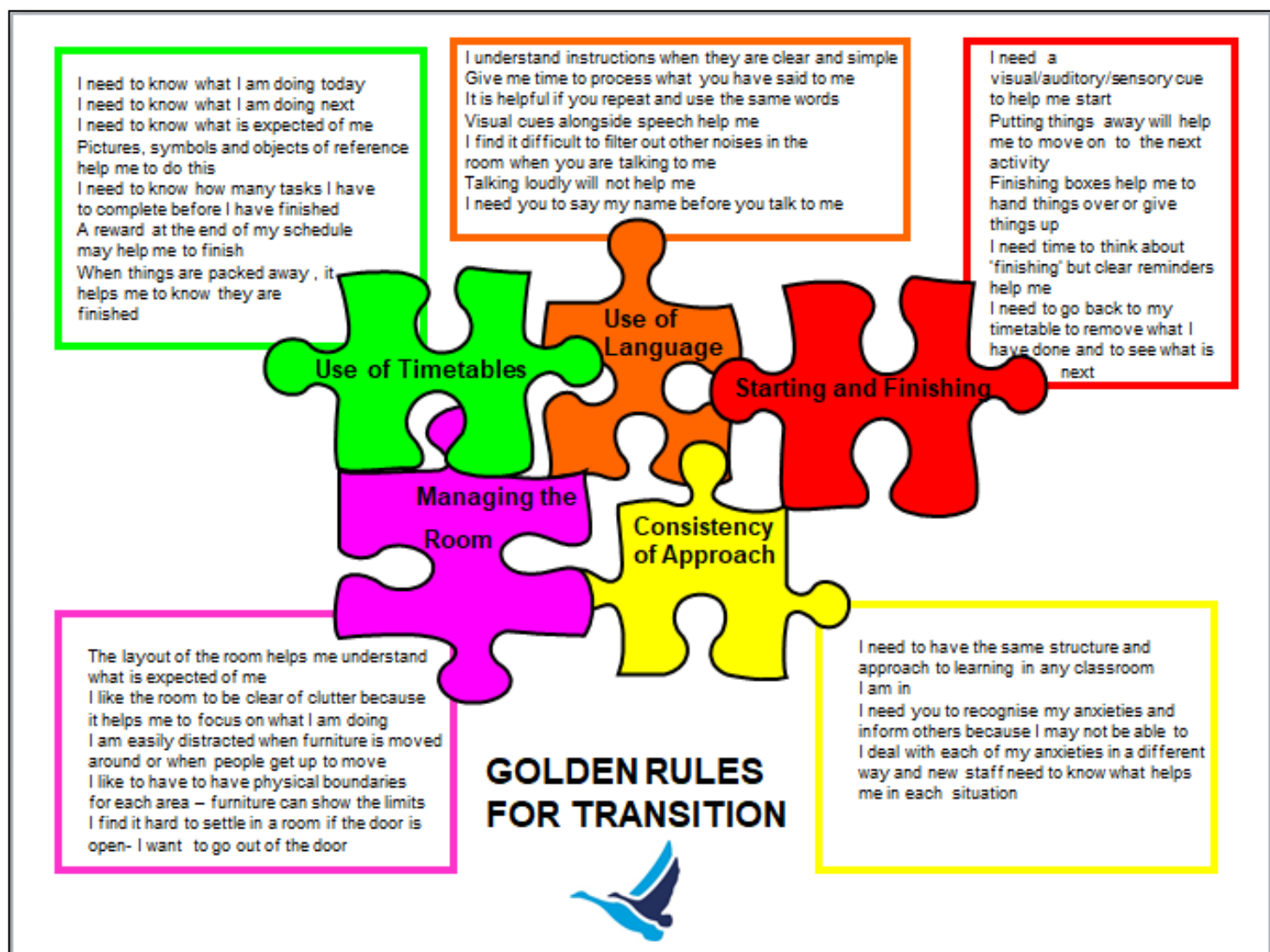
DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013 [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/242242/Use_of_Reasonable_Force.pdf)

DfE in Schools – Advice for Head teachers and School Staff, September 2022 Keeping Children Safe in Education – Information for all School and College Staff, September 2022 [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103321/Keeping_Children_Safe_in_Education_2022.pdf)

DfE Working Together to Safeguard Children, July 2018 [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/717022/Working_Together_to_Safeguard_Children_2018.pdf)

Guidance for Safer Working Practice for those working with Children and Young People in Education Settings/Code of Conduct for Staff – 2022 [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103321/Keeping_Children_Safe_in_Education_2022.pdf)

HM Government - Reducing the Need for Restraint and Restrictive Intervention (Special Schools only), June 2019
[Reducing the need for restraint and restrictive intervention \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812217/Reducing_the_need_for_restraint_and_restrictive_intervention.pdf)



	Signal	Make me the focus of your attention Use my name
	Instruction	Tell me what to do Use short, clear instructions – one at a time Speak to me at my level – developmental and physical Use language and communication aids that I understand
	Give time	Give me time to process and understand Give yourself time to help me If you give me time now it will make a difference to what happens next
	Notice my response	Acknowledge how I feel - but stay calm and focussed Tell me if you do not understand me I am relying on you; do not let me down You may need to explain what is going on around me
	Again	Be prepared to repeat the instruction You need to tell me what to do right now Model what to do Be encouraging and positive
	Lend a hand	You may need to give me some physical support and encouragement Let me know that it is manageable - Give me praise