

**Outcomes  
First  
Group.**

**ACORN EDUCATION  
AND CARE**

**Person-Centered  
Behaviour Policy**

**Manor House School**

**BEHAVIOUR POLICY**

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**1.0 INTRODUCTION**

Outcomes First Group places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

Our schools have different identities and approaches, which are unique to them and reflect the needs of their pupils. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people’s individual needs.

Manor House School is a specialist provision which offers support for children and young people with complex needs Manor House School is a small, independent special school for young people between the ages of 7 - 18 with complex social, emotional, mental health (SEMH) needs and/or autism or behaviours associated with autism.

Policy Owner: Head of Trauma Informed Practice  
Policy: Behaviour Policy

Date of Publication: June 2023  
Next Review Date: June 2024

## 2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent schools- updated April 2019\)](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools A guide for Head Teachers and School Staff \(September 2022\) DFE Guidance](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour and discipline in schools \(2016\) guidance](#) states that ‘schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions’. Behaviour policies are typically informed by Behaviourist approaches; however we are aware that punitive approaches to behaviour management in schools are damaging to children’s mental health. This is especially true for Acorn schools who have a significant number of individuals with lived experience of trauma and complex needs.

[Behaviour in schools \(2022\) guidance](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive.

## 3.0 POLICY FRAMEWORK

The Group is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services and is part of the Reducing Restraint Network. The Group’s Restraint Reduction Practices Board has developed a policy supplement, *The Use of Restrictive Practices and Restraint Terms of Reference*, which must be implemented as part of this policy.

Our schools are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**. Both the Strategy and Accreditation has been shared with our Lived Experience Expert Group (and our Advisory Board).

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Suspension and Permanent Exclusions Policy
- Self-Harm/Self-Injurious Behaviour policies
- Medication Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop (Autism Strategy) where appropriate

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#### 4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of the School's commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centred and inclusive approach where pupils are supported to learn effective ways of managing their emotions and behaviour to prepare for their future.

#### 4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model', meaning we create school environments which are predictable and comfortable.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a pupil's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

#### 5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- ❖ We value developing strong and respectful relationships within the whole School community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We regularly consult pupils to ensure their voices are heard.
- ❖ We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that as a whole School community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our teachers and School team are role models in helping our pupils learn more skillful ways to experience success

## 6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our School's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of pupils. Our expectation relating to their behavior is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting pupils' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our pupils to be the best versions of themselves.
- ❖ All members of the School community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

### 6.1 KEY ROLES

**The Role of School Leaders** - Our School leadership team is highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the School culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the Group and School culture to ensure they understand its rules and routines and how best to support pupils to participate in creating the culture of the School. All new staff receive bespoke training as part of their induction into understanding the needs of the pupils through the group's Trauma Informed Practice modules and Neurodiversity training modules as appropriate, and *CPI (Crisis Prevention Institute) De-escalation and Behaviour Management Training*. Ongoing training and support is also provided via the School's professional development arrangements and the Group's Well-being and Clinical Team.

**The Role of School Staff** - All School staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff communicate School expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Staff also receive clear guidance about School expectations of their own conduct, which are set out in the Group's *Code of Conduct and Ethics Policy*.

**The role of pupils** - All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware, in line with their individual capacity, of the School standards, expectations, pastoral support, and therapeutic consequence processes. Pupils are taught that they have a duty to contribute to the School culture and are asked about their experience of the School and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every pupil is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the School culture.

**The role of parents/carers** - The role of parents/carers is crucial in helping the School to develop and maintain our culture and approach. Including parents and carers within the whole School community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know the School's Behaviour Policy and related policies and, where possible, take part in the life of the School and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the School while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

**Clinical and Well-Being Approaches** - The overarching wellbeing approach throughout the Group is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. The Clinical Well-Being Team is multi-disciplined, and includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams.

**Focus on relationships** – Positive and meaningful relationships throughout the whole-school community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

**Individual needs** – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

## 7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and pupils (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the school day. For example, staff will ensure that pupils receive a timetable for their learning and daily activities.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities and needs of our population.
- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** Many of our pupils may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our pupils to develop skills to



understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This helps supports a shared language approach within the whole-school community.

- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, ‘Star of the Week’, certificates, days out, unexpected rewards, golden time, certificates. Efforts and achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a pupil once they have been earned for the intention of providing a sanction.
- **What we do not support** – this list is inclusive of, but not exhaustive – the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

## 8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for schools

Children and young people within our settings may take prescribed medication. We will work in collaboration with the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will support and monitor the impact of this medication. Attendance at school is not dependent on a pupil’s taking their medication. We will also support young people in their informed consent around medication.

## 9.0 RESPONDING TO DISTRESS AND NEED

There are times when our pupils become distressed and may require other sources of support. When a member of school staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of pupils and staff and to restore a calm environment. Keeping pupils safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the School’s Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the School’s Designated Safeguarding Lead (DSL) or Deputy.

The School has the responsibility to respond to pupil’s behaviour outside of the School premises (including online) to such an extent as is reasonable.

The School adopts a range of initial intervention strategies to help pupils support their emotional regulation and behaviour.

## 10.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at OFG. Positive reinforcement combined with natural and logical consequences support a positive and whole school culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a young person removing their seatbelt during a car journey – a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our School does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at school. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our pupils to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

### 11.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child
- use of space
- verbal and or visual support.

### 12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others.

A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.

It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Staff are fully trained using CPI and work in line with the Group's *Use of Restrictive Practices and Restraint Terms of Reference*.

Where possible we consult with all pupils about their de-escalation plans to ensure their voice is heard and understood in relation to their triggers and how they want their staff team to respond.

### 13.0 SEARCHING, SCREENING AND CONFISCATION

School staff can confiscate, retain or dispose of a pupil's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#) Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Items which contribute to the pupil's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.



#### 14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. A dynamic risk assessment must be taken at that time.

The pupil will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

Staff will reflect on and review the action that was taken.

#### 15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school adaptations and support.

This will also be seen as a very last resort, as removing a pupil from school as an environment with trusted adults is rarely likely to be in a pupil's best interests. We also recognise the impact this might have on a young person and/or parent/carers and will work to support the young person and their family/carers. Please refer to the *Suspension and Permanent Exclusion Policy* for more information.

#### 16.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any pupil's de-brief. It is recognised that some neurodivergent pupils will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the pupil's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults approaching this repair with the child, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

#### 16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at OFG we aim to create a positive and trauma informed whole school culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Schools support colleagues after an incident and/or challenging day in a non-judgemental and empathic safe space and post incident de-briefs are mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of the work.

#### 17.0 RECORDING AND REPORTING

The School has a strong and effective system for data capture, including all components of the behaviour culture (e.g. Sleuth). This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for staff, pupils, governors, proprietors and other stakeholders on their perceptions and experiences of the School behaviour culture.

School leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill

down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help the School ensure that it is meeting its duties under the *Equality Act 2010*.

**Reporting to outside agencies:** Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in *School Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

## 18.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the School's *Anti-Bullying Policy*.

## 19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

### Please refer to the *Child-on-child Abuse Policy*

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the School will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. They should also inform their Clinical Well-being Lead. The School is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils. The School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the School will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

## 20.0 ONLINE INCIDENTS – Please also see the *Staying Safe Online Policy*

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the School premises. The School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.

The School will address with pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the running of / reputation of the School.

**Please also see the School's Mobile & Smart Technology Policy**

### **21.0 SUSPECTED CRIMINAL BEHAVIOUR**

In cases when a member of staff or headteacher suspects criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the School will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the School will ensure any further action they take does not interfere with any police action taken. However, the School retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The School's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

### **22.0 COMPLAINTS**

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

## APPENDIX 1

Manor House School recognises the importance of promoting acceptable behaviour and methods of managing boundaries within the education setting. We believe that all young people have the right to expect positive approaches to behaviour, which foster self-esteem, respect, tolerance and self-control. Behaviours which harm people either emotionally or physically or damages property are real problems for everyone in the school and must be dealt with in an appropriate manner by which students learn perspective and empathy through reflective practice. By creative an environment where a reflective and restorative approach are at the forefront of all our practice. Manor House endeavour to ensure everyone is safe, that consequences and rewards are fair and proportionate and our whole community is reflective and respectful to all.

Manor House School is a caring, therapeutically minded community, whose values are built on mutual trust and respect for all. We believe that children flourish best when their personal, social and emotional needs are met. The school encourages self-esteem and successful outcomes.

As part of our Person Centered Behaviour Policy our school believes that students and staff should feel safe, free from bullying and harassment that may include cyber-bullying, prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

**“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioral consequences.”**

**Dr. Dan Siegel, ‘The Whole Child Brain.’**

The Department for education guidance for Headteachers and school staff outlines the statutory duty of schools in relation to developing a behaviour policy;

*‘Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents. The school’s approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.’*

*(DfE, Behaviour and discipline in school: Advice for Head teachers and school staff, published September 2022)*

Although a behaviorist approach can work for the majority of children and young people, it is not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For these children who have experienced trauma and loss, behaviorist approaches often serve to re-traumatise and do not teach them how to express their

emotions in a more appropriate manner.

### Aims and Purpose

It recognises and aims to take account of the increasing challenge that our school faces in supporting students with complex SEMH needs. It acknowledges the responsibility held by head teachers for looking after the well-being of all members of the school community, particularly teaching staff.

### Key Principles

- i **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned for students through the Healthy Mind strand of the Wellbeing curriculum to support their understanding of the graduated approach our practice will take as result.
- ii **Behaviour is a form of communication;** as outlined in the SEN Code of Practice.
- iii **Taking a non-judgemental, curious and empathic attitude towards behaviour;** viewing children with challenging behaviour as vulnerable rather than troublesome, with the right to appropriate support and flexibility.
- iv **Putting relationships first.** This requires a school ethos that promotes strong relationships. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all of its members.
- v **Maintaining clear boundaries and expectations around behaviour.** Changing from a traditional response to behaviour does not mean having no expectations, routines and structure. In order for children to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately within the context of the care outlined in our Home School Agreement Policy. Natural and logical rewards and consequences that can follow certain behaviours should be made explicit.
- vi **Not all behaviours are a matter of 'choice'** and not all factors are linked to the behaviour of the child are within their control. Therefore, the language of choice e.g. 'good choice/ bad choice' is not always helpful. Using the language of 'expected' rather than 'acceptable' behaviour is also in line with a commitment to avoid shaming and supports the needs of all our students, many of who are on the autistic spectrum.
- vii **Behaviour must always be viewed systematically and within the context of important relationships.**
- viii **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for the needs of children's SEN and SEMH needs.**
- ix **CPI Safety Intervention Training expectations and scripted interventions underpin our work with students.**

- x **A graduated approach.** Our policy is differentiated according to students' SEN and SEMH needs, as are all areas of the curriculum. We ensure that our relationships with and knowledge of each child ensures that all children can learn from and grow within the structures we have in place at a level that they access. Students who are identified as particularly vulnerable will need specific approaches tailored to their individual needs, experiences, strengths and difficulties. These will need to be planned in conjunction with parent(s) and carer(s) and relevant agency partners, shared sensitively:
- a. **All children** will need to feel safe and calm in order to learn. The principles of the Home School Agreement policy will support this. Much of what will help children to feel safe and calm enough to learn is based around inclusive, high quality teaching.
  - b. **Some children** will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.
  - c. **A few children** will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning.

#### The policy in daily practice

- 1.1 The expected behaviour of students stems from the school's mantra:
  1. BE READY
  2. BE RESPECTFUL
  3. BE SAFE
- 1.2 At intervals throughout the year students should be given the chance to reflect on what these rules would look like in practice and classrooms and wider school environment should make this explicit through working walls and display.
- 1.3 In line with our belief in the inherent goodness of all people, every opportunity to praise *expected* behaviour with specific labelling for modelling purposes should be taken e.g. 'Well done. When you shared your resources, you were being kind.' Class staff may wish to set specific daily or session targets to encourage students and meet their developmental needs.
- 1.4 When we see students engaged in behaviour that falls outside of the school rules and where modelling and CPI Safety Intervention basic principles have not been successful, a scripted intervention using the **interrupt/redirect/reinforce** structure should be used as below. The consistent use of this script across the school increases safety cues for students through structure with nurture.



The

**I've noticed that....**  
*(Identify the behaviour that is not safe / respectful / ready to learn.)*

**This is the \_\_\_time I have spoken to you.**

**You know our mantra about being safe/ respectful/ ready to learn.**

**You will need to ...**

**Do you remember when you ...**  
*(Give a positive example of previous safe/ respectful/ ready to learn.)*

**Thank you for listening.**

use of

**consequences**

5.1 Students who are communicating through persistently unkind, unsafe or not ready to learn behaviour may need to be supported further through a consequence.

5.2 Consequences should be natural or logical, not punitive.

5.3 **Natural consequences:** Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes e.g. 'If you throw your food, your food is on the floor.' 'If we are late going out to play, playtime will be shorter.'

5.4 **Illogical or unrelated consequences or punishments:** These are imposed by a person, unrelated to the incident. In the context of learning through relationships, punishments are ineffective, can produce more negative behaviour and damage trust

e.g. 'If you throw the i-Pad, you will go to the blue space.' 'Because you hit Robert you cannot go out to play.' This approach falls outside the school policy but is included to demonstrate why it is to be avoided.

5.5 Restorative conversations: The restorative conversation is an essential element in supporting students' understanding of healthy relationships. "They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair." (CPI Safety Intervention.)

5.6 Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a

restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to Manor House and for those who are able, a reflective moment. It is essential that the student is regulated and calm before this happens and as such may need to take place sometime after the incident. The following format should be used for students who are cognitively able to access it.

1. **What happened?**
2. **What were you thinking about at the time?**
3. **What have your thoughts been since the incident?**
4. **Who do you think has been affected by your actions?**
5. **In what way were they affected?**
6. **What could you do to try to repair what's broken?**

For those students who are not cognitively able or whose communication skills are a barrier, the restorative conversation social story should be used.

### **Restorative Conversations and Reflection:**

#### **We follow Reflect, Repair, Restore**

Reflective Consequences:

- Time away from the group / Activity.
- Name what has gone wrong and the effect it has had on them and others.
- Model ways it can be repaired.
- Restorative Consequences/Justice
- Making it better.
- Support and enable them to say Sorry (but mean sorry, and do sorry)
- Supporting them through feeling bad and modelling how they can make it better so they feel better.
- Taking responsibility for their actions, words and behaviour.
- Reparative Consequence
- Internal reflection
- Community payback.
- Fixing something they have broken.
- Replacing something they have damaged/broken.
- Tidying any deliberate mess, they may have caused.
- The use of intrinsic rewards.

For those students who are not cognitively able or whose communication skills are a barrier, the restorative conversation social story should be used.



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