A Positive Mental Health Approach to our Behaviour Principles.

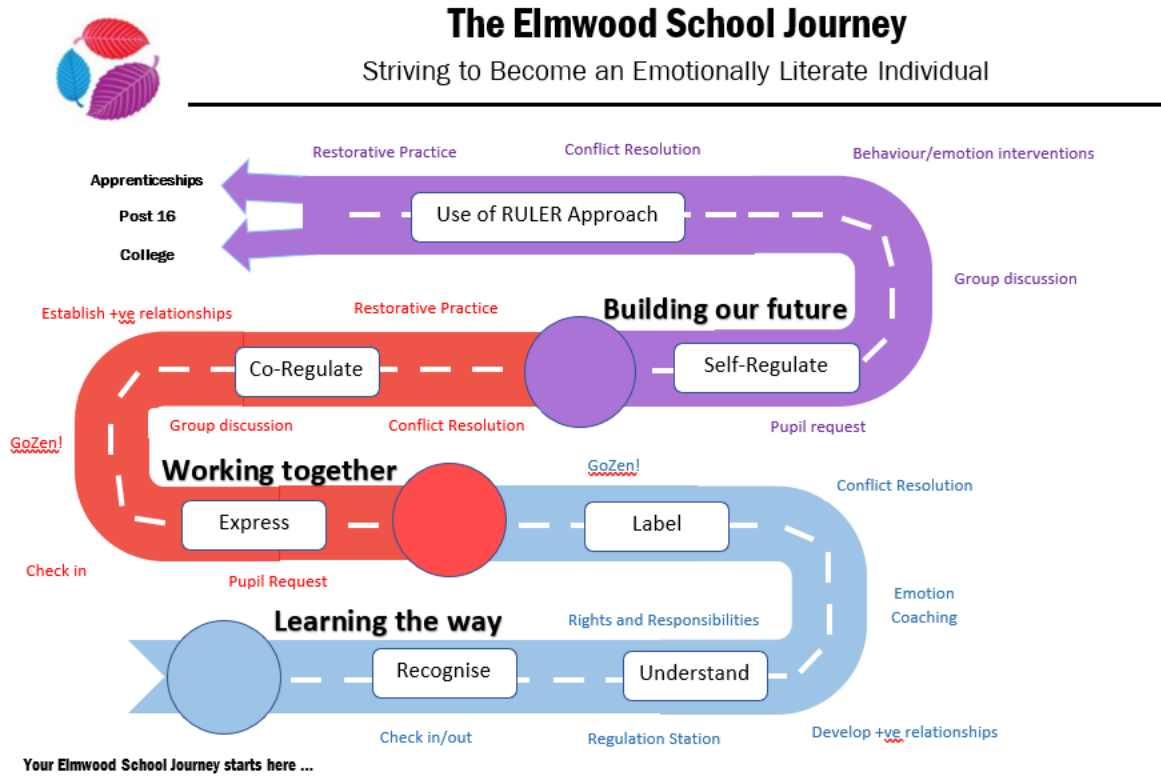| Approved by:	Full Governing Body	**Date:** 01/10/24
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Contents

A Behaviour Journey Overview

The Elmwood School Journey
Striving to Become an Emotionally Literate Individual

At Elmwood School we recognise that, pupils may need support in their Emotional Intelligence and self-regulation. When pupils begin in year 7, they learn the way through a rights and responsibilities model and emotion check ins/outs. The RULER approach is a model developed by Harvard College and is a way of supporting pupils to self-regulate. When pupils join is in year 7, the goal is to help them to Recognise, understand and label emotions. This is achieved through emotion coaching from staff and check ins and outs. In transition pupils learn to express through a group discussion model and then co-regulate. Into pathways the goal is for pupils to self regulate and manage their emotions effectively.

A restorative approach

At Elmwood School we aim to achieve the highest standards of behaviour through our School's expectations of;

PM (positive mouth): the use of positive language to others and self.

SB (safe body): looking after one's body, be aware of not harming others and having good hygiene.

RP (respect property): maintaining the condition of ones, others and/or schools' property.

SZ (stay in zone): being able to remain in an area of learning or play safely.

FI (follow instructions): being able to follow instructions first time of asking.

FT (finish task): completing each task that has been given within the lesson.

Through the use of our expectation's pupils reflect on these three times a day in a group discussion model (before break, before lunch and before end of day). Staff should remind pupils of their expectations throughout the day.

The aims of the group discussion model are as follows;

- Take and accept responsibility of one's own behaviours and actions
- Understand what triggered the misbehaviour
- Have feelings validated and understood
- Learn better ways to manage these emotions through appropriate behavioural responses in the future.
- Reward good behaviour with additional recreational opportunities.
- Enable closure of the incident top support resilience for the next stages of the day.

Steps to the blueprint of a high impact group discussion:

1. Individually ask each pupil if they have maintained their own behaviour expectations.
2. Ask for any challenges from staff or pupils. Go through all expectations before asking for challenges.
3. Any challenges must be justified. Reasons are needed to why a pupil lost an expectation.
4. The pupil has the option to agree or disagree with the challenge. They can state reasons why they do not feel like they broke the behaviour expectation.
5. If there is a dispute of behaviour expectations. Teachers can ask if others agree or disagree with the challenge.
6. Teacher makes final decision and justifies this decision.
7. Once all pupils have reflected on their own behaviour expectation's, pupils who have maintained all expectations have additional recreation opportunities and

pupils who have broken them have an individual discussion with the class teacher or teaching assistant.

Steps to the blueprint of a high impact individual discussion.

The big questions:

1. What happened?
2. What were you thinking at the time?
3. How did this make you feel?
4. Who has this affected?
5. How have they been affected?
6. What should we do to put things right?
7. How can we do things differently in the future?

These questions are key to a positive and effective individual discussion within a restorative approach. The positive relationships that you form with the pupils depends on this approach being your default mode. This is not to say that the discussion should be robotic but staff should always aim to steer their questions back to the big 7.

Things to remember

The discussion isn't a time whereby pupil sit for minutes.

The discussion isn't a time whereby pupil catch up on work **without** first reflecting on their behaviours.

<u>Nurture Approach</u>

Within nurture base pupils are nurtured and supported in their emotional intelligence through staff use of emotion coaching and a check in/out approach.

The aims of this approach are as follows;

1. Increase emotional intelligence
2. Help pupils to label emotions
3. Help students to develop strategies to regulate
4. Support pupils to identify and express how they feel through emotion coaching

<u>Steps to a check in</u>

- Firstly Provide the space to think (Can Use this time as a reminder to focus on taking a breath). With use of a minful minute.

- Check in questions:

How are you feeling today? Why?

How intense does that feel?

Provide suggestive strategies for the day.

- Check out question:

How have you felt today? Why?

- Not seen as a register. An opportunity for pupils to have a open space to say how they feel.

Behaviour strategies

The two Tantrums (downstairs and upstairs)

Pupils having an upstairs brain tantrum have the following characteristics;

1. Are in control of their actions
2. Have access to cognitive parts of the brain
3. Can communicate by using sentences or questions

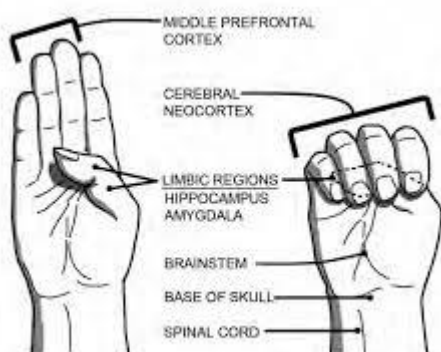Tips for pupils having an upstairs brain tantrum

1. Give clear expectations in a calm and clear manner
2. Use empathy to help tame the emotions and show understanding
3. Try not to mirror the actions of the pupils as this can heighten the emotions and behaviours

Pupils having a downstairs brain tantrum are displaying a survival behaviour and have the following characteristics;

1. They are not in control of their actions
2. May use less or no speech to communicate
3. Are acting on survival mode

Survival behaviour

Let's reframe the term challenging behaviour to survival behaviour. Survival behaviour is when the child has flipped their lid and is now acting using the primitive and survival regions of the brain. Pupil's in survival mode has lost their ability to access the cognitive regions of the brain and are acting out of control. Imagine the brain as a hand in which the fingers (cerebral neocortex) cover the thumb (limbic regions) and palm (brainstem) see figure 1. In this model we can see that when the child flips their lid, they no longer are using their cognitive region of the brain but instead acting on survival instincts.

Fight, flight and submit

Once in survival mode pupils can display behaviour which fits into the flight, fight or submit model. Below are strategies to use when pupils are in survival mode with the goal of getting the lid back on so they can access the cognitive region of their brain and in turn engage with a group discussion.

Fight mode strategies:

- Physical intervention to escort away from the person they want to fight
- Move with purpose to a low stimulus area
- Asking the pupil if they would like to receive their emotional warmth response.

Flight mode strategies:

- Move or show them to a designated safe place (understood as being their Pupil Request)
- Spend time with trusting adult
- Deep breathing (4x4 box method)

Submit mode strategies:

- Spend time with trusting adult
- Play i.e. with lego or games
- Deep breathing
- Do a visual task to help with communication

Use of language

Pupil request

Pupil request works on the premise that pupils

1. Recognise their triggers and become self-aware
2. Take ownership of their own emotions
3. Tame their emotions through use of a personalised pupil request
4. Return to class when they feel ready and in a positive learning mode

Staff can prompt use of the pupil requests when they see the triggers.

Staff should give pupils the opportunities to choose a wide variety of options for their pupil request. And remember that this should be personalised so that the pupil feel like they can use the strategies to calm. Staff should also move away from using the reflection rooms as an option as this can have associations of being supporting in a physical intervention.

Examples of pupil requests include;

- Going outside into the quad

- Going to community room
- Going to the gym
- Kicking a ball outside
- Going to the chicken hut and feeding the animals
- Talking to trusted adult
- Playing lego
- Drawing at desk
- Playing guitar

Show me safe

During times of distress pupils can display behaviours which are not safe and in turn can cause harm to themselves of others, damage to property or causing a criminal offence. Staff at Elmwood use the language of show me safe, this can be used before, during and after a physical intervention or circumstances where unsafe behaviour is being displayed.

Show me safe essentially means that we are asking pupils to show a safe body. If pupils can demonstrate that they have a safe body then staff would not need to intervene with a physical intervention but may use other self-soothing strategies instead. During physical interventions it is important that pupils can demonstrate a safe body rather than demonstrating that they are calm. When a pupil has demonstrated that they are safe, the staff team can modify or disengage from the physical intervention.

"We hold you because we care and not because we can"

"I care enough about you not to let you get out of control"

It is essential that staff release to calm and not hold to calm.

What we look for;

- Safe head
- Safe hands
- Safe feet

Pupils at Elmwood understand what show me safe means and understand that when they show safe behaviour/body then staff will give them the opportunity to self regulate without a physical intervention. This methodology is pre-taught at the start of every term and as part of any re-integration or integration timetable.

Rewards and sanctions

Elmwood schools' approach to rewards stems from the group discussion model whereby upon pupils maintaining their behaviour expectations they are rewarded with recreational opportunities. This occurs at three times within the day in which pupils can incur this additional opportunity before their break, lunch or end of day. During this time, it is pupils' choice what they would like to do. Examples of this reward could be; playing football with teacher, playing on the computer, playing card games, going to the community room to play pool or table tennis; going outside. This system aims to reward

and reinforce good behaviour and establish positive relationships between staff and pupils and with use of a restorative approach aims to discuss pupil's poor behaviour.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- Achieving 7's in lesson

- MarvallousME or phone calls home to parents

- Special responsibilities/privileges i.e. register monitor

- Reward charts based on maintaining behaviour expectations

- Spending time with trusted adult

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Prompting a pupil to use pupil request

- Sending a pupil out of the class (but continued to be monitored)

- Expecting work to be completed at home, or at break or lunchtime

- Referring the pupil to a senior member of staff

We may use the reflection room in response to serious or persistent breaches of this policy. Pupils may be directed to the reflection room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Behaviour outside of school

There are times when a behaviour incident will occur outside of the school. The level of incident will determine the appropriate staff response. Most times staff response will occur through a restorative approach; a conversation with a mentor; or a solution focused approach.

Teachers may use consequences for:

 misbehaviour when the pupil is:

- taking part in any school-organised or
- school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Staff should then follow the list of consequences within this policy.

The school works in partnership with parents/carers to ensure that all relevant information Is passed between both sides. The school will inform parents on in school actions and the school trusts that parents/carers update the school on any issues at home/outside of school.

Reparation and restorative process

Reparation/restoration: Pupils should be taught about the consequences of their actions and a key way of achieving this is teaching the pupil to "make things right" after a major behaviour incident. This can either be in terms of repairing physical damage or the emotional damage on others. Pupils should be taught to feel better when they have "made things right". This process can happen in two distinct ways:

1. **Initial Restoration** for an incident: After the pupil has made their initial recovery from their crisis they will complete a process of "initial restoration".

   a. For any damage to property or disruption to the learning community. Pupils will be asked to put things back to how they were originally or fix items that are broken. If certain types of school or personal property cannot be fixed then in some circumstance's pupils are sent home a bill to pay for a new item(http://www.elmwood.walsall.sch.uk/wp-content/uploads/2013/03/Charging-Remissions-Policy-A.doc) .In addition to this, pupils may have to compete community time whereby they tidy up some part of the Elmwood Learning Community.

   b. For lower level behaviour the pupil may show they are calm and cooperative, after time to calm down and being informed of the consequences appropriate for the behaviour, for example by completing a piece of class work or understanding the behaviour expectation losses.

      Apologies will not usually be suggested at this point- but may be accepted if the pupils sincere in their wish to do so. However, depending upon a pupil need (e.g. repeated events) it may be

appropriate to delay acceptance of these apologies at this point to reinforce the seriousness of their behaviour. Where pupils refuse to apologise they should not be forced to do so but must find another way to 'make it right' or 'rebuild relationships' with any person they have behaved inappropriately to. Pupils also need to be prepared emotionally that their peers may also not accept their apology – peers will not be forced to accept these apologies.

2. **Full Incident Review & reflection session**: there will be times when a full reflection session will be required so that the pupil can effectively reflect and learn from a serious incident or multiple incidents of a similar nature. The reflective process is also another strategy to avoid/prevent a fixed term exclusion. The process has four parts; 1) time to calm 2) time to think 3) time to talk 4) time for task. During time to think it is vital that the pupils understands what they are required to think about and that they must maintain their behaviour expectations or risk restarting any of the parts again. The process aims to give the pupil a voice to express why they think they are behaving a certain way and aims to put strategies in place to learn better ways for the future. It is imperative that outcomes are fed back to the staff teams so they can effectively put the strategies in place. The length of time is aligned to their place within the school i.e. Nurture, Transition or Pathways.

Fixed Term Suspensions

Elmwood School acknowledges that Fixed Term Suspensions run the risk of:

a) Reinforcing the behaviour if:

- the pupil does not currently enjoy attending school and would like to get out of school
- parents are unable to enforce prescribed homework and standards
- the pupils allowed positive reinforces during the exclusion (e.g. games machines, allowed into the community)
- The pupils allowed into the community to further develop detrimental relationships with non-school-attending and non-working persons/gangs including increased risk of abuse, substance misuse, Child Sexual Exploitation (CSE), Extremism or other crime.
- is exposed to further negative experiences at home (e.g. family members experiencing mental health/substance abuse/domestic violence)

b) Being perceived by the pupils as a rejection of them as a person rather than a rejection of the behaviour, thereby increasing a student's alienation from the school system.

However, Fixed Term Suspensions may be used as part of a programme of teaching a pupil a better way of behaving. Where possible a restorative approach is adopted however we understand that there are circumstances which will warrant a fixed term Suspension. If the purpose is for the pupil to learn, they can only be used once the pupil completely believes that it is not them, as a person, who is being rejected, but the behaviour that they have exhibited. Therefore, we will use fixed term Suspensions when:

1) The pupil can learn from the experience of being Suspended.
2) The pupil is extremely confrontational and distressed in school and is not learning from the behavioural management procedures that we are following and school needs time to reassess and develop an alternative approach to be agreed with parents.
3) The pupil poses a risk of serious injury or the abuse of other pupils that cannot be contained by the current resources within school- including the ability of staff working with the pupil to withstand further attack and the school needs time to reassess and develop an alternative approach to be agreed with parents.
4) As a message that the behaviour isn't appropriate or accepted within the school. For example, going on the school roof or setting off the fire alarm. These can pose significant risk to other pupils and themselves.

Permanent Suspensions

A decision to exclude a pupil permanently will only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This will only be the case where it becomes apparent that the school is no longer able to meet the student's immediate needs including health and safety and the education of others. In a case where there is not a reasonable expectation of meeting the student's needs- particularly improving their behaviour- it becomes unethical to put the pupil through physical interventions and the school will therefore not be willing to undertake this. It may therefore become unsafe for them to attend school and this would require permanent Suspension if the situation cannot be resolved.

Racism and Homophobic incidents

We continue to support victims of racist or homophobic abuse whether it is staff or pupils they reserve the right to speak freely to SLT on how they may have been impacted by this use of language. Students are empowered through a rights and responsibilities model/ group discussion to challenge racism or homophobia in school.

We have an adjustable and adaptable approach to managing incidents of racism. In which each incident or child is taken into account and sanctions are bespoke to the individual perpetrator who is involved.

Consequences for racist incidents could include.

1. An initial verbal discussion with a member of SLT
2. A ½ day isolation from community base
3. A full day isolation from community base
4. Subsequent indigence could incur more than 1 full day outside the community base
5. Fixed term suspension/s
6. A racism pack is completed
7. A racism reflection pack could be used to support those who may had additional needs to low cognition

Feel Good Friday Programme / mentoring

All pupils have access to pupil support/mentoring. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

On a weekly basis, pupils have access to mentoring which is led by a member of staff of their choosing. This type of mentoring aims to either support pupils learning, behavioural or emotional needs.

Feel Good Friday Curriculum:

All pupils across the school have a dedicated timetabled activity to promote the social and emotional needs of the child. The curriculum is mapped so that the pupils experience a breadth of activities across their time at Elmwood School. For example in Year 7, pupils learn what emotions are and how to label them. Then in Year 11 pupils learn about expressing emotions and the ability to self-regulate.

Physical intervention

On occasion a small proportion of our pupils may become so upset or otherwise aggressive that staff have to intervene physically to ensure their safety or of others; prevent significant damage to property; prevent a criminal act from occurring; or prevent significant disruption to the learning environment. In order for this intervention to be legal it needs to be "reasonable, proportionate and necessary". The only techniques approved by school are those approved and taught by Team Teach. No other technique may be used other than can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique. Only staff authorised by the Headteacher who have a current Intermediate Team Teach certificate are authorised to intervene physically. We ensure that all staff have a skillset which will ensure the safety of pupils at Elmwood School. Staff to pupil ratios within class groups and use of radio systems ensure that if a physical intervention occurs there is always support available to respond to an incident.

Where this is a 'foreseeable risk' the pupil must have a Behaviour Plan agreed with the staff team. The plan will prioritise prevention and de-escalation. The plan should include trigger points and strategies staff can use to diffuse behaviour or meet pupils needs at this point to further prevent escalation and crisis. However, on the basis of clear evidence, the behaviour plan may specify early physical intervention to prevent intolerable risk from developing. Staff should follow each level of the Behaviour Plan. Whenever possible the advocate for the pupil will be present throughout the intervention to support the pupil and build relationships through the subsequent restorative process.

Schools can use reasonable force to:

- Prevent a pupil from hurting themselves or others
- Prevent the Commitment of a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- prevent damage to property (including the pupil's own property);
- prevent any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Note: it is encouraged that staff use a physical intervention for the least possible amount of time and that escorting to an area designated as pupil request and releasing can be a positive and effective strategy which acts in the best interest of the child.

Emotional Warmth

Our use of positive touch and emotional warmth has been developed through The Touch Policy devised by Dr Margot Sunderland, Director in Education and Training The Centre for Child Mental Health London and Lynne Gerlack (M Sunderland 2000).

We are highly aware of the current climate in which touch/physical comfort as a natural and important form of human connection, has been almost vetoed in some schools, because of fears of abuse. Many neuroscientific and psychological studies have shown that a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill-health and problems with anxiety, aggression or depression in later life.

The appropriate therapeutic use of touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the

comforting of a child who is in an acute state of distress. Not to reach out to the child in such circumstances, could also be re-traumatising.

It is important to note that asking consent to be in personal or intimate space is vital to empower the young people. We are fully aware that there are those circumstances whereby the risk is elevated in which the child cannot verbalise. In these cases staff have a duty of care to keep the pupil safe and would use Team Teach techniques to help make the situation safe for the child. Gentle safe holding which is entirely used to soothe, calm and emotionally regulate, is appropriate if a child is hurting either himself, herself or others, or is damaging property, or is so incensed and out of control, that all verbal attempts to engage the child have failed.

We fully appreciate that every individual needs to appreciate the difference between appropriate and inappropriate touch. When a child is in deep distress, the practitioner is aware when sufficient connection and 'psychological holding' can be established *without* physical comfort. Our practitioners are highly aware of both the damaging and unnecessary uses of touch in a therapeutic context. e.g. touch as an avoidance of the child's feelings, as an ill thought out or impulsive act of futile reassurance/ gratification, as a block to important therapeutic work and conflict resolution.

The practitioner is also aware of touch which is posing as therapeutic, but which is actually being used to satisfy the practitioner's need for contact rather than that of the pupil. Naturally practitioners are also fully cognisant of touch that is invasive, or which could be confusing, traumatising, or experienced as stimulating in any way whatsoever. Should any such touch be used, it would be deemed as the most serious breach of the Code of Ethics for working with Pupil, warranting the highest level of disciplinary action.

Examples of how each individual pupil would prefer to receive emotional warmth is recorded in their behaviour plan.

Withdrawal, seclusion and time out

Withdrawal/isolation involves assisting a young person to move away from a situation they are struggling to cope with to a safer or comfortable place where they have a better chance to calm and show safe behaviours.

Seclusion is enforcing a young person to spend time alone.

Time out is a consequence based behaviour modification technique. It uses the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour.

Withdrawal/ Isolation suggests someone is in an area away from other people and is on their own, seclusion would mean they are isolated and also confined to that area. Any child, adult or young person who is placed in seclusion or isolation should be under constant observation by an appropriately qualified person and there should be a clearly defined system in place to ask for assistance informed by an up to date behaviour plan. Staff will refer to the behaviour plans in order to make informed decisions on next steps

15

and option points that can be implemented to help the young person to control their emotions and behaviours.

At Elmwood School, pupils can be withdrawn from a classroom or given a physical prompt to a reflection room and/or pupil request for a limited period. The use of this strategy should only be used if a pupil is demonstrating a negative emotion which could lead to causing harm or potential harm to themselves or others. Staff should allow pupils to leave the reflection room/pupil request of their free will as long as they are showing safe behaviour.

Time out is used through a reflective process, (pre-approval from SLT is required to acknowledge that all other options have been explored) in which the pupil will spend time with a qualified member of staff to reflect upon their actions/behaviours and suggest new ways to change their behaviour. This is often a time whereby the pupil has the opportunity to discuss their feelings and contribute to creating an action plan to address needs and modify their behaviours in a positive way.

Reflection or sensory rooms

Within the Elmwood community there are many areas whereby a child can call a safe place or a place where the level of risk can be managed more effectively. Two of these areas are; reflection room and sensory room.

1: Reflection room. There reflection room can have a variety of uses.

    a) Reduce the level of risk posed within other parts of the school community. There are times when the level of risk posed is excessively high or in which a pupil's behaviour has been triggered. Thus the use of reflection room would be a positive strategy to minimise the risk posed to the environment and others and/or act as an area of low stimulus where a child can self-regulate. Staff may use a Team Teach technique to escort or guide a pupil to reflection in order to keep the child and other safe.

    b) A pupil request. Often pupils choose to go to a reflection room as a pupil request. Pupil speak of the reflection rooms as being a quiet space where they can go to relax away from others. In addition, pupils will use the chalk boards and /or the emoji rugs to write or draw how they feel which acts a release for them.

    c) A place to work in isolation or with 1 to 1 support. There are times when a pupil's behaviour may be escalating and as such teacher may ask pupils to work and/or take themselves to reflection. Through this approach, teachers can use restorative justice to then start to re-engaged pupils back to class.

    d) A place where 1 to 1 mentoring occurs. Pupils would often request to take part in mentoring away from other pupils in the class which can be facilitated with use of the reflection room space.

2. Sensory rooms:

a) Predominantly this room is used as a pupil request within nurture base. Some pupils prefer to play in the sensory room and then return when they feel ready to.
b) Play at break and lunch times. Pupils will often play games in the sensory room with staff of other pupils.
c) Calm spaces: in all the bases there are calm spaces which have been made as a transitional room between class and reflection. Pupils can access regulatory activities to support them

Note: staff should refer to guidance on Withdrawal, Seclusion and isolation when pupils are using the reflection or sensory room areas.

Risk

Where this is a 'foreseeable risk' above the levels identified within the behaviour plan they will have a specific pupil Risk Assessment agreed with parents and appropriately trained and authorised staff must be planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the risk assessment may specify early physical intervention to prevent risk from developing. Staff must follow each level of the Behaviour Plan and risk assessment (if in place). Staff should also update the Behaviour Plan after a physical intervention has occurred.

N.B All pupils within the school will have a behaviour plan but only those who present with elevated risks (outside of the remit of the behaviour plan will a risk assessment be created).

The risk checklist for staff:

1. Assess the risk. Actual or perceived.
2. Consider all option points
3. Act in accordance to Behaviour plan
4. Act within the best interest principle

For further guidance see the use of force guidance 2013.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Recording of incidents (the recording mechanism is currently under review but the principles within this policy will still be reflected within the new method of work).

The use of a physical intervention, will be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the staff member involved in the incident. This information will be recorded in the bound book with numbered pages and incident numbers in addition to the Team Teach form (appendix). The bound book is locked securely within the Staffroom.

The written record should indicate:

- the names of the staff and pupils involved

- the reason for using a physical intervention

- the type of physical intervention employed

- the date and the duration of the physical intervention

- whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken.

The contents of the incident book are reviewed on a half-termly basis and appropriate action taken. This action often highlights areas and content required in upcoming team teach training days or CPD throughout the year. The Team Teach forms are reviewed and categorised into 3 types of risks (low, medium and high) and then recorded.

Post incident management

Following an incident in which physical interventions are employed, both staff and pupils are given separate opportunities to talk about what happened in a calm and safe environment.

For staff, opportunities can take place in the form of:

- daily de brief in learning bases
- 1 to 1 with member of SLT
- In some cases, led by a clinical or educational psychologist depending on the severity of incident
- School counsellor offered

For pupils' opportunities can take place in the form of:

- Weekly mentoring meetings
- Reflection session
- During breakfast time every morning
- PILS booklet / IPAD.

Behaviour plans

All pupils have an individual behaviour plan (IBP) which is based upon an Emotion Coaching approach. Pupils are included within the discussion of the plan as so that they have an input and understanding of their own behaviour. All pupils have a pre-determined pupil request. A pupil request aims to support the regulation of the child and supports them to take ownership of their own behaviours. An example of this could be, going to the gym, going for a walk or doodling in the calm space. The IBP will be based around a stress mode of the child. These include, flight, fight, submit or freeze. Staff will need to identify the pupils stress mode and then plan for the strategies they will use to support the child when in this mode.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- fireworks

- pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The school may use a metal detector without permission if there are reasonable grounds for suspicion that a prohibited item is being brought onto school premises.

Professional development/training

Our staff are provided with training on managing behaviour, including proper use of restraint through Team Teach Training, as part of their induction process. As a minimum, all staff complete a 12-hour intermediate team teach course plus advanced team teach modules of ground restraints and sharp objects/batons. Staff are refreshed in this training every 12 months as part of CPD. In addition to this staff also receive Emergency First Aid at Work training every 3 years. Staff are supported by the head teacher in the use of physical interventions within the school as far as they adhere to the law around reasonable force and principles of team teach.

Behaviour management will also form part of continuing professional development. Our staff have been trained in the theoretical model of emotion coaching. Emotion coaching is primarily used within the school to help teach pupils about emotions in the moment and coach ways to cope with these emotions when they come about. It is an approach based on providing empathy through an empathise and guide approach. Empathy is key in this approach to ensure that pupils feelings are validated and that they are listened to.

Each year staff are required to attend the SEMH west midlands conference whereby they are updated on approaches within the realm of SEMH. In addition to this, staff have the option to attend teach meet style events throughout the year whereby other staff lead upon sharing practice within the school.

Roles and responsibilities

The governing board

The board of governors will review this policy (A positive mental health approach to our behaviour principles) in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents. The senior leadership team will provide their presence in serious or high-risk incidents. In most cases to act as support and guidance for the staff involved in the incident.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct i.e. behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form teacher or member of staff promptly

Managing pupil transition

- Year 6 pupils transitioning to Nurture base:

Transitioning to a new secondary school can be an anxious time for our primary youngsters coming to Elmwood from year 6. We fully understand this and as such we make sure that pupils feel more comfortable about this transition through use of transition days in the summer term. During these days' pupils join their new form tutor and teaching assistant as they partake in a variety of activities and start to form those positive working relationships. They begin to get a feel for the schools' behaviour expectations and can get used to the layout of the school building e.g. where making and learning zones or PE areas are.

- Nurture base transitioning to the transition base:

Towards the end of the summer term pupils from nurture base will transition up to transition base. This occurs over a week and grand designs day whereby pupils will actively make/set up their base and classroom for September. Part of these days will be familiarisation of the base, staff teams and expectations.

- Transition base transitioning to pathways base:

In addition to the grand designs and moving to new bases week, transition pupils are often supported in this transition through work with an Educational Psychologist. The educational psychologist uses the PATH approach to set out a platform and a vision for the pupils/specific groups future success in Pathways base and beyond.

Furthermore, transition base will attend a school trip to KidZania in the summer term. This has the aim of supporting pupil's independence and career pathways which is of high value within the pathways base.

Appendix

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff or pupil council members. Incidents are in the first instance referred to the pupil's Form Tutor to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at Elmwood and the view that Elmwood School is a TELLING school is reinforced via assemblies, Anti-Bullying Week, PSHE and during form time. A log will be maintained of racist incidents and information on incidents of bullying.

Consequences for bullying incidents could include.

1. An initial verbal discussion with a member of SLT
2. A ½ day isolation from community base
3. A full day isolation from community base

4. Subsequent indigence could incur more than 1 full day outside the community base
5. A bullying pack is completed

Tackling Bullying

Elmwood School has developed this policy in accordance with the principles set out in the DfE Preventing and tackling bullying. Advice for head teachers, staff and governing bodies 2012

This policy should also be viewed in light of other school policies such as the Behaviour Policy and PSHE policy. The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme that discuss' issues such as diversity and anti-bullying messages
- Calendared anti- bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies whole school that promote a sense of community
- Class discussions and role plays in Drama, English and Theme that draw out anti – bullying messages
- Acceptable Internet Use policy is signed by all and e-safety are discussed in lessons.
- Ongoing staff induction and training programme
- Adequate staff supervision at lunch and break times as well as
- Clear and consistently applied policies for Behaviour and Uniform
- A phased approach; a word privately with the bully, a more formal meeting, getting the bully to meet with victim, phone calls home, a Home school agreement signed by all pupils and parents, fixed term exclusion, Police involvement, Permanent exclusion.

Strategies for dealing with the bully

- Disciplinary sanction imposed either suspension or period of time in isolated from the community
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist
- Anger management strategies discussed

Strategies to support a victim

- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview parental support and involvement
- Private diaries given
- Self assertive strategies discussed