Behaviour, Wellbeing and Relationship Policy

At Curnow School our Behaviour, Wellbeing and Relationship Policy reflects our understanding of the complex needs of all our learners. and how this can affect their wellbeing, ability to self – regulate and manage their behaviour positively in order to engage with their learning.

We aim to take a holistic, whole person approach to behaviour that encompasses; the curriculum and in particular PSHE/RSE, the child centred Education, Health and Care plan, sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments. All pupils have access to this holistic offer. (Appendix 1)

At Curnow School we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices, which Protect, Relate, Regulate and Reflect for all.

Aims

At Curnow School, we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend experiences, knowledge and skills. However, for some pupils the biggest barriers to achieving this will be their wellbeing needs and ability to self regulate which impacts on their ability to engage within their learning. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To ensure our curriculum engages pupils within their learning and supports where necessary through informed, targeted approaches.

- To celebrate all positive behaviours and achievements in line with our PARRCS Policy and the Curnow Code (Appendix 2).
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed which improves the quality learning.
- For the learners to develop an awareness and consideration of others.
- To underpin the SPT offer within Spiritual, Moral, Social and Cultural education and through the informed delivery of Promoting British Values.
- To provide consistency of approach to dealing with positive behaviour support through staff training. A large number of our staff have undertaken Team Teach training. We also have school based staff who are trained to deliver Team Teach Training within the SPT.
- To provide a means of systematically recording data associated with positive behaviour management adopted across the SPT and in using this data to inform strategies and support to meet the needs of pupils through an informed approach.
- To provide a means of securing data associated with positive behaviour management strategies adopted across the SPT, using this to accurately report to Governors/Trustees each term for their scrutiny and challenge.
- To provide a means for multi-agency support for our schools, parents and learners with respect to complex behaviour particularly in relation to be-spoke provision which may include for example sensory profiling or specific diets which informs practice.
- To determine the most suitable learning environment and to make reasonable adjustments for any learner within a school following close consultation with parents and carers and multi-agency professionals.
- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed Approach

Curnow Schools aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Research suggests that children and young people with Severe Learning Disabilities are more likely to experience a Mental Health need. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them. Due to the provision Curnow offers, the varying age of learners and their differing needs, we look to use a Trauma Informed style language and approach to support learners through the school day. This will underpin all communication and interactions that staff have with learners across the school will naturally understand the impact of trauma, past and present, on our learners lives. A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes.

Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education. Our Trauma Informed approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach - Play Acceptance Curiosity Empathy. Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school.

PACE

- Play – Playfulness, light, open, hopeful and spontaneous.
- Acceptance – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.
- Curiosity – Non-judgmental active interest in how learners experience what happens to them in their lives.

- Empathy – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Protect:

- Ensure that all students are greeted warmly in all areas of the school.
- Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging, warm and inviting.
- Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.
- School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.
- Staff to provide a voice for our learners and advocate on their behalf.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively.
- Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.
- Staff trained in empathic and playful modes of interaction. Each class to have a nominated TIS Warrior to ensure good practice is consistent in all classrooms.
- Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) following the Motional Snapshot activities and in class experiences enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt out and stress related absence, debrief sessions are in place to support post incident.

Reflect

- Staff are trained in the art of good listening, dialogue, empathy and understanding.
- Time to reflect post incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them. You can reassure them that you care about them but the behaviour they are exhibiting is not acceptable.
- Provide learners with other options, give choices. If you feel like this again you can……...
- Provide time to discuss events and situations, this can be done through a social story, books or story sack.
- Discuss feelings within the classroom as a daily experience. Talk about experiences others have had.
- Identify how it feels to be calm/relaxed, provide learners with opportunities and reflect on the differences they may feel in these moments. .
- Avoid putting the learner back in the same situation and reliving a trauma. What can I do differently?
- Staff to reflect on what was the learner trying to tell me in that moment, what is the behaviour telling me?

Responses from staff

Affect Attunement – Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy.

Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.

Empathy – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.

Containment – Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learners pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

Emotional Regulation – Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner's emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner's body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the learner in question.

Use of Voice and Body Language – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

De-escalation strategies – Staff are trained in a range of de-escalation strategies through Team Teach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% or less requires physical Interventions (Prompts, Guides, Escorts and Restraints). The de-escalation strategies that work for a pupil will be written into their behaviour and wellbeing plan and their behaviour risk assessment so that staff can support in an informed way.

Motional Profiling – To support learners, who are identified, a Motional Comprehensive Snapshot can be created. This provides key staff to have an understanding of areas where support and development are needed, optional activities are also provided. These profiles will be created by staff teams,

including parents, working with that particular learner and will also be supported by the Pastoral and Behaviour Lead.

Terminology that's accepted at Curnow:

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

Motivators and Consequences

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards or motivators are those that are given to a learner after he/she has behaved in a way that gains an adult's approval. At Curnow, rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. getting a certificate) and are based on the individual preferences of each individual young person. The practice of removing stars or rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Curnow's' stance on Positive Behaviour Support. It is not acceptable practise for rewards to be revoked or rewards to be used to stop negative behaviours as this will be seen as a 'bribe'.

At Curnow School we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to

use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Behaviour Support

At Curnow School we define behaviours of concern as any behaviour which:

- Reduces the quality of an individual's life.
- Reduces access to learning.
- Puts a child or young person at risk (physically or emotionally).
- Puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- The child or young person has needs or wants which they are not able to communicate through other means.
- The child or young person's medical needs are not being met – they may feel ill or in pain.
- The child or young person is experiencing demands, which are too much for them.
- The child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- The child or young person is overwhelmed by their environment or others around them.
- The child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively. In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development. The

behaviours of concern displayed by pupils at Curnow typically fall within the following categories: self-targeted behaviours, harm to others and damage to property. Behaviours of concern are categorised into three levels. If a learner presents with a Level Three behaviour or is persistently presenting with Level One or Level Two behaviours a Well-being Plan and an Behaviour Risk Assessment written (Appendix 3). Well-being Plans are individually tailored behaviour plans which outline proactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour. By colour coding the Well-Being Plans we show the different stages of the behaviour as an individual's behaviour moves between. All staff are expected to follow the strategies mentioned in the learners' Well-being Plan consistently in order to support the learners when moving between the different stages of behaviour safely and effectively.

All Well-being plans and Behaviour Risk Assessments have been shared with and agreed and signed by parents/carers. Individual Risk Assessment are reviewed yearly across the school but given that they are 'live' document, the class teachers in consultation with the Pastoral and Behavioural lead must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

Dynamic risk assessments

Whilst we will always endeavour to work in a proactive and informed way to support pupils behaviour and wellbeing there may be circumstances that require staff to act reactively to an incident through a dynamic risk assessment of a situation. In this circumstance staff are acting upon their 'duty of care' to keep a child or young person safe by acting in the 'best interest' of the child or young person. If this occurs, the incident will need to be recorded and a wellbeing plan and risk assessment written or updated to ensure in the future there is a planned and proactive response to the behaviour.

Team Teach

Staff at Curnow School receive Team Teach training to ensure that there are enough qualified and competent staff within classes to support pupils through positive behaviour management with the emphasis on de-escalation, positive handling and restraint reduction.

Staff are trained by Intermediate Team teach trainers within the SPT who have a wealth of experience and understanding of the pupils needs, the team teach approach the school environment. Curnow School holds a record of the staff that have received the Intermediate level training and whose certification is in date and current. A training programme is in place to ensure staff current and competent within their Team Teach qualification.

New staff, depending upon the need of the class will be trained at the earliest opportunity to ensure that they have the skills, understanding and competence to support the pupils effectively.

Recording of behaviour

At Curnow School we use Trackit-Lights and Cpoms (Appendix 4) to record Level 2 and 3 behaviours and associated responses which may include Restrictive Physical interventions (RPI).

Trackit-Lights is used within each class to record Level 2 and 3 behaviours by the class team as well as recording positive behaviour linked to the Curnow Code. Members of the SLT are able to monitor these behaviours and will be alerted to any level 3 behaviours (see appendix). Level 3 behaviours will also be linked to the Cpoms system and the DSL and DDSL will be informed and alerted.

Any Level 3 incidents will be followed up with a class debrief and this will be attached to the Cpoms log. We always ensure that actions are put in place to support the pupil and staff to reduce risk, reduce restraint and provide strategies for the pupil to manage their own behaviour in a more socially acceptable way.

Policy approved by the Leadership and Management sub-committee	May 2022
Policy to be reviewed	Every 2 years
Responsibility	Local Governing Body Deputy Head Teacher Head Teacher

Appendix 1 – Whole school, holistic approach to behaviour

CurnowSchool | TRAUMA INFORMED UK SCHOOLS | **Wellbeing and Emotional Support** | Special Partnership Trust

We recognise that all the pupils attending the Special Partnership Trust (SPT) schools have additional needs and require a range of support strategies to enable them to access and achieve their learning outcomes. Throughout the SPT we recognise that positive relationships between staff and pupils are a major influence in encouraging good behaviour. The SPT schools aim to establish a safe and caring environment that provides encouragement, structure, order, a sense of community and high quality education. The pupils experience positive behaviour for learning approaches and management systems employed will be consistent, taking into account every pupil's individual needs.

We ensure that **all learners** at each school are supported through:

- Our curriculum – being interesting, engaging and appropriate to their needs and age
- PSHE and RSE curriculum in supporting and developing their personal and social skills
- The Education, Health and Care plan process and personalised outcomes for all pupils
- Trauma informed schools (TIS) approach embedded within the schools daily practice
- Team Teach and the awareness of behaviour management and the focus and priority being on de-escalation and understanding behaviour as communication.
- The Curnow Code, SMSC and PBV which run through our school day and are celebrated each week through whole school assemblies

For **some learners** who require additional support in meeting their wellbeing and emotional needs we will ensure that by following the behaviour support pathway, liaising with wider professionals (Occupational therapists, Speech and language therapists and Educational phycologists), parents and carers we will support these leaners. This may be through a specific plan to support their area of need or comprehensive wellbeing and behaviour support plan. This will provide a graded and consistent approach with the focus on support and de-escalation at each stage and the meeting of their emotional and wellbeing needs in a positive and supportive manner.

Appendix 2 – Curnow Code

Our School Philosophy 'The Curnow Code'

At Curnow we are all aiming ….

- To be kind and thoughtful to others
- To look after the school and everything in it
- To always try our best
- To keep ourselves and each other safe
- To always show people how good our school is
- To learn how to cope when things go wrong
- To be happy and healthy

Appendix 3 – Wellbeing Plan and Behaviour risk assessment

CurnowSchool

Pupil name:

This well-being profile supports the holistic approach to the social, emotional and mental health needs of students. It provides the guidance/information to enable all adults to work in a consistent way within the agreed behavioural approach during times of escalation and challenge

Areas of Additional Support (Please name)

SaLT Recommendation:	OT Recommendation:	CAMHS Recommendation:	
Outcome/IEP target :	Outcome/IEP target :	Outcome/IEP target :	

Medical/ additional information derived from the care plan received from the school nurse details:	.

Reasons for support plan (brief overview):

Agreement of Plan	Sign	date
Student (if applicable):	_____	_____
Parent/carer:	_____	_____
Class teacher:	_____	_____
Head/ Head of team teach:	_____	_____
Date Plan written: 18th July 2018		Date Plan to be reviewed: 17th July 2019

CORNWALL COUNCIL
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Risk Assessment - 8312RA
Internal Reference: (KB- behaviour)
Information valid as of 27/04/2022 08:54

Medium

General Details

Assessor	Rob Armstrong
Assessment Date	
Assigned Reviewer	Rob Armstrong
Next Review Date	07/12/2022
Operation Assessed	Karenza barnes - behaviour risk assessment

Associated with specific area

- Education
- Academy Schools
- Special Partnership Trust
- Curnow School

Description of work area and/or activity assessed

To reduce the risk to pupils and staff from challenging/distressing behaviours within school and wider school activities

Overall Current Risk

Medium

Persons Affected

- Children / Students
- Employees
- Members of the Public
- Visitors
- Volunteers

Appendix 4 – Sensory Plan

Name _____   Date_____

Sensitivity	Difficulties (seek/avoid)	Impact	Strategies
Visual			
Audial	Sensitive to high pitched sound. Does not like other children crying. Sensitive to noisy and unpredictable environments	May seek to hurt child who cries. Difficult to settle after transition. May cry or hold head during noisy times or after high pitched sound	Offer ear defenders. Remove during transition, return when room is settled
Oral	Chews clothing. Chews/mouths inedible objects. Eats play dough	Damages clothing/toys	Chewy tubes/chewelery may be offered. FULL SUPERVISION WHEN USING MALEABLE MATERIALS
Tactile	Seeks – sand, textured walls, carpets. Avoids – paint, wet food	Limited diet. Limited access to curriculum activities	Sensory play opportunities introducing wet texture using tools eg paintbrush to reduce contact
Vestibular	Tries to get you to lift them up and spin them.		Offer balcony swing
Proprioceptive			

Appendix 5 – Cpoms/Trackit Lights

AK 0	AR 0	AP 0	AJ 0	AW 0	CL 0	DH 0
Aisha Kattan	Ajay Robinson	Alex Phillips	Amber Jackson	Asha Williams	Chang Lee	Danna Hill
DF 0	ES 0	EC 0	GT 0	HW 0	IA 0	IL 0
David Fisher	Emily Stone	Ethan Cook	George Taylor	Helen Walker	Ibrahim Assaf	Isla Lawson
JE 0	JC 0	KW 0	KD 0	LH 0	LT 0	LH 0
Jacob Ellis	James Clark	Katie Wood	Kia Davis	Layla Hasan	Lilly Tohan	Lily Hughes
MR 0	MR 0	MW 0	MB 0	RC 0	SA 0	SA 0
Mariah Roberts	Matthew Russell	Milly White	Mohammad Bazzi	Rita Collins	Samira Abadi	Sara Allen