

Person-Centred Neurodivergence Affirming Behaviour Policy



Groveside
School

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GSP016 Person Centred Neurodivergence Affirming Behaviour Policy V2

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Contents

1.0 INTRODUCTION.....	3
2.0 LEGAL FRAMEWORK AND GUIDANCE	3
3.0 POLICY FRAMEWORK.....	4
4.0 PURPOSE OF THIS POLICY	4
5.0 OUR PHILOSOPHY	5
6.0 MAINTAINING HIGH STANDARDS OF WELLBEING TO SUPPORT POSITIVE BEHAVIOUR ...	5
7.0 CREATING AN INCLUSIVE COMMUNITY.....	7
8.0 USE OF REWARDS AND RECOGNITION.....	8
9.0 PRESCRIBED MEDICATION –	8
10.0 RESPONDING TO DISTRESS AND NEED.....	8
11.0 NATURAL AND LOGICAL CONSEQUENCES.....	9
12.0 DE-ESCALATION.....	9
13.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION.....	10
14.0 SEARCHING, SCREENING AND CONFISCATION	10
15.0 REMOVAL FROM CLASSROOM.....	10
16.0 SUSPENSION AND PERMANENT EXCLUSIONS.....	11
17.0 DE-BRIEFING	11
18.0 RECORDING AND REPORTING	11
19.0 ANTI BULLYING.....	12
20.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT.....	12
21.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy.....	12
22.0 SUSPECTED CRIMINAL BEHAVIOUR.....	13
22.0 COMPLAINTS.....	13
APPENDIX 1- LOCALISED ARRANGEMENTS.....	14
INTRODUCTION	15
OUR RIGHTS, EXPECTATIONS AND VALUES.....	16
OUR RIGHTS:	16
SCHOOL EXPECTATIONS: ‘LIVING AND LEARNING’.....	16
SCHOOL VALUES: ‘LIVING AND LEARNING’	16
CELEBRATIONS:	17
CONSEQUENCES:	18
NON-LOGICAL CONSEQUENCES (SOMETIMES REFERRED TO AS SANCTIONS)	19

1.0 INTRODUCTION

Groveside School 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.

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.

Groveside School is a specialist provision which offers support for children and young people with complex needs. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth, no matter what their ages or life experiences. At Groveside, our learners, many of whom experience social, emotional and communication difficulties as well as those on the autism spectrum do show associated challenging behaviours. Many of our learners and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our strategies is to overcome these barriers. We aim to provide an environment where children and young people feel safe and secure and reach their potential through positive relationships. The school's local arrangements can be read in Appendix 1.

The school has a neurodivergence affirming, trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

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](#)
- [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 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

4.0 PURPOSE OF THIS POLICY

This policy aims to promote a move towards an evidence and person-centred, inclusive approach where our pupils are supported to experience a sense of belonging

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. De-briefing/Reflection occurs at the end of each day to consider everyone's actions and responses and how to improve practice.

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 WELLBEING 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 School'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 Wellbeing Approaches - The overarching wellbeing approach throughout the 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 Wellbeing 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 school 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 school does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

8.0 USE OF REWARDS AND RECOGNITION

- Recognition - We recognise and celebrate effort not just achievement and examples of our rewards and reinforcements include praise, 'Star of the Week,' days out, unexpected rewards, golden time, certificates. Achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction. The use of food as rewards will not be relied upon.
- Rankings – Reward systems will not be on public display as we recognise this could be shaming and demotivating for some young people.
- Unfair incentives - we have eliminated unfair school incentives, such as attendance awards, as we know neurodivergent young people will have difficult days when they struggle to attend school and they should not be penalised.
- Use of monetary rewards – Money will not be used as an incentive for good behaviour

9.0 PRESCRIBED MEDICATION – team members 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.

10.0 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.

11.0 NATURAL AND LOGICAL CONSEQUENCES

Positive reinforcement combined with natural and logical consequences are important and necessary to support our 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 or removal of privileges. 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.

12.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:our staff teams will use a calm approach with neutral body language

- our staff teams will use minimal verbal interactions during de-escalation
- we will use positive framing language (“kind hands” rather than “stop hitting”)
- we will use planned and proactive positive distraction (for example talk about the young person’s passion)
- we will divert the young person to a different, preferred activity or experience
- change their environment (for example allowing a young person to access a calm room or outdoor safe space)
- we will encourage the young person to engage in a preferred sensory activity or strategy to help them co-regulate
- changes to the team supporting the young person
- use of space and allowing the young person to move and run, perhaps complete a sensory circuit.
- using visual supports to support the young person to process and understand
- any unique strategies that the young person themselves has requested as part of their consultation to their individualised plan that aligns with the Ask, Accept, Develop Strategy and Connect, Co-Regulate and Co-Reflect.

We do not use:

- planned ignoring
- asking a student why they are behaving in a certain way
- any shame based approached
- any language which could be interpreted as threatening, e.g. 'last chance.'

13.0 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. We work closely to integrate the AAD, TIP and RRN Strategies.

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.

14.0 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.

15.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and wellbeing of the individual, classmates and teaching staff are at risk. We will always additionally consider the potential disruption of others learning opportunities in immediate area. The student will continue to be supervised at a level appropriate to their emotional and intellectual needs. At other times, we may choose to remove the rest of their peers in order to ensure their safety and to cause minimal disruption to their learning.

The Headteacher maintains strategic oversight of any removals, makes sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils, that removal is for the shortest time possible, in an appropriate place that is resourced to learn and refocus, supervised by trained staff, with a clear process for reintegration of the pupil into the classroom as soon as it is appropriate and safe to do so. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher

Staff will reflect on and review the action that was taken to make practice improvements where possible.

16.0 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 and 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.

17.0 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. There are trauma informed neurodivergence affirming de-brief documents that are aligned with the restraint reduction network pledge.

17.1 COLLEAGUE WELLBEING

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 strategies support 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.

18.0 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*.

19.0 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*.

20.0 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.

21.0 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

22.0 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- LOCALISED ARRANGEMENTS



Groveside School

Person Centred Positive Behaviour Management

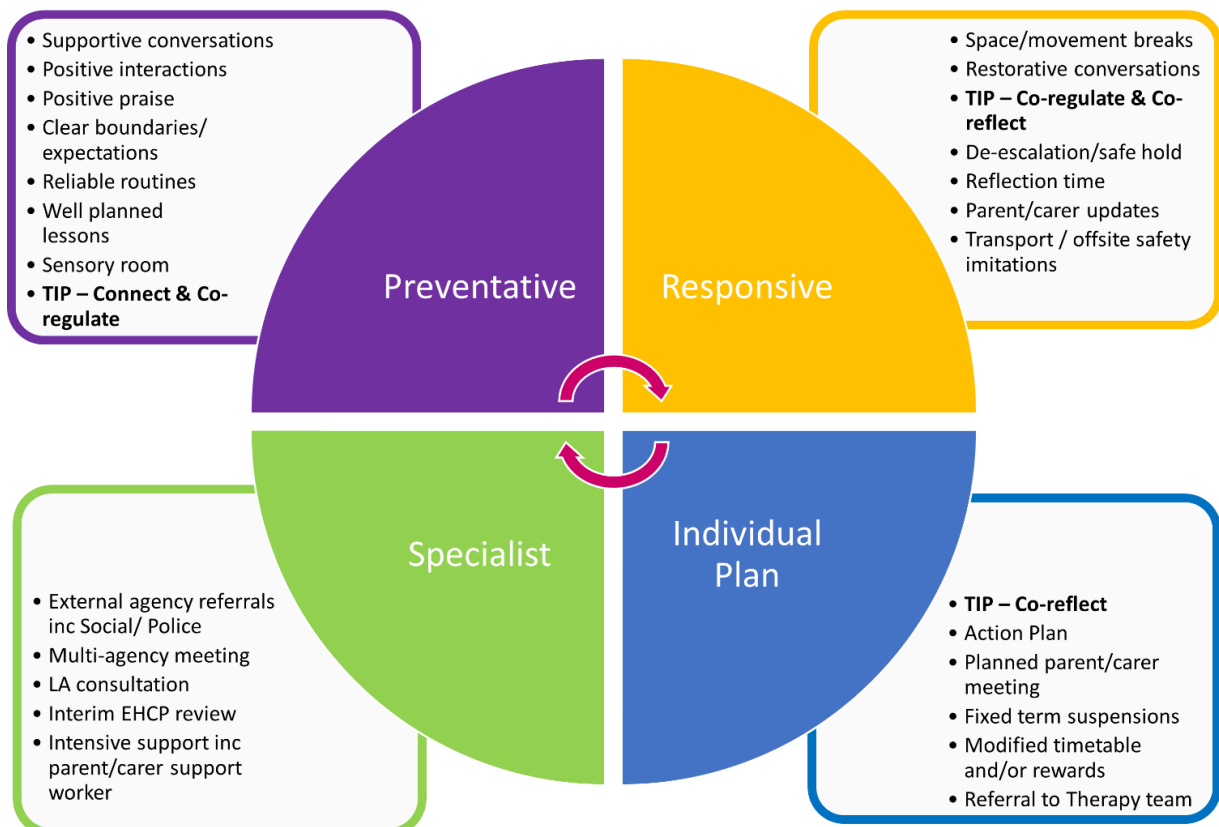
September 2024

INTRODUCTION

At Groveside, we aim to provide all pupils with an optimal blend of clear, consistent and reasonable boundaries and expectations, and an ethos of understanding and supporting individual circumstances and needs. As such, our Trauma-informed behaviour systems are framed around upholding our core expectations, rewarding achievement in all its forms and supporting reflection and restoration to help children learn and progress.



As part of our development of Trauma-informed practice approach we have outlined 'tiers' of emotional and behaviour support available within our setting. This enables staff and pupils to understand and identify those strands of practice that are universal – those within the 'preventative' and 'responsive' tiers – and to distinguish when elevated or more individualised responses are required. It also highlights the supportive and therapeutic strategies as being core to our practice. We continue to develop and refine the processes around these tiers, as outlined in the behaviour systems information below.



OUR RIGHTS, EXPECTATIONS AND VALUES

OUR RIGHTS:

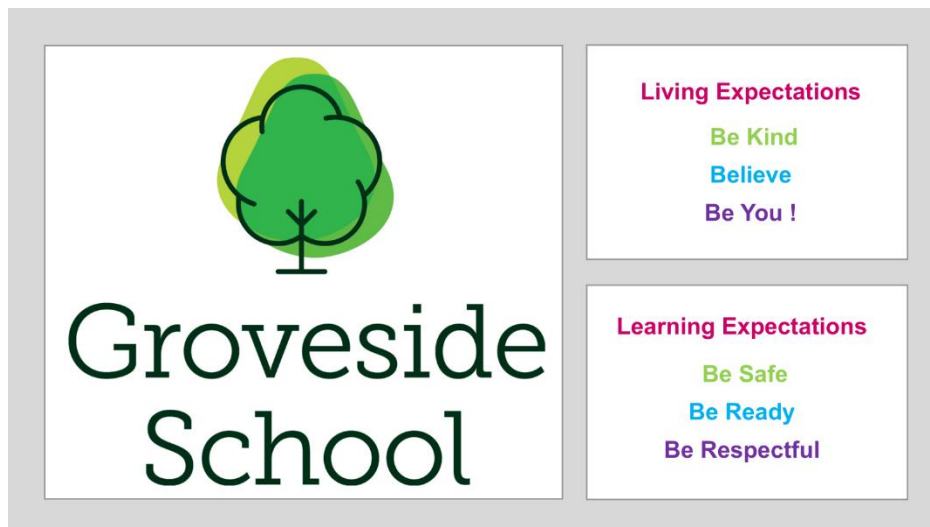
Everyone in the school community has rights based on our aims and ethos and these have been further informed through the United Nations Convention on the Rights of the Child. (UNCRC)

These rights are:

- To be safe
- To be heard
- To have beliefs
- To receive support
- To be treated with respect and dignity
- To learn/teach

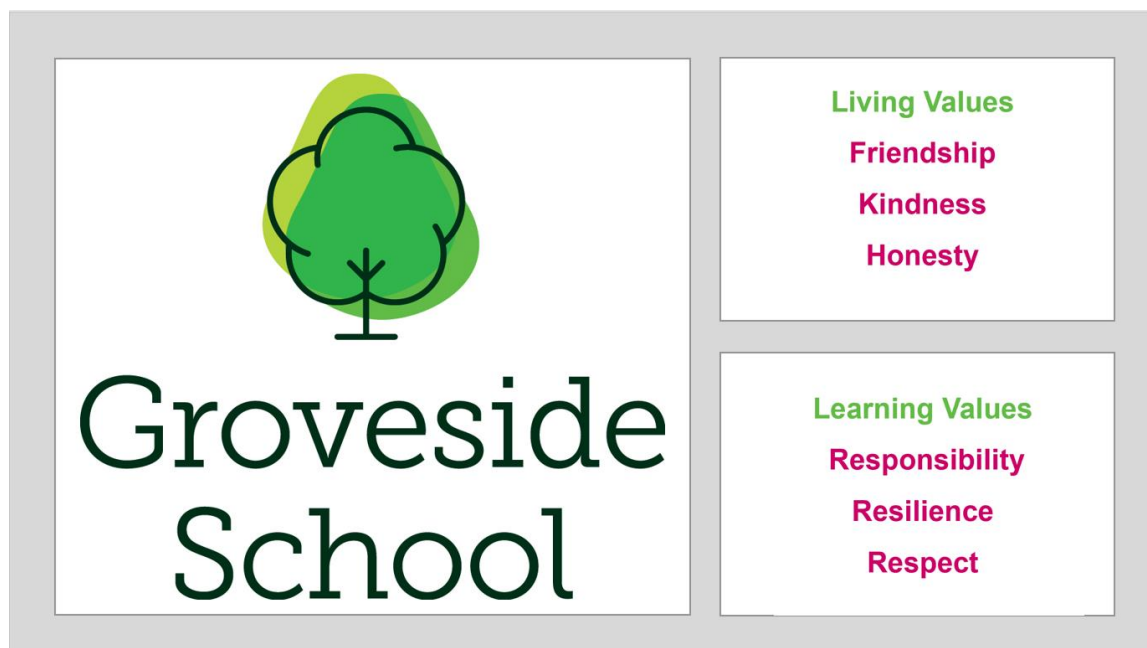
SCHOOL EXPECTATIONS: 'LIVING AND LEARNING'

Groveside School requires all our community to commit to our 'Living and Learning' Expectations. Pupils understand that we have clear expectations around this, and there are reminders in every classroom.



SCHOOL VALUES: 'LIVING AND LEARNING'

At Groveside School we aim to create a calm, caring, happy and purposeful environment within which learners can flourish and thrive. We achieve this through creating a school curriculum that is underpinned by core values. These 'living and learning' values support the development of the whole child as a reflective thinker and promote positive attitudes to behaviour, relationships, learning and achievement. Our values-based approach to learning results in a unique and nurturing learning experience for all members of the school community.



We:

- Encourage each other to strive to achieve our full potential.
- Provide a wide range of pastoral and emotional support to enable everyone to meet their personal targets.
- Ensure that everyone feels comfortable at school and able to enjoy a positive learning environment.
- Use positive strategies to re-enforce the school expectation and work together to promote the rights and responsibilities of everyone within the Groveside community.
- Expect everyone to adhere to the school expectation at all times and have a range of celebrations to promote this.
- Foster an acceptance of responsibility for our own actions and utilise restorative practices where necessary.

CELEBRATIONS:

In our school we celebrate pupil's positive behaviours that reflect our **“living and learning”** values and expectations whilst in their lessons and throughout the school day to record celebration points.

Pupils are awarded **‘House’ points** for effort and positive contributions across the school day in line with the school's values and expectations.

Every lesson pupils' may receive **“WOW Work” points** for any pupil who has participated over and above the individual academic expectations placed on them.

Pupils' house points and WOW Work points are recorded and tallied at the end of the week. The end of week score provides pupils access to a monetary reward that is held in the 'School Bank' where pupils can use this to purchase reward items. All purchases are approved by parents/carers prior to being purchased.

GSP016 Person Centred Neurodivergence Affirming Behaviour Policy V2

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas (the list is not exhaustive):

- Praise
- Trips
- Time on the computer
- First choice of reward activities
- Positive letters/postcards home
- Celebration house points
- Star of the Week Headteacher Certificate
- Using House Points to buy a reward item

CONSEQUENCES:

A consequence should be a structured learning opportunities for a child or young person. The goal is to stop an undesired behaviour, to help the child or young person understand the impact it has on them or the others around them, and to make more constructive choices.

To apply consequences effectively, adults need to behave in a thoughtful and Co-Reflective manner and understand that there is a certainty of consequence but what that consequence is may not be a one-size-fits-all matter. Even with consistency, we need to consider individual needs, situations and triggers. There are, however, a few general categories that can help with effective implementation of logical consequences:

1. Making Good:

Supporting the child or young person to take some responsibility for fixing, as best they can, and any problem or mess they have created. For example using their own time to fix something they have broken; clearing up a mess they have made; putting up a display they have ripped down etc. This consequence might also be another school community based 'social act' unrelated to the original breakage or incident if to return to the original incident would cause upset or shame.

2. Loss of 'benefit':

Where children and young people have been given some trust around boundaries that are firm, the logical consequence can be around this. For example: A child who accesses something they should not via IT equipment might lose IT access for the rest of the day/week; a young person who messes around when seated with a friend might be moved to a different area of the classroom etc)

Removing breaktime is rarely a useful or logical consequence. It can also be counter productive and dysregulating for children and young people – because, for example, pupils with Autism spectrum conditions may require a sensory break at this time; pupils who struggle with impulse control can be those who most need physical outlets.

3. Time away from the task or trigger:

Removing a pupil from an activity and suggesting that he or she think about a proper logical consequence. For example, removing a pupil from a task and having a quiet conversation such as "What do you think will help you do better with ___ ?"

NON-LOGICAL CONSEQUENCES (SOMETIMES REFERRED TO AS SANCTIONS)

On occasions, a consequence which is perceived to be 'non-logical' must be given. This might be a consequence which is imposed after the event, following some investigation, or possibly with a delayed impact. An example of such a consequence would be a suspension or tutoring in the home environment (off site) to allow for reflection. These 'non-logical' consequences, will be used rarely and after all other interventions and support has been offered. are given after the event for a more extreme behaviour breakdown such as:

- Persistent bullying
- Racism or homophobic bullying
- Targeted violence

This list is not exhaustive and should not be considered a definitive guide.