



Behaviour & Relationships Policy

2023 24

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Next Review Date: September 2024

Cambridge School Behaviour & Relationships Policy

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber 2007)

“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context” Louise Bomber, 2012

At Cambridge School, we aim:

- *To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members*
- *To help children develop a sense of worth, identity and achievement*
- *To help children to form positive internal working models of self, others and the world*
- *To help children to develop the ability to self-regulate following a period of co regulation*
- *To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches*
- *To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving*

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, learners and their parents/carers
- We recognise that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.

- Staff understand that behaviour is a form of communication **of an emotional need (whether conscious or unconscious)**. With support to self-regulate through unconditional positive regard, learners can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is **“connection before correction”**
- Learners are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.
- Staff use Emotion Coaching, PACE and attachment friendly restorative approaches in their interactions with learners taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure learner needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our learners feel safe, their educational environment needs to be high in both nurture and structure. Our learners need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Staff will support learners to develop positive internal working models, form positive relationships, meet their need for belonging and safety to open up to learning in order to develop their ability to:

- Follow instructions from peers and adults.
- Be kind to others in words and actions
- Respect other people and their property.
- Move safely and sensibly around the school.
- Challenge themselves in their learning

Cambridge School staff will do the following to help our learners meet these expectations:

- Help our learners to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during timeout to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass learners who are struggling to regulate
- Will respond calmly to help learners become calm
- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so learners know what happens next
- Will provide activities at break time to help manage social time.
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Demonstrate unconditional positive regard
- Empathise

To help lessen anxiety and help learners to self-regulate, they also have access to:

- Indoor regulation and relaxation spaces – e.g. OT room, sensory room, Intervention room

- Outdoor regulation and relaxation spaces – e.g. The courtyard, the decking, the chickens
- Timeout
- Interventions specific to their needs
- One-page profiles
- Individual behaviour plans, where needed
- Access to a keyworker, trusted adult to co-regulate
- Arts therapy
- Learning mentors

1. Supporting Appropriate Behaviour:

Modelling

One way that learners learn about both appropriate and inappropriate behaviour is by observing others. Learners model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

“Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency (....) The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others” (Paul Dix, 2017)

Cambridge School is committed to providing positive role models for our learners:

- Staff model appropriate, positive behaviour at all times
- Staff highlight learners' appropriate behaviour to their peers - Staff acknowledge and reward learners' appropriate behaviour
- Older learners are given opportunities to act as positive role models to younger learners (e.g. having a position or responsibility or mentoring role) Learners are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school, via work experience)

Praise and positive reinforcement and reward:

As a school we recognise that encouragement, praise and positive reinforcement teaches learners that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate

behaviour. Staff are expected to find opportunities to praise and reward **all** students, no matter their starting point or difficulties with regulation.

Positive reinforcement may take the form of different approaches across each Pod:

- Acknowledgement of good behaviour
- House achievement points
- Special mention in school assembly
- Behaviour and attendance vouchers
- Positive messages communicated to parents / carers through “Good News” cards / telephone call home
- Individual reinforcement such as sticker charts
- Star of the week celebrates achievement
- Responsibilities around the school i.e. helping breakfast club / break time tea and toast
- Reward trips
- More subtle forms of praise for learners who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school.

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase learners’ self-esteem and self-efficacy
- Reduce learners need for extrinsic motivation and increase intrinsic motivation which will help learners develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the Emotion Coaching and PACE approaches to maintain this consistency. The use of the pronoun ‘we’ in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

How do staff model and respond to pro-social behaviour?

Staff must:

- Welcome students at the classroom door, in the corridor and when on duty.
- Notice and praise prosocial behaviour – “catch them being good!”

- Use polite language, model appropriate eye contact, use open body language and smile often at students.
- Encourage students to be supportive of one another, to listen and respond with respect e.g. “I agree with Tom that..., however I think that...”
- Model appropriate relationships between each other.
- Be consistent with clear routines, expectations and boundaries.
- Give students a ‘right of reply’ during discussions and value the ‘voice of the child’
- Remember that **“we are friendly to students, but we are not their friend”**

Staff must not:

- Bribe the student for compliance with rewards/treats.
- Breach professional boundaries with students – overfamiliarity is detrimental to relationships with students. This includes sharing information about private lives or discussing other staff with students.
- Tell a student that he is your favourite
- Allow over reliance or dependence on you or another colleague
- Seek to create an attachment which is intimate and competes with the attachment to key adults such as parents, siblings and friends.

2. Communication and Relationships

Use of voice:

- We should vary the pitch, tone and volume of our voice when addressing behaviour issues. NEVER SHOUT.
- Speak one-to-one wherever possible.
- Sometimes do not say anything at all. Do not under estimate the power of silence.
- Use visual supports as a strategy to de-escalate situations
- Use language that focuses on the behaviours we expect rather than on what we do expect

Give students’ time to respond:

Once we have asked a student to follow an instruction give them time to think about the choice they will make. Students will often choose the wrong course of action when pressured but given time to think about it are more likely to make a better choice.

Body language:

It has been suggested that we communicate as much as 70% through non-verbal communication. We can communicate so much through our body language, tone and personal appearance. Aim to communicate the same message through our body language and the words that we are using.

Restorative Approaches

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where learners are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 2) Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

3. Structure and boundaries to help to create a safe harmonious community.

Due to the differing needs of our learners, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation. Boundaries, however, are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Refer to Appendix 1)

Staff should ensure consistent routines for their classroom and for when their learners are around the school. These expectations are reinforced through assemblies and interactions with learners. It is everyone's responsibility to support children where these expectations are not met but equally to comment

positively when they are. Appropriate levels of staff supervision will ensure unstructured times are as successful as possible.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes
- Taxi & bus time: Start and finish of the day

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to learners and undermines the work of other staff and learners' confidence in our systems.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the learner is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the learner that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson.
- Consequences will never involve taking away a previously earned privilege or any intervention time –However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the learner to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the learner. We understand that such approaches are detrimental to the learner's self-esteem and wellbeing, and can result in increased inappropriate behaviour.

- The developmental age and specific needs of the learner will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our learners. A plan, do and review approach will ensure learners will not be given consequences that impede their future learning. This will be closely monitored.
- After a learner completes catch up, reflection time, or a consequence it is important to repair and restore the staff-learner relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the learner that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences, learners will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

It is expected that teachers and learners begin each lesson afresh with optimism and encouragement for success. If a learner's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- The class teacher will discuss their concerns with the learner and a supportive target for behaviour will be set, identifying why there is a need for change and how the learner will be supported. The class teacher will work collaboratively with the learner / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the behaviour team if necessary. A plan-do-review approach will be taken, with records kept
- If after an agreed time the learner continues to struggle, the learner will attend a meeting with the teacher and their pod lead. At this time the Class Teacher will inform the learner's parent/carer of the situation and share the learner's behaviour target with them. A plan, do, review approach will be taken, with records kept.

- Solution circles request made by class team and carried out with Pod Lead, Behaviour team or SLT. The creative problem-solving tool will help staff to plan, do and review. (Appendix 3) and identify any additional support, external or internal that may be necessary.
- If the learner continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher and tutor will arrange a meeting with their parent/carer to discuss the issues being faced. This may be supported by a member of the pastoral team / SLT if appropriate.
- It may be decided that it is in the learner's best interests to give them some supported time away from their class, for example with another member of staff or, in consultation with the behaviour team in the mentors' area
- If a learner struggles at more unstructured times such as break and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or have their break indoors. This will be within an agreed timescale through a plan-do-review process.

4. High Structure and Boundaries

Protective Consequences:

- These are protective measures, put in place to ensure that anti-social behaviour does not negatively impact on other young people. These are usually necessary where young people are unable to control their behaviour and are not engaging with support.
- These are designed and managed by SLT and may involve changes to individual timetables, groups and activities. It may involve Team Teach techniques to keep the student safe in the short term.

Educational Consequences

- These are put in place to help young people learn something that will make the behaviour less likely in the future. It is not a punishment and must provide a learning outcome. Key questions staff must ask when

delivering educational consequences are: What does the child need to learn? How am I going to teach them?

- Examples of educational consequences include: completing tasks; rehearsing and practicing; assisting with repairs or the planning for repairs; educational opportunities; research the real world implications; conversation and exploration.

Work – Catch up.

Learners will receive time to catch up on work lost. Time will be allocated for the learner to catch up with an individual member of subject staff. During this time it is the expectation for staff to ascertain reason behind the learners' disengagement rather than simply catch up with the work. The onus is on understanding the antecedent to the behaviour and devising strategies to prevent reoccurrence. This should be discussed using a restorative approach.

Time available for learners to attend lost learning

- Break time
- Working lunch in class
- Putting it Right
- At the end of the school day (for independent travellers)
- Discuss with parent for work to be sent home

Behaviour – Reflection

After all other avenues have been exhausted learners will be given additional time for reflection. During this time a member of staff will work collaboratively with the student to develop strategies, and interventions which will help promote the learner's awareness and self-regulation of behaviours.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

Procedures for Absconding

If a learner absconds from the school building, parents / carers are informed immediately and a dynamic risk assessment is conducted by the SLT in order to establish next steps. We will make a missing person's report and inform the Police dependant on the vulnerability of the learner. School will inform the police and local amenities to be vigilant, even if a missing person's report is not

made. If a learner does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the learner as a missing person

All incidents of absconding must be reported using Edaware

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit.

Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site manager to fix the problem. This could be after school or in extreme cases, during the school holidays.

If the damage to property persists, the learner will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager and Pod Leader. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers.

Decisions will be made on an individual basis.

Example limit-setting approaches:

Normal classroom management strategies should be in place to support positive behaviour. The Praise to criticism ratio should be 5-1 and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships.

Restorative chat	Initially a restorative reminder should take place with the learner. This should be done without purposeful and positive reminder that the learner can meet the expectations set. Emotion Coaching and PACE techniques may be used here
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5 min reflection	A restorative chat demonstrating empathy and concern to take place at the end of the lesson stating clearly and calmly behaviours to change. This should be seen as an opportunity to engage with the learner and understand what the behaviour is communicating through the use of wondering aloud techniques
Break reflection	A further reminder following a 5-minute loss of free time can trigger a 10-minute loss of free time. This should be seen as an opportunity to engage with the learner and understand what the behaviour is communicating
Lunch time Putting it Right/Working lunch	<p>Persistent inappropriate behaviour throughout the school day leading to unacceptable points will result in a lunchtime consequence for loss learning and/or reflection time</p> <p>Parents will be informed at the end of the school day.</p>
Loss break/ Putting it Right to complete tasks and reflect on behaviours.	<p>Persistent and/or serious breaches of school rules. For example:</p> <ul style="list-style-type: none"> • Repeated refusal to work • Repeated verbal abuse • Absconding • Damage to property • Bullying • Racism
Parents / carers will be informed Police involvement may occur Meeting with parents / carers Involvement of other agencies	<ul style="list-style-type: none"> • Serious malicious behaviour towards staff or learners • Safeguarding breaches • Fighting • Smoking at school • Repeated inappropriate/sexual behaviour • Repeated deliberate damage to property including vandalism and computer hacking • Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them • Repeated possession of tobacco or vapes • Blackmail, intimidation, racism or persistent

<p>Individual out of classroom support</p> <p>Potential exclusion on the grounds of health and safety</p> <p>Bespoke package to increase one to one staffing where possible</p> <p>Discussion with LA inclusion team</p> <p>Emergency interim review of EHC plan</p>	<ul style="list-style-type: none"> • Bullying • Serious actual or threatened violence against another learner or a member of staff • Sexual abuse or assault • Carrying an offensive weapon – Police MUST be informed if a knife is brought into school by a learner. Please inform PDBW • Arson • Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the learner's behaviour • Other serious misconduct by a learner or parent (by association) which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises <p>Cambridge School will endeavour to help learners to self-regulate and manage their behaviour more successfully, if any of the behaviours mentioned above are displayed by learners, this dependant on the nature and frequency, may trigger a meeting with parents and involvement of other agencies to support identification of needs and additional ideas as to what behaviour may be communicating</p>
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5. Recording behaviour

Cambridge School monitors learner's behaviour and records incidents, including Physical Restraint using the Edaware electronic system. Achievement points are also recorded by class teams

Detailed chronologies are kept up to date for each learner and are managed by the Behaviour team through Edaware. This helps Cambridge School triangulate learner progress or highlight areas of concern. We also monitor learner's emotional development through use of the Boxall Profile. This is recorded by class teams and contributes towards the annual review process.

6. Behaviour team

The behavior team have specific responsibility for caring for learners who may be struggling to access their learning. Behaviour team may support in and out of the classroom and have clear aims:

- To support staff in dealing with those learners who are struggling to access learning.
- To care for all learners and display Unconditional Positive Regard.
- To use specialist techniques of de-escalation, deflection and reparation in order to minimise the loss of learning time.
- To take in to consideration the individual needs of each and every learner, including disabilities and vulnerabilities.
- To keep clear and accurate data records of incidents which can be used in a reflective and learning manner, for staff and to help provide robust and precise intervention and target planning.
- To provide advice and guidance to all staff on all aspects of behaviour including positive handling.
- To work alongside staff to plan and prepare behaviour support plans, Positive Handling Plans and Personal Learning Plans.
- When a specific learners' behaviour is becoming concerning, it is an issue which is to be shared.
- Discuss alternative ways to respond to a specific behaviour that may promote a positive learning experience.
- Support in analysing behaviour, producing Personal Learning Plans, reviewing Positive Handling Plans and reviewing any interventions used.

7. Fixed-term and Permanent Exclusion

Cambridge School holds a strong ethos of non-exclusion where possible. However, exclusion **may** be used on the grounds of health and safety if the behaviour displayed is potentially harmful to themselves or others (including but not limited to: absconding, assault, bullying including cyberbullying, damage to property, repeated racism or homophobia)

Exclusion will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the headteacher may exclude a learner, or the Deputy Head Teacher acting in the position of Headteacher in the absence of the Headteacher.

Permanent exclusions are used only in the rarest circumstance where a learner's behaviour places other learners and staff at risk of serious harm. Prior to taking the decision to permanently exclude, the Headteacher will exhaust all other avenues at their disposal, and will work constructively with Local Authorities, outside agencies and families, to ensure that disruption to learning is as minimal as possible.

See guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

8. Physical Intervention

Although every opportunity will be taken to de-escalate situations and support learners to regulate, there will be occasions when learners lose control. In these circumstances a physical intervention may be necessary to keep themselves and others safe.

All staff at Cambridge School attend annual training and refreshers throughout the year in the use of Team Teach and follow the policy and procedures for Physical Intervention (refer to Physical Intervention Policy). Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019)

Physical intervention must be recorded in the bound and numbered book in the Behaviour team office. A meeting will be held with a member of SLT to discuss the intervention and debrief.

It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Under UK law, adults working with children may use reasonable force to protect a person from harm, or to prevent damage to property. Reasonable force is defined as any restrictive or physical intervention that is:

- Reasonable
- Proportionate
- Necessary

All staff at Cambridge School, whether team teach trained or not, may use reasonable force in line with the circumstances outlined above. However, they must ensure that they follow the schools procedures in reporting and recording any such measures.

Please see guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

9. Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a learner is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures (see safeguarding policy). The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Cambridge School will consider whether support systems such as an Early Help Partnership Meeting are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

Keeping Children Safe in Education 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

10. Searching Learners and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of learners and/or their possessions. Only the SLT and authorised members of staff may conduct a without consent search of a learner and/or

their possessions. The school does not conduct intimate searches and will use a metal detector wand or pat down. The consent of the learner will usually be obtained before conducting a search unless the Head teacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be in the presence of another member of staff. A search may also be conducted off school premises where the learner is in the lawful control of the school. Items which may be searched for include any item banned under the rules of Cambridge school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so.

Parents will be informed of any search conducted of their learner and/or their learner's possessions. The school will keep records of all searches carried out within Edaware, including the results of the search and any follow up action taken.

Learners at Cambridge School are not permitted to bring mobile phones or similar devices to school. Any mobile phones used during travel are permitted as long as they are handed in to the staff on the door. Learners found to be in possession of a mobile phone during the school day will have the phone confiscated and returned at the end of the following school day. If the learner continues to bring in a mobile phone it will be confiscated until parents/ carers are able to collect it from the school.

Please see guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

11. The Role of Parents

Parents / carers have a vital role to play in their learners' education. It is very important that parents / carers support their learner's learning and co-operate with the school to promote positive outcomes. The school is very conscious of the importance of having strong links with parents and good communication between home and school therefore the school works collaboratively with parents. The school will ensure that parents are kept informed as to their learner's behaviour at school, so that learners receive consistent messages about how to behave at home and at school.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and learners are asked to sign a home/school agreement when enrolling at the school

If the school has to implement consequences for learner behaviour, parents should support the actions of the school. If parents have any concern about the way their learner has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

At Cambridge School we encourage parents/carers to take an active part in the life of their child and the school. This is essential to establishing trusting relationships, which allow us to work together in partnership in supporting positive conduct. Parent/Carers are encouraged to be involved in the following ways:

- Encouraging their child to attend regularly and to behave appropriately
- Replying to any communication/home/school agreement
- Checking and signing the home/school communication booklet
- Keeping the school informed of any social/emotional/medical problems
- Attending meetings, including parent/carer meetings, relating to their son/daughter
- Attending parents/carers annual review meetings
- Assisting in their child being ready and equipped for school
- Working with the school and relevant agencies to promote the welfare of their child

Incidents of verbal or physical aggression to staff by parents/guardians/carers of learners in the school will be reported immediately to the Headteacher who will take appropriate action.

12. Staff wellbeing and supervision



SEN schools can be an incredibly rewarding place to work. It can also be difficult and stressful. We recognise that in order for staff to be truly present and able to support learners they need to be supported to stay well themselves. In order to support staff wellbeing Cambridge staff will have the opportunity to:

- Anonymously complete wellbeing questionnaires that will be scrutinised by SLT in order to address any common issues that arise through the responses.
- Openly talk through any issues with a member of the SLT in a supportive and non-judgemental open-door approach
- Access informal support from our external coach, Educational Psychologist and other staff
- Access formal support through a supervision style provision from the school Educational Psychologist through half termly open surgeries which will remain confidential.
- DSLs / SLT to have half termly group supervision sessions
- Access informal support from the school's arts therapist

- Take part in reflective wellbeing groups within their class teams, provided by Hammersmith & Fulham MIND
- Access a confidential counselling service funded by the school (details displayed in the staffroom)
- Receive support from the Occupation Health Service where appropriate.

13. Monitoring and Evaluation

At Cambridge School behavioural data is gathered timely and consistently, this enables the Senior Leadership Team, Pod Leaders and the Multi-Disciplinary team to analyse and review possible trends and inform learning and strategic development, monitoring and evaluation is carried out in varied forms including:

- Incidents are reported, information is inputted on to Edaware and is reviewed and collated by the Behaviour Team
- Exclusion data, along with restorative twilight reflections.
- Honest and robust safeguarding and attendance meetings, including reporting to SLT.
- Weekly staff meetings, including regular pod meetings
- Reviewing and analysing of learner profiles, making sure that interventions are relevant, personalised and responsive.
- Structured, robust progress meetings, including members of MDT, Pod Leaders and SLT.

14. Governors' responsibilities

With overall responsibility for the school it is important that governors take an active responsibility and interest in the leadership and management of the school. They should have a particular regard for behaviours for learning by:

- Be knowledgeable of the behaviour policy
- Supporting the school, staff and students
- Keeping informed of local/political issues
- Working with the school and relevant agencies to promote the welfare of the students
- Having a nominated governing with responsibility for the behaviours and welfare of students

15. Equality and diversity

Cambridge School is wholly committed to eliminating discrimination, in all its forms; advancing equality of opportunity and fostering good relations as defined in the Equality Act 2010. These characteristics include, age, disability, ethnicity, gender, religion, sexual identity and bullying.

We will ensure that any incidents of discrimination or bullying are dealt with promptly, firmly and consistently.

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the learner. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the learner is less likely to respond with anger or defensiveness. **Acceptance** involves unconditional positive regard for the learner. Accept the learner's inner experience without judgement and make sense of why the learner is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the learner.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the learner that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the learner.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the learner's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

An example of PACE used with learners at Cambridge School

Situation: Learner in heightened state of anxiety, attempting to climb on the roof and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the learner is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the learner's anxiety decreased and they came down off the fence. They went with an adult to the multi -sensory room. Instead of imposing consequences, once the learner was calm, a discussion was had about the dangers of climbing the fence. The learner was able to reflect on their behaviour and think of alternative things they could do next time

Appendix 2

Questions to support restorative conversations.

Can you tell me:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?
5. What can be done make things right?

Appendix 3

Solution Circles:

This is a short and powerful group problem solving tool that is to be facilitated by the school Educational Psychologist. It's effective in getting "unstuck" from a problem. There is an expectation that a member of pastoral staff who knows the child well will attend each circle. Each circle will last approximately one hour.

The solution circle structure has been adapted to promote the use of an attachment lens when considering the factors underpinning a child's behaviour. The structure used is as follows:

- 1. Problem presentation/story**
- 2. Theory generation**
 - Which attachment style/s seem relevant?
 - What do we know about internal working model of self/other/world?
 - What unmet needs do they have?
 - What skills are underdeveloped?
 - Is the shield of shame relevant?
- 3. Dream Team**
 - Generation of potential strategies to address identified theories
- 4. Explore and clarify solutions**
 - Which strategies are positive and possible?
- 5. First step action**