Hallfield Primary School

Growing, Learning, Achieving Together

Behaviour and Relationship Policy

Specialist Resourced Provision (SRP)

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The Woodland is our specialist resourced provision for pupils at Hallfield.

The SRP and school staff recognise that the children accessing the provision may experience difficulties with communication, social understanding and self-regulation.

Behaviour is viewed as purposeful, serving a variety of functions such as for communication or emotional regulation as per our SCERTS framework.

In the Woodland, we value children for who they are, including their neurodiversity and help them in their understanding and ability to cope with the world around them.

Policy aims

This policy aims to:

- Support children's neurodiversity by managing the behavioural challenges associated with it, by providing structure, routine, modelling, and understanding.
- Provide a consistent and personalised approach to behaviour with tailored strategies that reflect individual needs.
- Understand the triggers of our pupils' behaviour and support them to manage these.
- Reinforce positive behaviours through celebration, positive language and rewards.

Universal behaviour strategy in the SRP

In the Woodland, the approach used to understand behaviour is based on the principles of SCERTS. SCERTS aims to help young people become confident social communicators while preventing behaviours that hinder learning and relationships.

- Social Communication (SC): This focuses on developing spontaneous, functional communication, emotional expression, and the ability to form trusting relationships with others.
- Emotional Regulation (ER): This include the ability to maintain a well-regulated emotional state, and be alert for learning and social interaction. It includes self-regulation (managing one's own emotional state), mutual regulation (seeking support from others), and recovery from dysregulation (returning to an appropriate emotional state).
- Transactional Support (TS): The role of the adults to respond to the individual's needs. This can involve modifying the environment, providing visual supports (like picture schedules), and adapting communication methods.

We also follow a trauma informed school approach that recognises that pupils may be dealing with trauma that impacts their behaviour, relationships and ability to learn. Emotional and physical safety is prioritised in classrooms and school culture. We encourage supportive relationships among children and between pupils and staff.

Environment that foster positive behaviour

In the SRP, we aim to establish clear expectations and consistent routines providing structure and predictability, helping our pupils to understand what is expected of them, reducing confusion or anxiety.
This includes physical spaces that are well-designed, promote well-being, and are free from distractions. We also create an environment that is comfortable in terms of noise levels, lighting, and temperature and where individuals feel comfortable expressing themselves and where their opinions are valued, encouraging positive interactions.

Social Environment

In the Woodland we create a social environment that encourages communication, collaboration, and respect, this plays a crucial role in shaping positive behaviour and supportive relationships.

Our staff approach focuses on:

- **Positive Relationships:** Building trusting, supportive relationships with family, peers, and staff to foster a sense of belonging and safety.
- **Role Modelling:** Adults who demonstrate positive behaviours serve as role models for pupils.
- **Use of positive and consistent language:** reinforce expectations using key phrases that focus on strengths.

Use Proactive strategies to manage behaviour

Positive reinforcement: Use praise and rewards tailored to what motivates each student

Risk-factors: anticipate triggers and risk factors to prevent the behaviour and foster regulation

Choices: offer structured choices to increase engagement and reduce the "power struggle"

Emotional literacy –teaching regulation

The ZONES of regulation

The ZONES of regulation is an evidence based-approach that teaches students:

- A vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
SAD SICK TIRED BORED MOVING SLOW	HAPPY CALM FEELING OK FOCUSED READY TO LEARN	FRUSTRATED WORRIED SILLY/WIGGLY EXCITED LOSS OF CONTROL	MAD/ANGRY TERRIFIED YELLING/HITTING ELATED OUT OF CONTROL

We all experience a variety of emotions. It can be helpful to categorise these into different ZONES so that our students have a clear way of understanding and expressing how they are feeling. The picture above shows the ZONES that they may experience at different times throughout the day. Once students understand the different ZONES we support them to

select the right strategies to help them to manage their emotions in a suitable way and to self-regulate their behaviour. Students will be asked to check in at the beginning of the day and after transition. For example, if they find themselves in the red ZONE then a strategy could be to take a deep breath and count to 10 with adult's support.

It is important for our students to understand that there is no one right or wrong ZONE to be in. Everyone will experience the different ZONES at different times. Staff will support pupils in understanding what might be their personal trigger for each ZONE and, importantly, what strategies can help them when they are in each of the different ZONES to get back to green ('ready to learn zone').

Interoception curriculum

The Interoception Curriculum focuses on helping children recognise and understand the internal body signals— such as heart beating and breathing. This approach supports emotional awareness by helping children identify how their body feels in different emotional states, laying the foundation for self-regulation and wellbeing. Awareness of both biological and emotional internal body cues, are impacted in young people who are affected by trauma and neurodevelopmental conditions including autism.

Benefits of teaching interoception

- To help children/students connect to and learn to understand their own bodies and emotions.
- It is a pre-requisite skill for self-regulation. It provides children/students with the tools to know when they are developing emotional reactions and the skills to be in control of those reactions.
- Without interoception, social skills are just the application of rules and not a meaningful way of interacting – it enables students to develop a sense of belonging.

Therapeutic interventions

In the Woodland we work closely with our team of specially commissioned therapists who support pupils, families and staff. We use researched based interventions so pupils can develop a range of social, language and regulation skills in a smaller than average mainstream class to practise and develop appropriate skills for the wider community. It is a comprehensive, multidisciplinary approach which include a range of therapies to support emotional regulation, well-being and mental health.

Occupational therapy (OT) creates and develops a sensory diet that help focus on the children's needs. This also aims on supporting a child's ability to regulate emotional arousal and be available for learning.

Speech and language therapy plays an important role on supporting children building emotional vocabulary and improving expressive language.

Music therapy can help our pupils to regulate their emotions, reduce anxiety and dysregulation. We recognise that our children may find it difficult to express themselves in words. Using music can provide them with a strategy to connect with other people and increase their self-esteem.

Equally, art therapy provides children with a way to express their thought, feeling and experiences and improve their emotional regulation. Art therapy can help children identify, understand, and manage their emotions in a safe and supportive environment.

Also, dog therapy can significantly benefit neurodivergent children by providing emotional support, reducing anxiety, and increasing social interaction. Often, dog therapy can help with self-harming behaviours or de-escalating emotional dysregulation.

Procedures to deal with dysregulation

- High professional standards from all staff providing routine and a calm environment.
- Use of preventive strategies that work to calm and engage each child, as described on their Pen Portrait and emotional regulation support plan (ERSP).
- Use of physical intervention has to be an absolute last resort to avoid damage to the child or to other children, as learned in our Team TEACH training, we could potentially use reasonable force to limit and stop if necessary the child self-harming, hurting others or severe damage to property that is likely to cause harm to the pupil or to others.
- The use of Physical Intervention should, wherever possible, be avoided
- When the use of PI is necessary, it must be used in ways that maintain the safety and dignity of all concerned (Human Rights Act 1998 and The United Nations Convention on the Rights of the Child, ratified 1991).
- Any use of physical intervention must be recorded on the same day on CPOMS, also parents/carers must be informed.
- Class team would have a debrief after any use of physical intervention to which therapists and SLT are invited.
- The ERSP will be updated where and as needed following debriefs. Where appropriate, injuries must be recorded on Medical Tracker.

Link to DfES/Department of Health Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, July 2002. It should be read in conjunction with the school's Physical Intervention and Restraint Policy.

Preventive strategies to support regulation

- Regular reviews of Emotional Regulation Support Plans, Pen Portraits, learning support profile, and other assessment documents, and individual risk assessments where necessary.
- The implementation of Zone of Regulation and Interoception curriculum to support children self-awareness and emotional regulation.
- High quality training for all staff, including induction training
- Modelling of positive, effective social interactions and behaviour and expectations by trained staff in high pupil to staff ratios.
- Using a total communication approach and respecting student voice and preferences.
- Working collaboratively with parents and carers to ensure consistency across settings
- Working with external professionals to provide additional support when needed
- Promoting positive interactions using: reward charts and targets or 'I am working for' boards
- Inclusion opportunities with mainstream pupils to provide strong modelling of positive social interaction and behaviour
- Use of the curriculum areas like music therapy to promote positive self-expression; self-esteem and well-being.

Restrictive Physical Intervention

The use of Physical Intervention should, wherever possible, be avoided. Physical intervention (PI) is an exceptional rather than a routine method of management.

The use of PI should only be used to prevent:

- Self-harming o Injury to others
- Severe damage to property that is likely to cause harm to the pupil or others
- Only a minimum amount of physical support must be used and this should be applied for the shortest period of time.

When PI is necessary, it must be used in ways that maintain the safety and dignity of all concerned and must be in the best interest of the children. The SRP uses TEAM TEACH which emphasises the need to look for the underlying reason for the significant dysregulation and for staff to take a proactive approach to managing it. Link also to school's Physical Intervention and Restraint Policy.

Emotional Regulation Support Plans and Individual Risk Assessments

In the SRP, each student has an Emotional Regulation Support Plan (ERSP) created with input from the class team, Occupational Therapist, Speech and Language Therapist, and parents. An individual risk assessment may also be written for a child if required.

ERSPs include the following: definition of the dysregulation (behaviour) Its functions, risk factors (triggers), context, needs and the methods used by the staff team to promote regulation (mutual/ self) and therefore reduce instances of dysregulation.

ERSPs are regularly reviewed by the class team and other relevant professionals particularly following significant incidents. In the Woodland we recognise the links between dysregulation, behaviour and communication. We use our knowledge of the SCERTS methodology to evaluate each child social communication and emotional regulation. Behaviour is communication and it is our goal to honour our pupils' voices while ensuring they develop the skills needed to communicate in the most appropriate way.

Procedures after an incident of any significant moments of dysregulation

All incidents where physical intervention is used are brought to the attention of the Senior Leadership Team, are noted and monitored on CPOMS, and then followed up by a debrief meeting which includes a member of the senior leadership team, therapists where relevant, and all staff members involved in the incident. The incident report and debrief notes will then be logged in the CPOMS. Any incident of restrictive physical intervention must be logged on the same day as the incident, but certainly within 24 hours. The description will include the date and time of the incident, type of hold, duration of the hold, staff members, pupils involved, and any injuries. Any injuries must be recorded on Medical Tracker.

Record incident on CPOMS	Send to SLT and Lucy LEAD Teacher	Attend debrief meeting	Follow up on any actions from the debrief meeting