



Woodlands School

Relationship based Behaviour co-regulation policy

Member of Leadership Team with Responsibility for Update of Policy	Senior Leadership Team
Headteacher	Jules Taylor
Date of Policy	September 2020
Policy Review Cycle	Annually
Date for Policy Review	September 2021

Relationship based behaviour co-regulation 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"
L.Bomber, 2012

At Woodlands 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, pupils 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, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction"
- Pupils 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 PACE and attachment friendly restorative approaches in their interactions with pupils 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 pupil 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 pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils 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 pupils 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

Woodlands School staff will do the following to help our pupils meet these expectations:

- Help our pupils 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 pupils who are struggling to regulate
- Will respond calmly to help pupils become calm
- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime 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

Pupils who experience high anxiety:

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies.

To help lessen anxiety and help pupils to self-regulate they also have access to

Primary

- Safe spaces in classrooms
- Outside space to physically cool down
- Office
- Welcome Area
- Interventions specific to their needs
- One-page Profiles
- Calmer classrooms
- Key Workers / Tutor teams
- ELSA trained staff
- CBT trained staff
- Creative therapies

Secondary

- “The Cube” regulation room (see attached policy)
- “The Quad” outside regulation space
- Time out
- Interventions specific to their needs
- One-page Profiles
- Calmer classrooms
- Key Workers / Tutor teams
- ELSA trained staff
- CBT trained staff
- Creative therapies

The CUBE Regulation Room

The CUBE is a regulation room available for pupils to use on the secondary site.

The aim of the CUBE is to bring about

Calm
Understanding
Balance and
Empathy

The room is not a consequence room but a supportive mechanism for pupils who are struggling. There is a separate policy attached which goes more deeply into the rationale

and procedures for the use of this space for staff and pupils. (see appendix 4 pilot Cube policy)

Supporting Appropriate Behaviour:

Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils 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)

Woodlands School is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers - Staff acknowledge and reward pupils' appropriate behaviour
- Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility or mentoring role) Pupils 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) – this part secondary only

Praise and positive reinforcement and reward

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

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

- Acknowledgement of good behaviour
- Lesson points reward voucher scheme
- Special mention in school assembly
- 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 / breaktime tea and toast
- Reward trip
- More subtle forms of praise for pupils 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 pupils' self-esteem and self-efficacy

- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils 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 PACE approach 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.

Communication – Appropriate language

Restorative Approach

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where pupils 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.

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

Due to the differing needs of our pupils, 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 pupils are around the school. These expectations are reinforced through assemblies and interaction with Pupil. 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 these 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 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 pupils and undermines the work of other staff and pupils' 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 pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil 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 pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.
- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil 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 pupil 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 pupils 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 pupils begin each lesson afresh with optimism and encouragement for success. If a pupil'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 pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported. The class teacher will work collaboratively with the pupil / parents /

carers to identify any reasons, concerns or difficulties. This can be supported by the tutor team if necessary. A plan-do-review approach will be taken, with records kept

- If after an agreed time the pupil continues to struggle, the pupil will attend a meeting with the teacher and their tutor. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them. A plan-do-review approach will be taken, with records kept.
- Solution circles request made by class staff and carried out with tutor staff / house staff / pastoral staff. 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.
- In the Primary setting solution circles request made by class staff to EP and carried out with EP and primary staff.
- If the pupil 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 pupil'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 pastoral team, in the pastoral office.

Woodlands 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 (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 pupil, or the Deputy Head Teacher acting in the position of Headteacher in the absence of the Headteacher.

See guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

If a pupil 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.

High Structure and Boundaries

Work – Catch up.

Pupils will receive time to catch up on work lost. Time will be allocated for the pupil to catch up with an individual member of subject staff. During this time it is the expectation for staff to ascertain reason behind the pupils 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 is to be discussed using a restorative approach.

Time available for pupils to attend lost learning

Secondary

- Break time
- Working lunch
- Discuss with parent for work to be sent home

Primary

- Break time
- Golden Time in primary settings

Behaviour – Reflection

After all other avenues have been exhausted pupils 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 pupil's awareness and self-regulation of behaviours.

Time allocated for reflection for secondary

- Break time
- Working lunch
- Discuss with parent for work to be sent home

Time allocated for reflection for primary

- Break time
- Golden Time in primary settings

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 pupil 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 persons report and inform the Police dependant on the vulnerability of the pupil. School will inform the police and local amenities to be vigilant even if a missing persons report is not made as the pupil(s) are deemed not to be vulnerable. If a pupil does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person (see attached absconding policy)

All incidents of absconding must be reported using the safer schools form in CPOMS.

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 person to fix the problem. This could be after school or in extreme cases, during the school holidays.

If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager. 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 pupil. This should be done without purposeful and positive reminder that the pupil can meet the expectations set. PACE may be used here
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 pupil 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 pupil and understand what the behaviour is communicating
Lunch time reflection/lost learning	Persistent inappropriate behaviour throughout the school day leading to unacceptable points will result in a lunchtime consequence for loss learning and/or reflection time Parents will be informed at the end of the school day.
Loss break/ lunch reflection time to complete tasks and reflect on behaviours.	Persistent and/or serious breaches of school rules. For example: <ul style="list-style-type: none">• Repeated refusal to work• Repeated verbal abuse• Absconding• Damage to property – Staff are to inform Business Manager and contact parents informing of potential costing. If there is a costing a letter is to be sent to parents inviting them to school to discuss incident and payment.• Bullying• Racism

Parents / carers will be informed Police involvement may occur Meeting with parents / carers Involvement of other agencies Individual out of classroom support Potential exclusion on the grounds of health and safety Bespoke package to increase one to one staffing where possible Discussion with LA inclusion team Emergency interim review of EHC plan	<ul style="list-style-type: none"> • Serious malicious behaviour towards staff or pupils • Safeguarding breaches • Fighting • Smoking at school (automatic breaktime detention, centrally managed) • 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 • Blackmail, intimidation, racism or persistent • Bullying • Serious actual or threatened violence against another pupil 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 pupil. 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 pupil's behaviour • Other serious misconduct by a pupil 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>Woodlands School will endeavour to help pupils to self-regulate and manage their behaviour more successfully, if any of the behaviours mentioned above are displayed by pupils, 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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Recording behaviour

Woodlands School monitor pupil's behaviour and records incidents, including Physical Restraint using an electronic system CPOMS. Lesson achievement points are also recorded at the end of every lesson.

Detailed chronologies are kept up to date for each pupil and are managed by tutor staff through CPOMS. This helps Woodlands school triangulate pupil progress or highlight areas of concern. We also monitor pupil's emotional development through a system of SEMH pro-social behaviour grids. This is recorded by tutors and contributes towards the annual review process.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe.

All staff at Woodlands 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 and also on CPOMS. 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.

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

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Woodlands 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/828312/Keeping_children_safe_in_education.pdf

Searching Pupils 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 pupils and/or their possessions. Only the Head teacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil 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 conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of Woodlands 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 pupil and/or their pupil's possessions. The school will keep records of all searches carried out within CPOMS, including the results of the search and any follow up action taken.

Pupils at Woodlands 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. Pupils 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 pupil 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

The Role of Parents

Parents / carers have a vital role to play in their pupils' education. It is very important that parents / carers support their pupil'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 pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

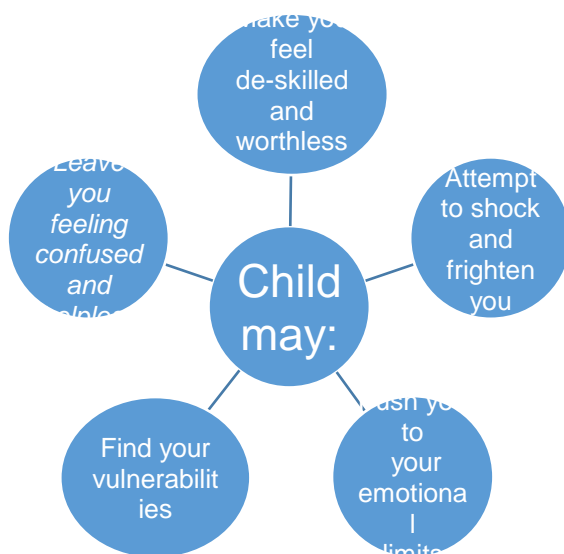
The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school

If the school has to implement consequences for pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their pupil 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.

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

Staff wellbeing and supervision



An SEMH setting 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 pupils they need to be supported to stay well themselves. In order to support staff wellbeing Woodlands 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 their tutor team / house team via solution circles / 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, booked directly with the EP
- DSLs / SLT to have half termly supervision sessions with EP
- Access informal support from the school's music therapist
- Access a confidential counselling service funded by the school (details displayed in the staffroom)
- Receive support from the Occupation Health Service where appropriate.

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 pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil 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 pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil 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 pupil.

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 pupil'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.

Examples of PACE used with pupils at Woodlands School

Situation: Pupil 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 pupil 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 pupil'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 pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil 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. Primary settings have a solution circle slot scheduled for each term. Each house team within the secondary setting (consisting of 2 tutor groups) will have the opportunity for a solution circle each term. 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 plan

Appendix 4

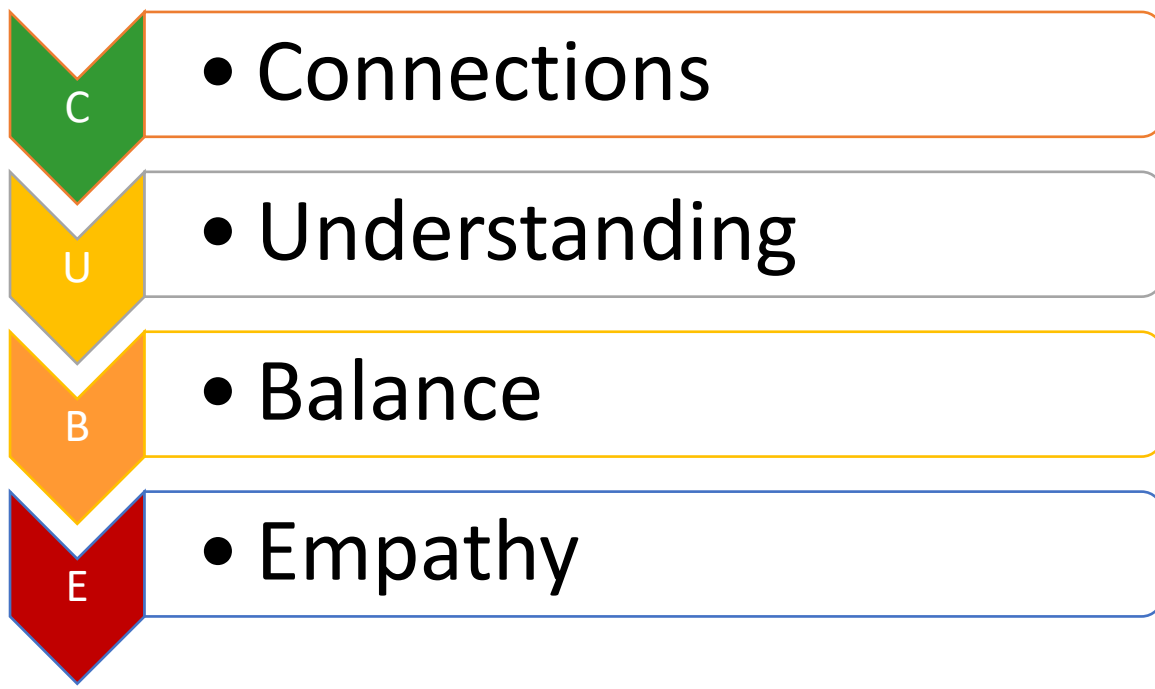
Pilot Cube Policy



Woodlands School

Pilot Cube Policy

Member of Leadership Team with Responsibility for Update of Policy	Pastoral Manager
Headteacher	Jules Taylor
Date	September 2020
Policy Review Cycle	Annually
Date for Policy Review	September 2021



“Relationships are the foundation of a good personalised school, and you cannot build relationships, without first cultivating a culture of trust and respect...If pupils are going to be respectful, they must feel respected” Littky 2002.

The purpose of the *Cube* is to provide an environment that allows young people to feel safe, respected and heard in times where they are at their most distressed and dysregulated. Therefore, every dysregulated episode becomes a ‘learning opportunity’ for both the young person and adult.

*“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”
L.Bomber, 2012*

At Woodlands 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 young people to develop a sense of worth, identity and achievement*
- *To help young people to form positive internal working models of self, others and the world*
- *To empower young people to develop self-management skills that can be taken into adulthood.*
- *To help all young people 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 young people the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving*

The Cube is a safe space at the centre of the school where our aim is:

- *To provide an environment which is calm, safe and supportive allowing adults to respond empathically to the verbal and non-verbal communication of the young person.*
- *To support young people who are highly dysregulated through the provision of physical spaces, as well as internal spaces through time and containment.*
- *To use co regulation strategies such as emotional coaching, where staff will place emphasis on relational repair 'which requires safe hands, thinking minds and regulated bodies' (Triesman, 2016, p17)*
- *To support young people in identifying what the feeling and emotion is 'Name it is to tame it' (Siegel and Bryson, 2011).*
- *To support and guide the young person to have restorative conversations and where necessary, resolution to conflicts and incidences.*
- *To, encourage responsibility and ownership of effective strategies to promote positive long-term outcomes and in turn preparing the young people for adulthood*
- *To support the young person in 'being ready' to return to social activities and their classroom learning.*

The *Cube* staff will;

- Ensure that there are no more than 2 young people within the space at any one time.
- Ensure that young people and other staff are kept safe and secure.
- Use their co-regulation strategies and attachment / trauma training with the young person in order to support them to become regulated.
- Take a multi-sensory approach to supporting young persons to become regulated, these can include; visual (low lights), kinesthetics (Rubiks cube/squidgy toy), tactile (weighted blanket/blanket, bubble wrap), auditory (listening to their music on their phone) physical (painting, playing a game, walk outside) emotional (discussions around their thoughts/worries)
- Reassure the young person there is no requirement to complete formalised work within the cube, that the focus is on creating time and space to be calm and ready to return to their learning environment.
- Support young people to explore whether they are in their 'upstairs or downstairs thinking brain' and supporting the young person in devising self-management strategies through psychoeducation and the development of problem solving, self-assertiveness and effective communication skills.
- Need to be empathic to a potential shame-based response, which could result in an unwillingness to discuss the incident.
- Report and write the incidences into CPOMS, following the restorative format before leaving the ***Cube***.

***Cube* Staff will do the following to help young persons' meet these outcomes by;**

- Provide alternative support for the young person who exhibits behaviours that may be escalating.
This can include use of external areas such as the school quad or non-teaching internal spaces such as the pastoral office for short periods of 'time out'
For guidance on when to utilise the Cube, Pastoral and/or external areas, corridor time, please see Appendix 2.
- Where de-escalation has failed to support the young person to become regulated and if they are a risk to the safety of themselves or others, physical intervention to support the young person may be necessary.
- Co-regulation requires the adult to be the 'buffer' (Treisman, 2016) and remain in a state where they are able to maintain safe hands, thinking minds and regulated bodies. With this in mind, staff need to not only 'look out' for each other, but recognise when they have become triggered, dysregulated and have 'fallen through a time hole' (Hobday, 2001). Within this period, staff will struggle to read, connect and respond appropriately to themselves and the

young person. In these circumstances staff should support each other, and be supported, to 'walk away' and take time away to reframe and recompose.

- When the young person is ready, staff can be guided by how the young person wishes to 'recover', these can include all the multi-sensory approaches made available in the **Cube**. The young person should be provided with water, warm drink, food and warmth to ensure all basic needs are met. Staff should, where possible, use all activities to 'soothe' the young person through this period. At the crisis and recovery stage (see fig 1), it is important that staff are aware that the young person will be exceptionally hypervigilant and will interpret body language, tone of voice, facial expressions as potential threats. Therefore, this may lead to further escalations back into the *crisis phase* and/or a necessity to physically intervene. This may require a 'fresh face' from staff particularly if the young person is directing their anger towards specific people, this allows for the 'buffer' mode to continue. Some staff may have experienced some highly charged incidences, it is imperative that staff provide 'time out' for each other; this may include not returning immediately to your next lesson or to teach.

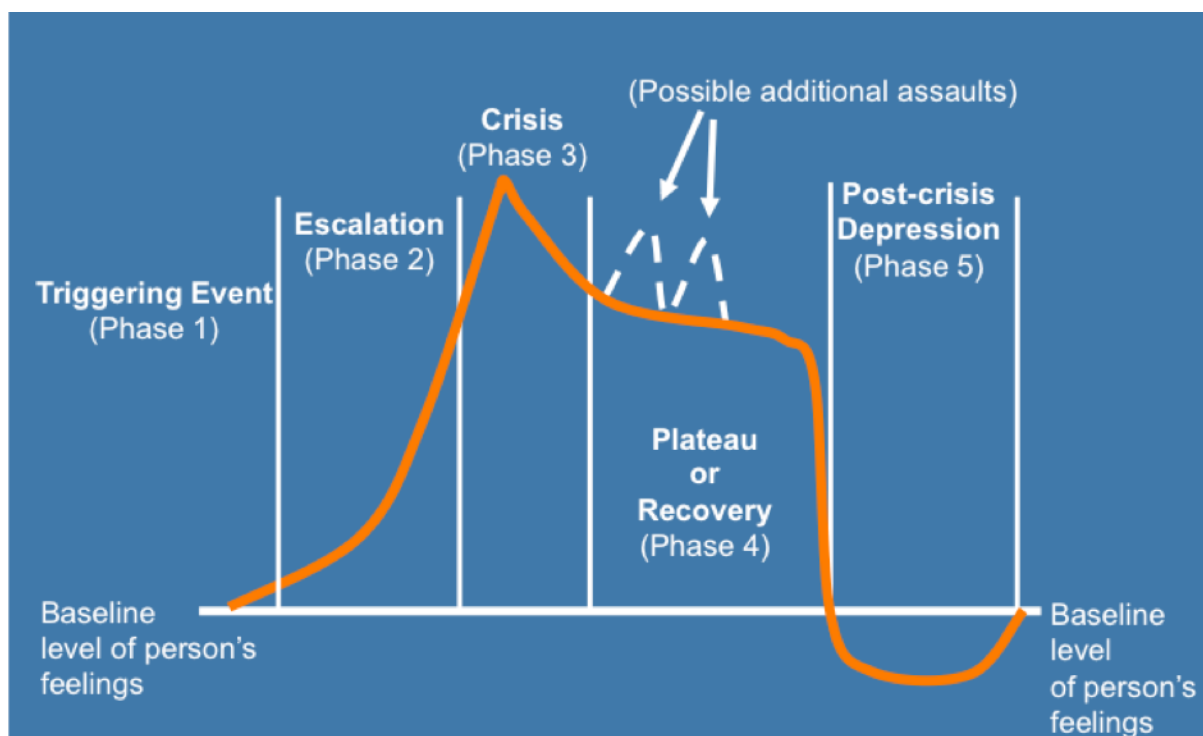


Fig 1

- The **Cube's** primary intent is supporting young people through episodes of intense dysregulation. Its secondary purpose, is to utilise each incident as a learning/exploratory process for the young person to better understand *how, what and where these feelings come from*. Staff may believe that the young person is seeking to purposely be within the **Cube**, this should be seen as an opportunity to explore the motivation behind the need to be within the **Cube**.

- When the young person is not in a 'dominant state of dysregulation' (Treisman, 2016) staff will work through the **Cube** restorative discussion (see *appendix 1*). This can only occur when the young person feels that they are within the 'secondary-chance base' which has to be both secure and safe. The format to this discussion is for staff to explore, strengthen and develop relationships with the young person. The questions are a pathway to support the adult in asking the young person about the incident, 'from a position of curiosity' and ultimately recognising that the young person is the 'expert of their own experiences' (Treisman, 2016). Staff will need to be mindful that where there the young person is resistant to discuss the incident, staff should try alternative strategies such as discussing in the 3rd person or talk about how 'they' might have felt in that situation. Within CPOMs the format carefully supports the adult in the questions they need to ask, looking at the antecedent, behaviour, effects and strategies used (See Appendix 1). All incidences/behaviour prior to the young person accessing the **Cube** will need to be recorded in CPOMS as usual, if this not completed, **Cube** staff will remind staff to complete before the end of the day. Only incidents/restorative conversations etc physically taking place in the **Cube** should be recorded as **Cube** in CPOMS. Staff are provided with a 'handover' sheet', this allows for a brief outline as 'why' the young person has entered and can give essential information on at 'what stage' the young person might be at for example; 'highly aroused and anxious', 'ready to return to lessons. The handover sheet also provides information whether the restorative conversation and/or CPOMs has been written. It is essential that staff follow this process, over time it is likely that staff will have these questions rehearsed and so this will allow for a more flexible and organic conversation. Data drawn from this format can then aid us to support the individualised need of the young person and where necessary change, amend or provide additional support pastorally (see *appendix 4*) or academically. All other incidences which may include; directed verbal and physical aggression, damage, threats, racist and sexualised comments and/or Physical Intervention, should be included within the incident box in CPOMs.
- To ensure that the **Cube** remains a positive strategy for all young people to utilise, **Cube** staff can, and where appropriate are encouraged, to support pupils back into the lesson for a period of time. If staff are unsure whether a pupil is 'ready' they can, when ready and safe, encourage the pupil to do some work in the 'pastoral Office'. **Cube** staff are advised in this case, to let teaching staff know that the young person will be returning to their lesson, this allows for the teaching staff to prepare both the work and environment. If the young person declines, allow this to be a choice for them but remind them of the strategies that they can use. This method develops trust between both staff member and the young person and strengthens relationships between the two.

Supporting Appropriate Behaviour in the Cube:

- **Modelling**
- One way that young people learn about both appropriate and inappropriate behaviour is by observing others. Young people model their own behaviour on other people's responses, therefore it is important that they are given the opportunity to observe positive role models. The opportunity to observe supportive relationships between staff will also enhance internal working models of adults.
- "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)
- The ethos within the **Cube** is largely centred on an empathetic and relationship-based practice, therefore this should be utilised in the wider context of the school, whereby young people are provided with a 'fresh start' when leaving the **Cube**. Therefore, any incident that occurs within the **Cube** will not be revisited by any staff member unless facilitated by Pastoral Staff as a restorative conversation.
- It is necessary that the young person is received back into the classroom with unconditional positive regard. Secondly the space within the **Cube** is an opportunity for young people to explore with staff how the incident may have impacted on others, any restorative actions. This could include; repairing damaged equipment, talking to a member of staff about what bothered or 'triggered them, thus creating opportunities for relational repair and potential strategies that could be used by them and others to avoid reaching a crisis point in the future.

Praise and positive reinforcement

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

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

- Create a positive, respectful school environment.
- Increase young persons' self-esteem and self-efficacy
- Reduce the young persons need for extrinsic motivation and increase intrinsic motivation which will in turn encourage young people to develop skills in self-regulation of their behaviours.
- 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 PACE approach 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.

Communication – Appropriate language

- **Restorative Approach**
- Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where young people 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 1)
- **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.

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

Due to the differing needs of our young people, 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 co-regulation strategies such as emotion coaching (Refer to Appendix 3)

Staff should ensure consistent routines for their classroom and for when their young people are around the school. These expectations are reinforced through assemblies and interaction with young people. It is everyone's responsibility to support young people where these expectations are not met but equally to comment positively when they are. Students are far more likely to respond to reinforcement of positive behaviour as we are not going to change behaviour by making a young person feel worse. It is necessary to consider that for many of our students this may result in psychological conflict due to possessing a negative self-view and so positive feedback will need to be moderated carefully in order to support the development of a positive self-view. Appropriate levels of staff supervision will ensure these unstructured times are as successful as possible.

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a young person is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Woodlands 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.

Monitoring and Evaluation

All data gathered from the **Cube** will be extracted from CPOMs within the first four weeks and analysed by the working party and then shared with the wider school. This will be monitored on an individual level to look at both severity and number of incidences, with data being used to plan for additional accommodations and interventions based upon identified patterns pre and post measure being used (as a whole school approach) as either a young person or adult focus group after the first half term. (See Appendix 4). Other additional group work could include 'Circle of Adults' or 'Multi Element Plan'. If all internal strategies prove to have little or no impact then this could then be referred to a Pupil Planning meeting with the SEN Officer or a reassessment of the Young Persons Educational Psychologist Report.

Appendices

Appendix 1 – CPOMS reporting

The screenshot shows the 'Add Incident' form in the CPOMS system for 'The Woodlands Centre'. The form is titled 'woodlandcentre.cpoms.net/incidents/new'. The navigation bar includes 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', and 'Account Settings'. The 'Add Incident' button is visible in the top right corner. The form fields are as follows:

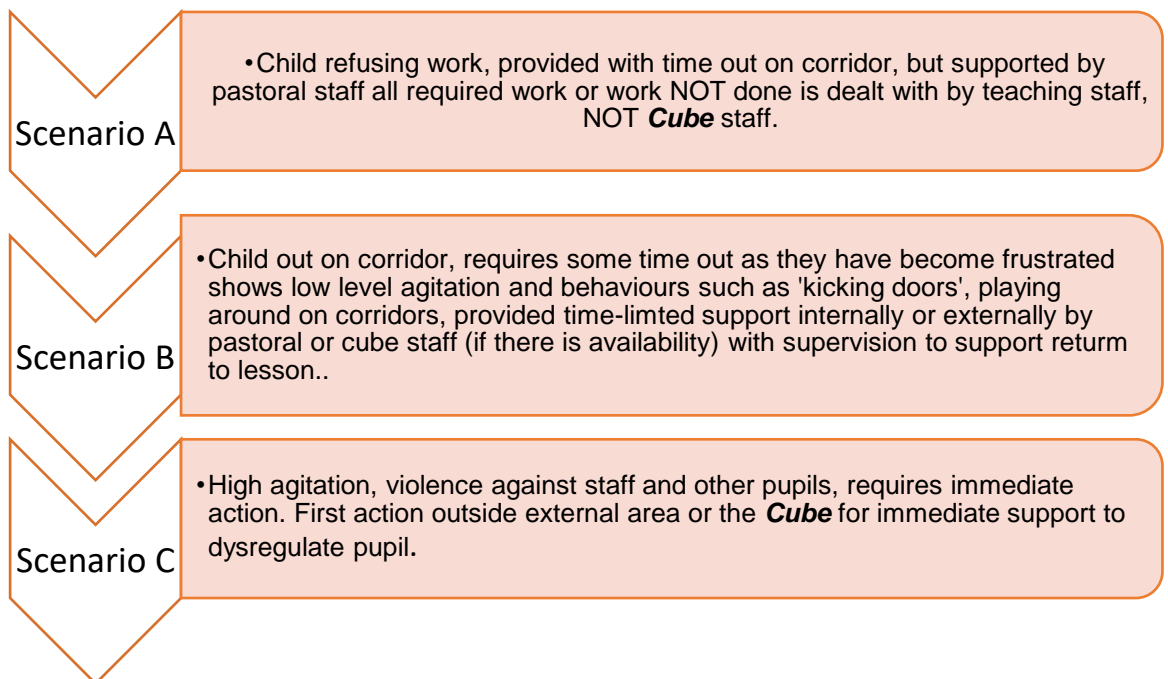
- Categories:** A list of checkboxes for incident types. 'Qube' is selected.
- Antecedent:** A text input field for 'What was happening? Where did it take place? Triggers?'.
- Behaviour:** A text input field for 'Describe in your own words what actually happened? Describe in as much detail as possible, what were the behaviours e.g. shouting, crying, not following instructions, lots of physical behaviour? - chair throwing?'.
- Affects:** A text input field for 'How have others made you feel? How have you made others feel? How can you put things right? How can we do things differently in the future (everybody)'.
- What happened in the Qube:** A text input field for 'What strategies were utilised?'.
- Incident:** A text input field for 'If this is a Qube incident please indicate whether the pupil engaged with the Qube - or left part way through, aggressive behaviours RPIs?'.
- Time of Incident:** A dropdown menu for 'Please select the time the incident happened'.
- Location:** A dropdown menu for 'Please select where the incident took place'.

When adding a **Cube** incident to CPOMS, additional fields are required that open when **Cube** is selected.

Above is a representation of what the screen looks like – the following areas will need to be completed;

Antecedent	What was happening? Where di it take place? Triggers
Behaviour	Describe in your own words what actually happened? Describe in as much detail as possible
Affects	How have others made you feel? How have you made others feel? How can you put things right? How can we do things differently in the future (everybody)
What happened in the Cube	What strategies were utilised?
Incident	If this is a Cube Incident please indicate whether the pupil engaged with the Cube – or left part way through, aggressive behaviours, RPIs

Appendix 2 - Scenarios



Appendix 3

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 pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil 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 pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil 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 pupil.

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 pupil'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.

Examples of PACE used with pupils at Woodlands School

Situation: Pupil 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 pupil 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 pupil'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 pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time.

Appendix 4

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. Each tutor group team will have the opportunity for a solution circle each term. 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. This can occur within staff meeting time held by members of the Pastoral Team

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:

6. Problem presentation/story
7. 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?
8. Dream Team
 - Generation of potential strategies to address identified theories
9. Explore and clarify solutions
 - Which strategies are positive and possible?
10. First step action plan