

# Behaviour and Interpersonal Development

## Introduction

A key aim for all of the pupils at Frank Wise School is to have a life that is meaningful and valuable to them, as well as valued by others in their community. In order to achieve this we seek to nurture in all pupils a sense of self-worth and self-awareness alongside a sensitivity and respect towards others. To this end an understanding of the framework of rights and responsibilities is important along with clearly communicated high, but reasonable, expectations and boundaries which all pupils can learn to feel secure within. Interwoven within this is an understanding that behaviour is complex and knowing why a pupil may be adhering or not to the agreed expectation requires knowledge and understanding of that young person. Positive shared values are vital, combined with respectful and non-judgemental relationships.

## Philosophy

We believe that all young people are of equal worth and have the right to grow up in a community which values their individuality and invests in their development. We feel that all young people feel more secure and learn more successfully when there is an environment of high praise and high, but reasonable, expectations, in which clear and consistent boundaries have been set. It is important for young people to have clear, unambiguous messages in order to understand what is expected of them.

We believe in encouraging pupils to develop all their positive abilities and qualities, which includes helping pupils to learn to behave in positive and socially valued ways. Our pupils can learn what appropriate behaviour feels and looks like and be supported to take increasing responsibility for it. We want all pupils to feel secure and to know how they should be treated (social rights) as well as how they should treat others (social responsibilities). Respect and consideration for others, their personal space and their property along with acceptance and indeed celebration of other people's difference are qualities which we hope to develop in all of our pupils.

We recognise however, that there are many reasons why some young people may find regulating their own behaviour challenging and so whilst consistency is key, so are individualised approaches. The ultimate expectation is the same, but the route to getting there may be different. By being positive and consistent as well as rewarding appropriate behaviour, we can create an environment in which there is an incentive to behaving well and we believe it is also important for pupils to understand how they feel and what causes the range of emotions, which for some can become overwhelming. In this way, we aim for them to know their own signs of dysregulation and which strategies to apply to keep them secure.

All staff at Frank Wise School put this philosophy into practice by finding opportunities to praise achievements and effort as well as providing space for pupils to reflect on a situation which they are finding, or found more challenging and learn from it. In this way, the pupils play an active part in their behaviour and relationships development. Staff do not judge the pupil for their behaviour, even when it has had an impact on others or themselves, but through an approach of unconditional positive regard work to find mutual understanding and a pathway for positive change.

It is important that we maintain this philosophy and approach when pupils work beyond the school site too, be that at inclusion schools, local events, or when learning in the community.

## Practice - Whole school

The school's policy on everyday support for developing positive behaviour and relationships is based on rewarding and celebrating achievement and effort as well as offering opportunities for reflection, either modelled by staff or pupil-led.

There are many ways in which staff can find opportunities to praise success and positive engagement for every pupil. Examples of this include, but are not limited to:

- making the pupils aware of success throughout the school day
- pointing out achievement and success to other members of the group, staff or visitors in the moment and / or at a later time
- using the school's Record of Achievement process
- sharing achievements with parents and carers through communication with home
- using assemblies to celebrate success
- using the termly Wise Up magazine to share success to the whole school community
- displaying achievements in the form of pupil work or photos to demonstrate how valued it is and the pupils are
- using photographs and videos within the school website

The framework by which we explore feelings and strategies to manage those feelings is the Protective Behaviours Programme in which pupils are supported to recognise and name their emotions through concrete feelings and language. They learn that they have a right to feel safe all of the time and to communicate with trusted people. Staff know not to assume that the pupil knows how to put something right, but rather may need guidance through a situation or an emotion. Pupils learn this explicitly within PSHE lessons and the approaches are then threaded through everyday practice, with the familiar language of the programme being used by all staff and appearing in communication tools where appropriate. All pupils are given the opportunity to learn strategies which can be helpful to give security such as talking to someone, doing exercise, breathing more slowly, listening to music or sharing a story or activity. Over time, it is the aim that they learn the specific strategies which are useful to them and employ those strategies increasingly independently.

It is important to note that in giving pupils the space to explore their feelings and reflect on something which may have happened, inappropriate behaviour is not being condoned, but neither is it being judged by staff. The process gives a shared understanding of what has occurred and over time allows the pupil to take greater and eventually full responsibility for it.

As well as setting a climate of success and non-judgement, staff are also responsible for establishing appropriate and consistent classroom routines and rules, which should be co-

created with the pupils, wherever practicable. Praise and positive language which has shared meaning are fundamental to creating a school environment in which every pupil knows they are valued. It is not just what we say, but also how we say it, using a suitable tone of voice, facial expression and body language.

Staff know that they provide a powerful model of behaviour for pupils when they interact and communicate with each other as well as with the pupils. This includes how they respond to behaviour which is showing signs of or already is inappropriate. The response is proactive and gives the pupil clear guidance and time to modify what they are doing. It can be summarised as follows:

- staff give clear and reasonable expectations using language it is known that the pupil understands and responds positively to
- staff use a calm and controlled tone of voice
- staff give time for the pupil to hear, process and respond to the request
- staff know what to say and what to do next, which may include encouraging the use of the pupil's known strategies or withdrawing further interaction (verbal, facial expressions, physical gesture) until the young person demonstrates signs of positive change
- staff use lots of praise and actively seek specific behaviour they can highlight or engage with
- staff remain calm and consistent
- staff swap over with each other where it is helpful to do so
- staff do not draw attention to the behaviour that is inappropriate, but instead may transfer their attention to others who are appropriately engaged
- staff understand the impact on the young person of immediate factors such as hunger, illness or tiredness

Wherever it is appropriate, during and / or following an incident, pupils will be given an opportunity to reflect, which may be as simple as the adult naming for them the emotions they demonstrated. For example, the member of staff may use symbols in order to say, "I think you are feeling cross because you are shouting," or "You shouted. I think you were feeling cross. You are sitting quietly now. I think you are feeling calm. Well done, Joe." For another pupil, this may include a more complex conversation in which emotions in the pupils are named as well as consideration for how it impacted on others.

There are times when it may be necessary for a young person to experience a consequence as a result of inappropriate behaviour and usually this is the denial of free time choices, be it at break time or choosing time. For some pupils, the consequence is discussed with them and they may be given the opportunity to consider what they feel should happen next. Where used, these consequences are proportionate and time limited and suited to the cognitive capacity of the young person. Some pupils will be able to recall that they have behaved inappropriately earlier in the day and so missing out on some of their choosing time would be appropriate. Others however, may need a more immediate response and so would be moved away from the group or asked to wait before they have their turn within an activity or their play choice at break time. The reason for the consequences would always

be made clear or discussed, as appropriate. Consequences would never take the form of denial of their meal, denial of a curriculum area or an action which would humiliate a pupil or deny them respect.

## **Practice - Behaviour and Interpersonal Development Support Plans**

There are times when a pupil may be struggling to moderate their own behaviour and emotions over a period of time and as a result they may require an even more individualised approach to supporting them. All staff recognise the importance of working with families in order to understand the whole picture, identify possible reasons and ensure a consistency of approach to supporting that young person, wherever practicable.

In deciding if a Behaviour and Interpersonal Development Support Plan is required, we consider the age-appropriateness of our expectations - some classroom routines and expectations within the Early Years are quite rightly different from those in the Secondary part of the school. We then try to identify why a young person is behaving in a certain way using careful observation over time. We consider what is happening in the environment and for that young person prior to an event, during an event, after an event and across their week more broadly. Where it is appropriate to do so, we also involve the young person in the process of creating the plan. Occasionally, advice may be sought from external professionals or agencies.

We use the information we have gathered in school, from the family and, where appropriate, from other professionals, as the basis for developing the Support Plan. The strategies, including what we do and what we say, are well thought through and are guided by understanding of the lived experience of the young person and respect for them. We only use approaches that maintain their trust and their dignity. It is essential that the pupil learns that the response to their behaviour will always be consistent and therefore predictable. We know that consistency helps to maintain a sense of safety and security in the young person, which includes knowing they will be praised the moment they begin to modify their behaviour and they will not be judged for what came prior to that modification. For this reason, all BID Support Plans are shared not only with the family, but with the whole school community, so that whoever that young person meets, they will respond in the same way.

Staff recognise that when a Support Plan is introduced, a young person may test if the boundaries truly are fixed and the consequences are the same and so the behaviour may initially escalate as they do so. It is therefore important that any agreed approaches are adhered to for an appropriate length of time, following which the Support Plan will be reviewed and modified where necessary. A cycle of review, adapt and apply will continue for as long as that young person requires the BID Support Plan to be in place.

We are always aiming to support a young person to adapt their behaviour to suit a situation, rather than changing a situation to suit the behaviour of the young person and therefore it is our general approach to not avoid situations in which challenging behaviour is felt likely to occur. It is important we are preparing all young people for the world beyond Frank Wise School in which they will encounter things that may be upsetting, frustrating or worrying for them. Staff understand the importance of providing a tool box of strategies for the young

person to cope with those situations wherever possible, so that their choices are not limited in the future.

Our approach reflects the concept of preparing young people for adulthood from the earliest years. As pupils move through the school and particularly when they reach our Post-16 provision, the Griffiths Centre, in addition to BID Support Plans for more significant antisocial behaviour, we also need to give consideration to lower level behaviours that could be perceived more unfavourably in the outside community and we may wish to introduce a Preparation for Adulthood BID Support Plan at this stage. An example of this could be someone jumping directly into the personal space of another and maintaining very close proximity whilst speaking loudly. In the majority of cases, these behaviours will still be managed through our general policy and practice and may also be focussed on through the annual targets. There may however be times when we wish to formalise a more individualised approach by specifying the language to use or responses to give. The principles and objectives of these Support Plans remain the same but the communities within which they operate becomes wider.

As a young adult's career within Frank Wise School progresses to the later years, when the behaviours being exhibited are of a verbally or physically aggressive nature, we consider the impact of those behaviours and subsequently their consequences under the following headings:

- Severity of an event
- Length of time of an event - support needed to recover
- Regularity of an event
- Intent
- Cognitive capacity to understand the impact of the event

Each category has a clearly defined scale and supports staff to reflect upon what can be an emotionally charged situation with a level of objectivity.

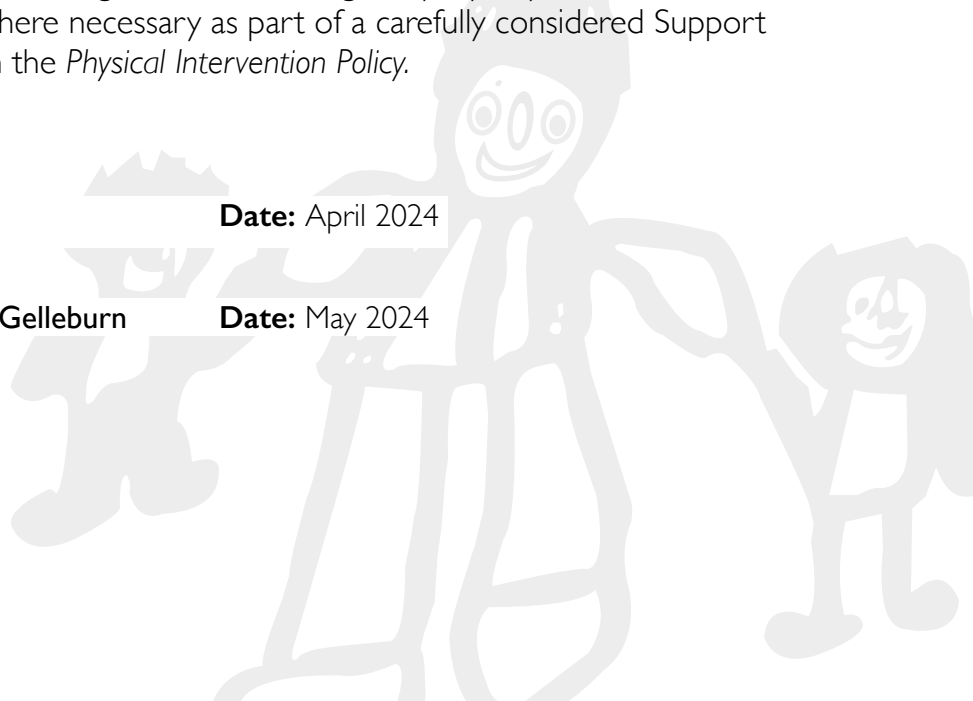
Occasionally a pupil may present such challenging behaviour that some form of restrictive physical intervention may be necessary to reduce potential harm to themselves or to others, significant/sustained disruption to learning or serious damage to property. The use of these approaches would be included where necessary as part of a carefully considered Support Plan. This is covered separately in the *Physical Intervention Policy*.

**Reviewed by:** Heidi Dennison

**Date:** April 2024

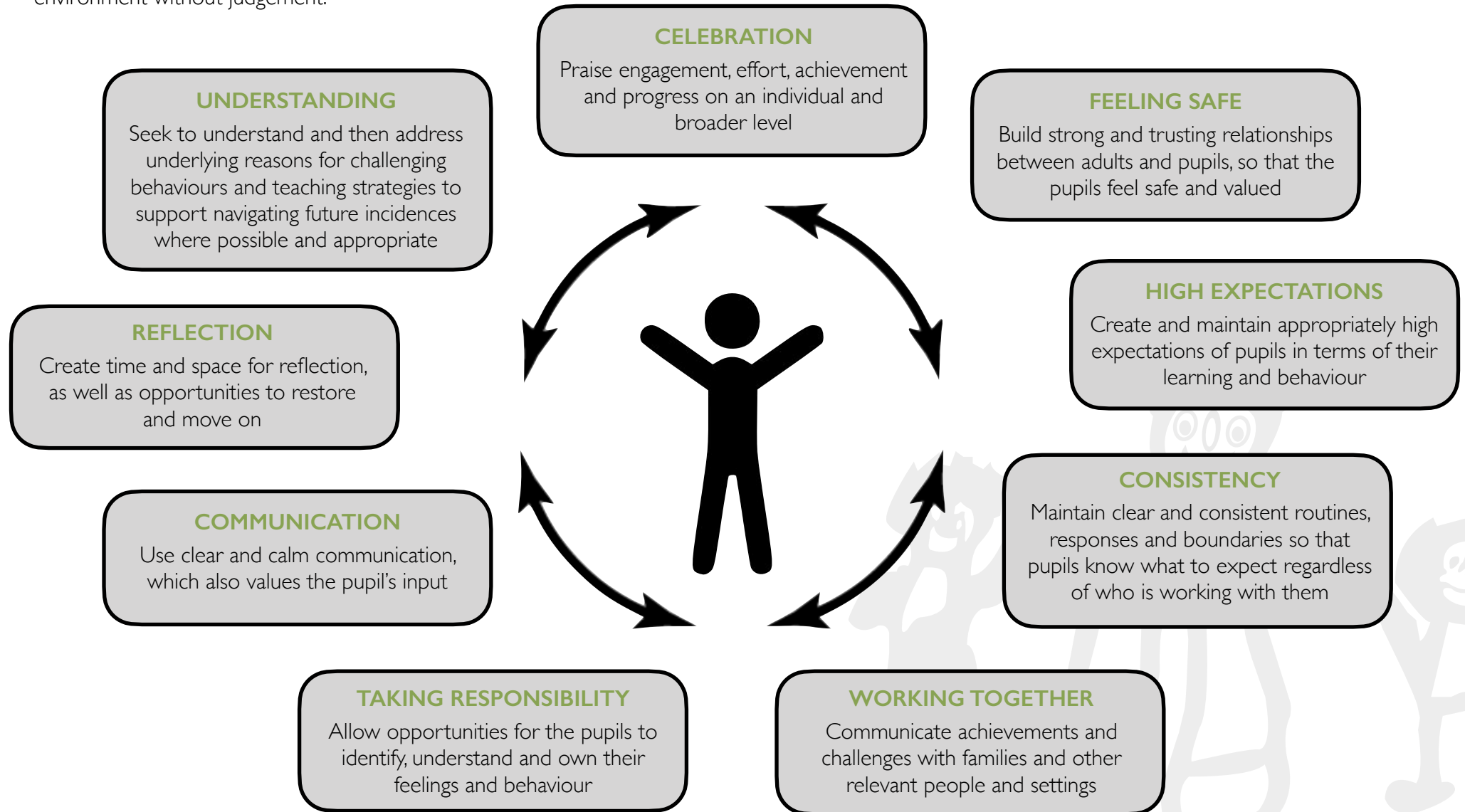
**Approved by Governors:** Shirley Gelleburn

**Date:** May 2024



# Key principles for supporting a child or young person to manage their feelings and behaviour

A key aim for all of the pupils at Frank Wise School is to have a life that is meaningful and valuable to them, as well as valued by others in their community. In order to achieve this we seek to nurture in all pupils a sense of self-worth and self-awareness, alongside a sensitivity and respect towards others, within an environment without judgement.





# Key approaches for supporting a child or young person to manage their feelings and behaviour

We believe in encouraging students to develop their positive approaches and qualities. This includes helping students to recognise their feelings and to teach them to employ effective strategies to manage their emotions which in turn supports them to manage their own behaviour.

We must all have high expectations of and for our students and it is essential that we approach all situations in a calm and consistent way.

