

# Relationship Support for Personal Development Policy

## Willow Grove Primary School



*'Be Safe, Be Kind, Be Positive'*

**Approved by:** Willow Grove Governing Body and Senior Leadership Team

**Date:** Awaiting Approval

**Created by:** Senior Leadership Team

**Reviewed:** May 2026

**Reviewed by:**

**Next review due by:** May 2027

#### **Legislation and statutory requirements**

**This policy is based on advice from the Department for Education (DfE) on:**

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

**It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:**

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Academies, including free schools, and independent schools insert:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance for Mental Health and behaviour 2018

**Other policies and documents that should be read in conjunction with this Policy are**

- Understanding Attachment and Trauma
- Staff Relationships and Conduct Policy
- Safeguarding, Early Help and Child Protection Policy
- Safer Handling (Physical Restraint)
- Social Media Policy
- Care and Control Policy
- Self-Harm Policy

## **Our Vision.**

In this school we believe in the power and strength of our community.  
We believe in the shared vision that every child will reach their full potential and become the best that they can be.

We will all have enough self-belief to face life's challenges with confidence.  
We will have values and a moral code that allows us to be active citizens in our own communities.  
We will enjoy life and have fun together.

## **Our Mission Statement.**

The community of Willow Grove School will provide every child with opportunities and experiences that will motivate and inspire them.

We will nurture and support all children on their personal learning journey.  
We will educate today's children for tomorrow's challenges.

## **Our Values for Everyone.**

Be Safe  
Be Kind  
Be Positive

### **Key Beliefs - Principles**

At Willow Grove School we want our Relational Support for Personal Development to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and build resilience to manage their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life- long learners

We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex layered needs. We are a Social, Emotional Mental Health School implementing an Attachment and Trauma approach for all, including pupils with Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, and ADHD etc. We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate – it can arise for different reasons which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support, intervention and some forms of restrictive practice. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

**We are working towards becoming a Non Exclusion School.**

### **At Willow Grove School we believe that:**

- Our pupils want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.
- Pupils are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Pupils at Willow Grove School find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.

- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to get it right.
- Most of our pupils learn in very small, incremental steps over a very long period of time.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner.
- All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and class teams must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
- Their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.
- To work collectively with our pupils, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

**Class teams can support our pupils by:**

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on emotional development and behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- To work in class partnership with our pupils, their parents and carers, and other professionals working with them, e.g. occupational therapy, speech and language therapy, cognitive behaviour therapy, CAMHS etc.
- To invest time and allow safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

**The resources, interventions and learning consist of:**

- Clear and realistic expectations.
- Negotiable and non-negotiable rules.
- Boundaries.
- Routines.
- The use of minimal, emotionally focused language.
- Reparation wherever possible and appropriate.

At Willow Grove School we encourage class teams staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

This can be very difficult, especially if a pupil is aggressive or targeting others in a focused way. As a school we support class teams to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond: The staff can engage with Speech and Language professionals, Nurture Lead professionals, Attachment Leads, Mental Health First Aiders, Clinical Supervision opportunities, Educational Psychologists, School Counsellors or the school CAMHS link worker. All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development – our commitment to Coaching and Mentoring, reflective practice and peer support to improve practice, professional competence and responsibility.

**Our aims, we believe, are achieved when the staff:**

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment
- Provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy (see appendix 1) approach to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Use PACE and an understanding of brain development and the process of emotional regulation in our interactions with all pupils.
- Use interventions that are specific to pupils needs.
- Have high expectations and maintain boundaries at all times.
- Provide pupils with excellent role models.
- Maintain a school atmosphere which is consistent, safe and caring.
- Are committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.
- Support pupils and parents understand that all behaviour choices have natural consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Interruptions that occur within our emotional development can effect a healthy development in pupils' wellbeing and mental health therefore it is imperative we utilise what is on offer at Willow Grove School to ensure a holistic approach for pupils

**The quality of our provision:**

If we are able to meet each pupil at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when the child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the pupils' needs by referring back to their EHCPs, their Annual Reviews, admission information collected by the Family Partnership Team at Willow Grove School, any available information from the previous setting, medical information and information from Motional, etc.
- Support the pupil to develop high levels of resilience and have high expectations for every pupil.
- Use frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcements.
- Personalised learning to ensure that we meet each pupil at his/her point of development and learning.
- Where appropriate, include the pupils in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (Blanks level questions).

- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the pupil for their specific achievements, i.e. descriptive praise, and do this often.
- Actively teach the pupil behaviour for learning

### **Graduated Approach**

In line with the SEND Code of Practice, we work alongside parents, pupils and outside agencies to adopt a Graduated Approach with four stages of action: Access, Plan, Do and Review.

#### **Assess:**

We complete initial assessments regularly to ensure that the support we offer still matches the pupils need. When there is little or no improvement in the child's progress, we will seek more specialist support such as Speech and Language Therapy, Occupational Therapy and Educational Psychologist. This is all done in agreement with parents and pupils.

#### **Plan:**

The SENCo, class staff and parents meet together to discuss outcomes for pupils, this is usually done in Annual Reviews. We then develop and put in place interventions and support to help the pupils make progress. Plans always take into account pupils views and are monitored throughout the year.

#### **Do:**

Class staff oversee the implementation of the interventions and support the pupils needs with support from the SENCo.

#### **Review:**

Annual Reviews are reviews once a year. The impact and quality of support is evaluated by class staff and the SENCo. The findings are then discussed with both parents and pupils and they agree any changes to the outcomes and to ensure the pupil's needs are continuing to be met.

### **Assessment**

To guide pupils in their progress in their emotional development journey and develop a readiness for learning we use Motional. Motional is an on-line tool to support identifying, assessing and improving the emotional health and well-being of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and Dr Margot Sunderland's extensive research, studies and expertise in executive functional skills. It records ACEs and Protective factor scores, and gives staff a whole-brain picture of the students' mental health and well-being.

Within a month of attending Willow Grove School the pupils will be assessed and then will be reassessed each term.

### **Interventions**

Interventions attend to the social, personal and academic needs of our pupils. Pupils will receive intervention based on their identified needs and assessments. Dependant on needs interventions can be delivered daily or weekly such as:

- Theraplay \*
- Special Play Sessions
- Speech and Language - SPL
- Children's Counselling – CC
- Therapeutic Stories \*
- Art Therapy – AT
- Positive Play \*
- Play therapy – PT \*
- Occupational Therapy – OT
- Yoga
- Mindfulness
- Drawing and Talking \*

- Talking mats
- Enhanced Play \*
- Sounds Write
- Sensoplay or messy Play \*

(For further descriptions refer to appendix 2)

**To help lessen anxiety and build resilience pupils also have regular access to:**

- Their consistent class team.
- Chosen and recognised familiar adults.
- Safe spaces to use for work or implement strategies to co-regulate or self-regulate
  1. Classrooms
  2. PODS
  3. Library
  4. Head Teacher's room
  5. Deputy Head Teacher's room
  6. Play Therapy room
  7. Sensory Garden
  8. Outdoor spaces
  9. Sensory room
- Safe space rooms for pupils who are dysregulated and/or disturbing the learning of others. This offers the pupils the opportunity to regulate in a sensory-free room whilst being supported by familiar staff to regulate for readiness for learning.
- Theraplay.
- An extended structured play offer in classes.
- Visuals eg, timetables, instructions.
- A sensory diet identified to meet their sensory needs.
- Interventions specific to their needs.
- Stress toys including 'chewlrey for biting.
- PSHE weeks (refer to curriculum planner).
- The Willow Grove Family Partnership Team.
- **Supporting Self-Regulation and Building Resilience**

## **The quality of our relationships**

Our relationships with each other are supported and developed by our Staff Code of Conduct Policy. It provides a framework to help us to be good models of behaviour at all times for our pupils.

### **The quality of our relationships with our pupils.**

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which has to be earned, not a given.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Listen respectfully to the pupil and make a judgement about how/when to respond.
- Invest in your relationship with the pupils and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.
- See things through, e.g., reflection in place as a response to particular behaviours, both desirable and undesirable.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the pupil – identify these with the pupil where possible and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.
- Name and manage our own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent /reaction/behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil.
- Realise the importance of resolving difficult feelings about pupils' behaviour – it is often unhelpful to dwell on the history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the pupils.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- We are always respectful to pupils, we do not talk about them over their heads or in front of other pupils.
- Ensure that we are non-judgemental about pupils' life experiences but we use emotional and behavioural data to inform our planning for them.
- The quality of our relationships with parents and carers. It is important to reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint or seclusion had to be used to keep a pupil safe during their school day this needs to be shared with parents or carers.
- Maintain the quality of our relationships with other professionals. It is important to ensure we are working collaboratively with other therapists and professionals working with pupils to ensure their input into planning and strategies, e.g., speech and language therapist, occupational therapists social workers or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams, e.g., Safeguarding, to ensure consistency in strategies and enabling pupils to succeed in self-regulating and managing their behaviour in different contexts, lessons and environments.

- Remember that touch is an essential element of Attachment and Trauma approach and physical contact is not only inevitable but beneficial. Appropriate touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication and is key to the development of healthy relationships. Touch must be child centred not staff centred and meets with the requirements of safeguarding.
- Ensure that physical interventions may be used appropriately, by this we mean providing physical direction in a more directive nature, e.g., the pupil is led away by hand/arm/around shoulder (using Team Teach practices) or, for very young pupils, it may mean more direct physical support – cradling or hugging. Pupils with complex sensory needs may also request squeezing or deep pressure. This will be documented on Behaviour watch and will form part of their sensory diet offer.

### **Classroom Organisation for effective communication, self-regulation and building resilience**

This guidance is offered to class teams to enable them to reflect on the support our pupils need to learn how to self-regulate and manage their own behaviour successfully.

#### **Rules to support positive behaviour should be:**

- Rights respecting.
- Few in number.
- Where developmentally appropriate, agreed with pupils.
- Communicated in a way that the pupils can understand, including visual cues, objects of reference, social stories, etc.
- Stated in the positive – things we are going to do.
- Regularly referred to the class team and support staff with pupils.
- Appropriate to the activity/lesson and developmental range of the pupils.

#### **Routines**

Consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our pupils. Routines also support their emotional development and behaviour for learning.

Class teams should, however, also reflect on how they support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

#### **Communication and social interaction difficulties.**

Most of our pupils need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a pupil that has become dysregulated or in distress we should aim to understand the function of the behaviour, e.g., what is causing the pupil to become distressed. Class teams need to have strategies in place to support pupils to express how they are feeling and how we can meet their needs proactively.

Class teams need to consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs.
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).

Our children often have:

- Difficulties in understanding facial expression and tone of voice.
  - Difficulty with understanding, or consistently remembering social rules and conventions.
  - Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
  - Difficulty in understanding other people's emotions.
  - Difficulty predicting what will/could happen next – this can cause anxiety.
  - A lack awareness of danger.
  - The needs to be prepared for changes and transitions.
  - Difficulty in coping in new or unfamiliar situations.
- 
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

**Class teams should use visual resources and other communication as appropriate.**

- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g., between home and school or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in times of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Blank Level Questions - Children need to understand language from all 4 levels to understand all classroom language therefore questions require both receptive and expressive language (appendix 3)
- Restorative Approach - We reflect and communicate in a non-judgemental way. We use restorative questions to promote telling the truth, taking responsibility, acknowledging harm and accountability.

### **Sensory processing needs**

Sensory processing difficulties can impact on our pupils' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment.

Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts as supported by the regular audit conducted by the SALT and communication team in school.
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Use sensory processing issues to inform suitable learning environment adjustments and support understanding pupils' actions.
- Support pupils' sensory needs through embedding sensory diets and movements break into their daily class routine and ensure they have access to sensory equipment that support self-regulation (chewies, fidget toys, adapted seating, vibrating pillows, weighted scarves, temperature of pupil, etc.).
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.

- Take the daily social demands of working and being in an educational setting with other pupils into account.  
Remember 'The Big Ask'. (see appendix 4)
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Provide enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

### **Understanding self-injurious behaviour**

Self-injurious behaviour is when a pupil physically harms themselves. It is sometimes called self-harm. This might be head-banging on floors, walls or other surfaces, hand or arm-biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens staff should work collaboratively with the pupil, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour.

(appendix 5 for addressing self-injurious behaviour)

### **Boundaries help to create a safe harmonious community. The language of choice**

This is part of helping our pupils to take responsibility. We actively encourage them to choose the right thing to do by maintaining boundaries and staff are expected to be firm, calm and consistent in their approach, utilising high emotional warmth and understanding, adopting the PACE approach (Appendix 1) to explain the consequences of choice, both positive and negative. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

### **This positive communication:**

- Increases pupils' sense of responsibility.
- Maintains relationships.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive at all times.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to co-regulate and/or self-regulate.
- Increases their independence.

### **Reinforcing communication.**

- Descriptive praise.
- Symbolic praise.
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g., sensory room, bike, iPad, choosing time).

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

## Consequences

We do not believe in sanctions or punishments. We will support the development of understanding natural consequences. This will enable the children to make informed, positive, personal choices for themselves and develop self-motivating, self-regulating behavioural responses.

Behaviour	Consequence
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	<p>Pupil has a break away.</p> <p>Pupil is guided to their 'safe place' to help with co-regulation or self-regulation</p> <p>Pupil is supported by an adult to reflect.</p> <p>Pupil may apologise to the group for his/her specific actions and carries on with the activity.</p>

We do not punish pupils however it is important to understand that pupils may require additional time to catch up on work or intervention to reflect on reaction/behaviour displayed. When we are discussing incidents with pupils it is vital the incident is dealt with in a non-judgemental way. For positive communication we use P.A.C.E and restorative questions. When discussing behaviours/reaction we make reference to the health and safety and the impact the situation may have had on all involved and in the vicinity.

- This time can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour/reaction. In such circumstances, staff should inform the pupil that the behaviour/reaction displayed was not appropriate but that it can now be reflected on and supported.  
Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid speech which could lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can escalate situations/incidents
- 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.

### Work – Catch up – Non- negotiable rule

Time will be allocated for the pupil to catch up on work with a member of staff. This is also an opportunity for staff to reflect with the pupil to ascertain reason for refusal to work in lesson.

Time available for pupils to attend catch up sessions.

- Break time in the morning session.
- Break time in the lunch session.
- Break time in the afternoon if applicable.
- At a time negotiated between the pupil and the class team
- After School.
- Discuss with parent for work to be sent home.
- Discuss with the parent for reflection time after school \*

\* After School – Evidence of facilitating other strategies for work catch up or reflection must be provided to SLT before any decision is made to keep a child after school.

After a pupil completes any lost learning or reflection time, 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/reaction. Staff must reassure the pupil that the inappropriate behaviour/reaction has been dealt with and that all parties will move on and start afresh.

It is important for our pupils to clearly link a specific behaviour with its consequence. We call this reflection and we explore the specifics of the incident and its behaviour using restorative language and Dan Hughes PACE approach. The consequence needs to be a natural consequence, to support the learner's understanding of both positive and negative consequences. (appendix 6)  
It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

### **Reparation**

Reparation means repairing relationships, or 'making good' in some way.

We believe that our pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads pupils feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even pupils with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what pupils feel. Unresolved difficulties can make pupils very anxious and this can cause behaviours to escalate or become habitual.

### **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.:

"I like how you used your communication book to tell me how you are feeling." "I liked that you asked for a break when you needed it."

"I noticed you were being a good friend by helping Sam." "Thank you for coming back to your work so quickly."

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports emotional development and behaviour for learning.

### **Managing Transitions/Change**

Change may trigger a traumatic response. To guide our pupils we use the following strategies

- Visual aids ie ppt presentation
- Time spent with new class and staff
- Visits to establishments including taster days to new schools, residential holiday settings, new areas of school, chance to meet new staff early.
- If relevant, attending medical appointments with pupils and parents/carers
- When a pupil is transitioning to a new school, staff initially will accompany the pupil then gradually withdraw.

### **Willow Grove Family Partnership Service**

We will work collaboratively with our pupils, their parents or carers, and their extended family to support emotional, social and academic growth. This involves understanding the reasons for the behaviour and considering the person and the family as a whole. On entry to the school the Family Partnership Service will conduct an initial visit to understand the life journey of the child and the family. A 'Vulnerabilities Checklist' (Louise Bomber @ Touchbase) will support our understanding of the child including their life history, physical health and emotional needs. It helps us to create physical and social environments that are supportive and capable of meeting pupils' needs, and teaching them new skills to develop pupils' emotional development. This will enable us to

implement ways of supporting the child in school and within the family dynamic as well.

The service will work alongside outside agencies to support a graduated approach to family and child development. On rare

occasions some pupils may need very specific and detailed planning, which could include a shortened day.

When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, SEND and other relevant external agencies.

### **Pupils and significant number of incidents**

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. There will be times when pupils may display signs/symptoms or react differently to a situation which is deemed as their 'norm'. For some pupils it may be a 'one off' bad time/day however for others it may be a sign they are struggling with their emotions on a regular basis.

Communication with parents/carers is vital.

- There should be regular contact with home to keep parents up to date with school life and to discuss displayed behaviours/reactions and ways to celebrate or to move forward. This contact can take the form of the daily record sheets, telephone calls after school, face to face meetings, home school diaries, parents evenings, Annual Reviews or school events.
- School development meetings can be used to highlight significant challenges faced by the staff when supporting consistently dysregulated behaviours. Ways to support a particular child can be supported by the whole team.
- The pupil can meet with their chosen member of staff in their team.
- The Family Partnership Service can be utilised to undertake home visits or to bring parents into school for support.
- A multi-agency meeting with parents/carers and other agencies may be arranged.

There may be times when it is in the best interests of a pupil that they have supported time away from their class. This will not be a punishment but a time to re-regulate relationships and to take a break from consistently, significant challenges faced by the child and the staff. Familiar staffing and a quiet learning environment will provide breathing space for all involved in this reparative support mechanism. This will be explained to the pupil and their parents/carer by class staff.

### **Critical Incidents**

In cases of absconding, serious physical assault, bullying including cyberbullying, significant damage to property, racism and homophobia it is imperative to ascertain reason and level of understanding of the pupil. Reflection must occur and parents/carers informed. If the incident is deemed as an intentional act and not a sensory, communication response, boundaries must be kept, as consistency is key. The incidents and next steps will be discussed with a member of SLT and parents/carers updated.

### **Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- Bullying will never be ignored.
- All instances of bullying will be recorded on the daily record sheets and as a Cause for Concern on Behaviour Watch as suspected bullying.
- Parents and carers should be informed by a teacher (or lead of lesson/activity) via telephone or in face-to-face meeting.
- Every instance needs to be addressed, in line with the policy, using our restorative approach
- Through the curriculum pupils will be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Willow Grove will provide links via the school website for parents to implement and manage on-line safety for their children within their own homes, and support sessions will be given directly to parents via the Family Partnership Parent Group Work.

### **Expectations on School Visits and Out of School Activities**

Expectations 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. Additional support staff can be requested. The school will endeavour to work in partnership with a pupil's parents and on occasions may request them to accompany their pupil on a visit.

The Family Partnership Service will plan trips and visits as both academic and memory making family events.

### **Procedures for Absconding**

If a pupil absconds from the school building without permission they will be watched from a distance and spoken with at the appropriate times. We will endeavour to support them back into the building and lost learning time will be 'caught up' at the appropriate time. If a pupil or pupils leave the perimeter of the building then parents will be informed immediately. The children will not be 'chased' as we do not want to push them into running further and increasing the risk of dangerous behaviours. The children will be watched from a safe distance. If the children are out of sight of the staff for a period of 10mins then the police will be informed. At this point we will work closely with parents and the police to ensure the children are located as quickly as possible. The children will always be returned to school immediately after absconding and lost learning time will be caught up. A period of reflection will also be facilitated.

### **Procedures for Damage to Property**

At Willow Grove School over time pupils learn to be accountable for their actions, therefore if a pupil damages property they are expected to pay a contribution towards the repair. When damage to property occurs staff are to inform the school business manager. After evaluation of the incident and damage a decision will be made if a contribution will be requested from parents/carers. Class staff will inform parents of the damage which will be followed by a letter to request a contribution.

### **Recording incidents**

Willow Grove School monitor pupil's incident records, including Physical Restraint using an electronic system called Behaviour Watch. This helps Willow Grove to evaluate pupil progress or highlight areas of concern. We also monitor pupil's emotional development using Motional. Both systems will help give 'best picture' and inform next steps.

### **Physical Intervention**

Although every opportunity will be taken to diffuse a situation there will be occasions when pupils' 'flips their lid' and will have to be physically restrained.

Willow Grove School has two fully trained Team Teach Coaches on site to support the staff and the pupils in their understanding of physical interventions. The school work closely with LADO and with TESS to ensure there is the best offer possible at all times. All the staff at Willow Grove School attend annual training and refreshers throughout the year in the use of Team Teach and follow the school's Care and Control Policy which is available on the school website and on request.

Parents will be informed if their child is involved in a crisis incident that has resulted in the use of physical interventions by letter usually within 24 hrs of it occurring.

### **Safeguarding Duties**

All staff are responsible for considering whether any changes in behaviour 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 and complete a Cause for Concern slip on the Behaviour Watch system. The SLT will also consider whether continuing disruptive reactions might be the result of unmet educational or other needs. At this point, Willow Grove will consider whether support systems such as an Early Help are needed to be put in place and whether referral to external agencies such as Start Well or Social Care are supportive measures for the child and the family.

### **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 which may be believed to be likely to cause significant harm to the child, his peers or the adults around them. If the item is an electronic device, the school may examine and in conjunction with the parents 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 within the Behaviour Watch system of all searches carried out including the results of the search and any follow up action taken.

### **SMSC**

Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil his optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in our offer of a PSHE Jigsaw curriculum and throughout every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development

### **UN Convention on the Rights of the Pupil**

This policy takes into consideration the following Articles:

Article 14 – Pupils have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that pupils are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity, Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Article 30 - Pupils have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

[Appendix 1 - Dan Hughes PACE strategy.](#)

## Support with PACE

### Playfulness

**Remain positive and playful in your approach to the children.  
Do not show anger or aggression, frustration or  
disappointment.**

### Acceptance

**Always accept the child and their feelings. The child inside  
the behaviour is struggling and needs support.**

### Curiosity

**Curiosity shows a desire for you to understand their  
feelings, wishes and intentions. It values their choice  
making ability and perceptions.**

### Empathy

**Empathy is possibly the most important part. You are letting  
them know that you have a desire to understand and support  
them as they struggle.**

## **Appendix 2 – Descriptions of intervention offers.**

### **Theraplay**

Theraplay is a child and adult therapy for building and enhancing attachment, self-esteem, trust in others and joyful engagement. It is based on the natural patterns of playful hearty interaction between parent and child and is personal, physical and fun.

### **Play Therapy**

Play therapy is a way of helping children express their feelings and deal with their emotional problems using play as a main communication tool. It helps to relieve the needs of children, young people and adults suffering emotional and behavioural difficulties.

### **Enhanced Play.**

These sessions can be offered to address developmental emotional or social needs. Play is the medium through which children process their experiences. It can offer opportunities for expressing emotions. Play is the arena through which children learn social skills and develop relationships.

### **Sensoplay or Messy Play.**

From birth through to early childhood, children use their senses to explore and try to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving and hearing. Research shows that sensory play builds nerve connections in the brain's pathways which leads to the child's ability to complete more complex learning tasks, sensory play supports language development, cognitive growth, fine and gross motor skills. Problem solving skills and social interactions. This type of play aids in developing and enhancing memory. Sensory play is great for calming an anxious or frustrated child.

### **Drawing and Talking.**

Drawing and talking is a child centered therapy focusing on prevention, early intervention and recovery of mental health issues.

### **Therapeutic Stories.**

Therapeutic stories use creative metaphors to tell individualised stories that help to address challenging experiences in a child's life. It offers possible resolutions and opportunity for insight and reflection.



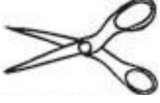
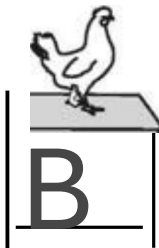

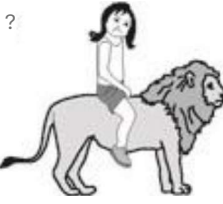
### **Sounds Write.**

Sounds-Write is a quality first phonics program of work. It is a highly structured, cumulative, sequential, explicit and code-oriented instructional program for teaching all children to read and spell.

### **Talking Mats.**

This is a method of communication that children can access to support getting their thoughts and feelings heard. It is supported by a familiar adult and provides a child friendly way of starting conversations that can generate support, help and interventions beneficial to mental health and social engagement.

**Appendix 3 – Blanks Levels of Questioning.**

<b>Blank's Levels of Questioning</b>	
<p style="text-align: center;"><b>LEVEL 1</b></p> <p>The objects/th ings are present (here and now).</p> <p>What's this?</p> <p>Who's that?</p> <p>What are you doing?</p> <p>What's the boy doing?</p> <p>Find one like this.</p> <p>Find one the same as this.</p> <p>What did you touch?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>What's that called?</p>	<p style="text-align: center;"><b>LEVEL 2</b></p> <p>The objects/th ings are present (here and now), but the child has to look at them in more detail.</p> <p>What's happening?</p> <p>What is in the box?</p> <p>Where's SpQ?</p> <p>What colour is the bait?</p> <p>What can you do with a ball?</p> <p>How are they different?</p> <p>Tell me something that is a fruit.</p> <p>Find the one that is ... and ...</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>What can you do with scissors?</p> <p>Where's the chicken?</p>
<p style="text-align: center;"><b>LEVEL 3</b></p> <p>The objects/th ings may or may not be present and the questions are more complex and subtle.</p> <p>Find one to use with his. (knife → for What will happen next?)</p> <p>Tell me something different, not that ....</p> <p>What is a ...? (word definition) Find the things that are not ...</p> <p>Following a set of directions → first open the box. Then put the ball into the box. Then hide the box.</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>How are "these" the same?</p>	<p style="text-align: center;"><b>LEVEL 4</b></p> <p>The objects/th ings are not present and the child must use reasoning and problem solving.</p> <p>What will happen if... ?</p> <p>What could you do when..... ?</p> <p>How can we tell that .... ?</p> <p>What could we use for..... ?</p> <p>Why can't we.... ?</p> <p>Why is a ... made of .... ?</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Why can't we ride a lion?</p>

## Appendix 4 – The Big Ask by Louise Bomber

### The Big Ask

Trusting grown ups

Following the lead of grown ups Relinquishing

some control to the grown up Being free from

anxiety

Being free from toxic shame Feeling

safe

Managing multiple transitions

Feeling that they belong Feeling

special and significant

Being freed up enough to engage in curiosity and exploration Taking

the risk required in learning

Managing sensory overload Negotiating key

developmental stages

Being self and others aware so that they can have capacity to make wise choices

## **Appendix 5 – Protocol for Self-injurious behaviours.**

### **Statement of intent.**

This policy sets out clear guidelines on the school's procedure for supporting children who self-harm whilst in school. The policy is to ensure on-going support for parents/carers and staff. It is consistent with the school's overall values.

This policy should be viewed in conjunction with:

- The Self-injury Protocol for Willow Grove
- The Relationship Support for Personal Development Policy.
- The Local Authorities current Safeguarding Children's Policy.

This Policy was created using guidance from Bild – British Institute for Learning Disabilities.

### **What is defined as Self-harm?**

Self-harm is a term used when someone injures or harms himself or herself on purpose (also called self-injury) rather than by accident. Common examples include cutting, head banging, hitting, scratching or burning. Further examples can be found in the Relationship Support for Personal Development Policy.

Attempted suicide is the most serious form of self-harm.

### **How will Willow Grove help to support pupils with self-harm difficulties?**

Willow Grove School will name key people within school to oversee the support of any child who uses self-harming behaviour. These people will be identified dependant on the key adults who are currently supporting the child and will always involve a member of SLT on the supporting team as well. These staff will make themselves available to listen to the child and to the families who may have concerns related to this emotional behaviour. There will be longer term actions that are likely to involve individual work with the child concerned, programs of work within the school curriculum related to emotional resilience and self-esteem, medication reviews if appropriate, joint work with other agencies and referral to external agencies.

The key staff will also put in place a chain of actions to support the child that are external to those on offer within school. All the staff within the school will be aware of the School Protocol for Self-injury and will have a responsibility to report all incidents to the named people in school.

Willow Grove are also aware of the impact that supporting and observing self-injuring behaviours can have on the staff involved in working with the child. These staff will be emotionally and mentally supported with the offer of both internal and external support mechanisms. This may involve time with SLT, peer support through discussion, clinical supervision, referral to an appropriate Counselling offer or time with the school CAMHs link worker.

### **How will the school respond to any incidents of self-harm?**

- The first, immediate response will be to ensure the child is safe and is in no imminent danger from further self-harming behaviours.
- The Protocol for Self-harm will be followed and SLT and a First Aider will be called to the incident. The SLT and First Aider will make an assessment of the situation and the due actions will be taken in accordance with the protocol.
- Physical intervention will be considered, but only if the dynamic risk assessment believes that further significant harm will happen if no intervention is used.
- All other school offers such as change of face, sensory support and change of environment will be considered and offered as appropriate.
- Parents or carers will be informed by a member of the SLT as soon as is practicably possible after the incident.
- The welfare of the child is paramount and they will be monitored for the rest of the school day.
- A Safeguarding Cause for Concern form will be completed on the Behaviour Watch System by the reporting member of staff and will be handed to the Head Teacher by the end of the same working day.
- The SLT will ensure that all necessary agencies are involved in the longer term plan for the staff, child and family.

## Appendix 6 – Natural consequences

### What Natural Consequences Look like at Willow Grove.

The overriding school values to consider are that of acceptance and respect. We work together to make the rules and to work within the rules therefore we accept and respect the consequences of our actions.

We will work using the following beliefs, theories and strategies:

Dr Bruce Perry's 3 Rs work. (see appendix 7)

Use of PACE in all our conversations and interactions with the children. Use of minimal language as supported by the SALT.

Understanding of Calm States Continuum.

Sensory consideration and provision.

Ensuring the working environment is sufficiently and appropriately supportive.

An understanding of the emotional stage of development for each individual child.

Description of dysregulated behaviour shown.	Link to school rule	Link to school values	Relationship based support and consequences
Swearing	Have I used kind words	Tolerance Friendship Kindness	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Peer support</li> <li>✓ Take a break</li> <li>✓ Timed period of being away from the group supported by a familiar adult</li> <li>✓ Reflection on the incident at the appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>
Refusing to work	Have I done my jobs	Belief Positivity	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Take a break</li> <li>✓ Expectations explained</li> <li>✓ Work to be kept to enable catch up</li> <li>✓ Work sent home if appropriate</li> <li>✓ Reflection on the incident at the appropriate time</li> <li>✓ Check regulation before returning to class</li> </ul>
Violence: <ul style="list-style-type: none"> <li>• Biting</li> <li>• Spitting</li> </ul>	Have I used kind hands and feet	Tolerance Friendship Respect	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Take a break</li> </ul>

	Have I been in the right place		
<ul style="list-style-type: none"> <li>• Kicking</li> <li>• Hitting</li> <li>• Throwing</li> </ul>	Have I used kind words	Kindness	<ul style="list-style-type: none"> <li>✓ Removal from the incident with a familiar adult to a pod or safe space to support co-regulation or self-regulation</li> <li>✓ Timed period away from the class or group with familiar adult</li> <li>✓ Use of a safe space</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>
Leaving the class and running around school causing significant risk to self	<p>Have I done my jobs</p> <p>Have I been in the right place</p>	Respect	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Support with a familiar adult</li> <li>✓ Take a break</li> <li>✓ Opportunity to work outside the classroom with a familiar adult for a timed period</li> <li>✓ Use of a safe space</li> <li>✓ An expectation that work will have been missed so therefore there will be work to be completed</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>

Leaving the school grounds	Have I been in the right place Have I done my jobs  Have I looked after myself	Reliability	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Supportive eyes on from a distance</li> <li>✓ Contact with the parents/carers</li> <li>✓ Contact with the police after 5mins of no visual</li> <li>✓ Return the child to school asap</li> <li>✓ Use of a safe space</li> <li>✓ An expectation that work will have been missed so therefore there will be work to be completed after the close of the school day</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>
Disrespectful language	Have I used kind words	Respect Friendship Kindness	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Take a break</li> <li>✓ Timed period away from the class or group with familiar adult</li> </ul>
			<ul style="list-style-type: none"> <li>✓ Use of a safe space</li> <li>✓ An expectation that if the time away from class exceeds 15 mins then work will be missed so work will have to be completed – not in curriculum time</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>
Damaging property: <ul style="list-style-type: none"> <li>• Snapping pencils</li> <li>• Destroying books</li> <li>• Ripping school displays</li> </ul>	Have I used kind hands and feet  Have I been in the right place	Respect	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ An understanding that if you break it you try to fix it with support- not in curriculum time</li> <li>✓ An understanding that if you damage it you try to repair it with support - not in curriculum time</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>

<p>Attitude to peers:</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Name calling</li> <li>• Provoking a response</li> <li>• Invading personal space</li> </ul>	<p>Have I used kind words Have I used kind hands and feet</p>	<p>Kindness Tolerance Friendship Respect</p>	<ul style="list-style-type: none"> <li>✓ Words to support regulation</li> <li>✓ Take a break</li> <li>✓ Timed period to work away from the class or group with familiar adult</li> <li>✓ Reflection on the incident at an appropriate time</li> <li>✓ Check regulation before returning to class</li> <li>✓ Relationship repair with adults and peers as appropriate</li> </ul>
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**Appendix 7 – Bruce Perry 3 Rs**

