

Pupil Wellbeing and Behaviour Policy

Written in partnership with the Children and Adolescent Mental Health Service, through the Wellbeing and Mental Health in Schools Project, this policy is in line with the Department for Education's 'Behaviour in Schools – Guidance' of July 2022.

Date: October 2022

Review date: October 2023

Version Control

Date	Page Number	Section	Amendment
12.10.2021			No changes
29.05.2022	4	Definition of Wellbeing and what it means at Ickburgh	Added 'Equality' sub-section
29.05.2022	10	Challenging incidents, including debriefs	More specificity about debriefs
29.05.2022	11	Roles and responsibilities within the organisation, including Wellbeing and Mental Health Lead	Updated leadership team
09.22	1	Title page	Reference to 'Behaviour in Schools – Guidance'
09.22	6	Behaviour Ethos	Addition of quote from Dr. Naomi Fisher
09.22	6	Behaviour Ethos	Acknowledgment of 'Behaviour in Schools – Guidance' in relation to pupils with SEND.

Pupil wellbeing and behaviour policy - contents

	Area	'At a glance' version	'In depth' version	School staff version
1	Definition of Wellbeing and what it means at Ickburgh	Yes	Yes	Yes
2	Behaviour ethos statement – Communication/Belonging/Meeting a need (sensory, emotional, relational)	Yes	Yes	Yes
3	Universal/Targeted/Specialist approach to wellbeing and behaviour	Yes	Yes	Yes
4	Universal approaches		Yes	Yes
5	Targeted approaches		Yes	Yes
6	Specialist approaches		Yes	Yes
7	Challenging incidents, including debriefs		Yes	Yes
8	Roles and responsibilities within the organisation, including Wellbeing and Mental Health Lead		Yes	Yes
9	Appendices with templates and models			Yes

1. Definition of Wellbeing and what it means at Ickburgh School:

Ickburgh aims to be a mentally healthy school. This means being a school where the emotional wellbeing of children, staff and families are promoted. The whole school aims to work together to help children flourish, learn and develop. Ickburgh School is a place where everyone should feel they belong. This involves working with families and making sure that the whole school community is welcoming, inclusive and respectful. It means maximising children's learning through promoting good mental health and wellbeing across the school.

Children and young people's emotional wellbeing and mental health affect their ability to learn and to develop. It also effects their physical and social development and their overall quality of life both as children and in the future as adults. A whole school emotional wellbeing approach has been found to be effective in promoting children's mental health. Two important parts of positive mental health and wellbeing are:

Feeling Good – feeling positive emotions like happiness, contentment and enjoyment. This also includes feelings of curiosity, the ability to engage and feeling safe

Functioning well – this includes having positive relationships and social connections as well as feeling in control of your life and having a sense of purpose
When children feel safe, secure and happy they will be most able to learn. Children with learning disabilities may at times experience emotional, behavioural or mental health difficulties. Children and young people with learning disabilities may show their feelings in a number of ways. Some children at Ickburgh maybe able to talk about how they are feeling. Others might show their feelings through changes in their behaviour. A child or young person might become very quiet and withdrawn or may show changes in the ways that they show feelings of anxiety or anger. A child or young person might also communicate that they are feeling unsettled, frustrated or distressed through behaviours such as hurting themselves or others.

Family wellbeing and working together

Having a child with complex additional needs often brings extra challenges to families. It is known that having a child with a learning disability is likely to have an emotional and practical impact on parents, carers and on brothers and sisters. Ickburgh School will work together with parents and carers to develop shared ways of understanding the child's development, learning and their emotional wellbeing. It is sometimes complicated to understand how a child with complex learning needs is feeling or why they are behaving in a particular way. Working jointly with parents is known to be the most helpful way of promoting children's emotional wellbeing. Consistent approaches at home and school are often vital. Bringing up a child with a learning disability also means that parents may need additional skills and knowledge. The school aim to provide a number of opportunities to support family members with learning these skills. This includes through parent evenings,

coffee mornings and parent workshops, as well as annual reviews and Team Around the Child or Family meetings.

Staff wellbeing

Working at Ickburgh can sometimes mean that staff experience emotionally challenging situations. The school aims to support staff wellbeing in a number of ways. This includes providing the chance for debriefs and for reflective conversations following upsetting or difficult situations. This could be to support staff in their work with pupils who are showing behaviour that is challenging. The aim of these is both to support staff and to provide an opportunity to learn from the situation. This could then lead to changes in the support that the child is offered in the future.

The school also provides half-termly Wellbeing Sessions, where staff are given ideas and activities designed to support positive mental health, as well as the opportunity to discuss the more challenging aspects of their role with the school's link Educational Psychologist.

Equality

At Ickburgh School, we recognise that we have a duty to make sure that *all* pupils receive our full support for their wellbeing and behaviour. However, we need to be aware that different factors might affect the way we look at a pupil's needs and work hard to prevent this influencing our support. All staff members are likely to hold unconscious biases based on their own backgrounds, meaning that they might instinctively view behaviour from one pupil in a different way to that of another pupil, because of the pupil's gender, ethnicity, or culture. There is also a danger that we 'adultify' our young people, because of their ethnicity and/or because their behaviour might be quite extreme, and lose sight of the fact that they are a child or young person at an early stage of development.

To prevent these biases impacting the way we work, all staff members receive training in unconscious bias and adultification. By supporting staff members to understand what factors might influence their thinking and approach, this allows staff members to challenge themselves and each other to ensure that our approaches are equal and fair. Further to this, the school's behavioural leads will analyse data on both behavioural incidents, and the application of behaviour intervention plans, to make sure these are not more commonly recorded amongst particular ethnic groups; if this was the case it could indicate that unconscious biases are not being successfully challenged, and that further work is required.

2. Behaviour Ethos

At times, some of our students may show behaviour which is challenging to others or which the wider community might find difficult to accept. We feel strongly that this behaviour should be viewed as either:

- A form of communication
- Meeting a need for the pupil
- An attempt to belong

Or a combination of the above. The school's approach is in line with the Department for Education's edict that 'it is important for schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed' (Behaviour for Schools – Guidance July 2022).

This approach relies on empathy and compassion. In this, we are reflecting Dr Naomi Fisher's plea: 'Let's always start with, why is this person responding this way - and might I not do the same, in their place?'

A form of communication

Many of our pupils have challenges with their communication or communicate in unique ways. If these pupils show challenging behaviour it may be a way of telling us how they are feeling, including being upset, cross, excited or anxious. They may be telling us that they need something, such as that they are hungry or need the toilet, or want someone's attention. They may be telling us that they don't want to do something, such as the learning activity in front of them or to move on from something they are enjoying. They may be trying to gain control of a situation.
We respond to this behaviour by working out what the pupil might be trying to tell us, and giving them other means of communicating with others.

Meeting a need for the pupil

The child's behaviour may be enjoyable or rewarding to them. For example, they may get a positive or helpful feeling when they hit their head against a hard surface or play with their own saliva. They may find other people's reactions to their behaviour exciting or rewarding in some way, whether that reaction is positive or negative.

We respond to this behaviour by working out what the pupil is getting from the behaviour, and find another way for them to get this enjoyment or reward which doesn't hurt themselves or others, and would be acceptable to a wider community.

An attempt to belong

Some pupils may show behaviour to 'fit in' with a friend or group of friends, or with wider influences outside of school including family or something they've seen on television or the internet. For example, if a friend is swearing they may join in as a way of connecting with

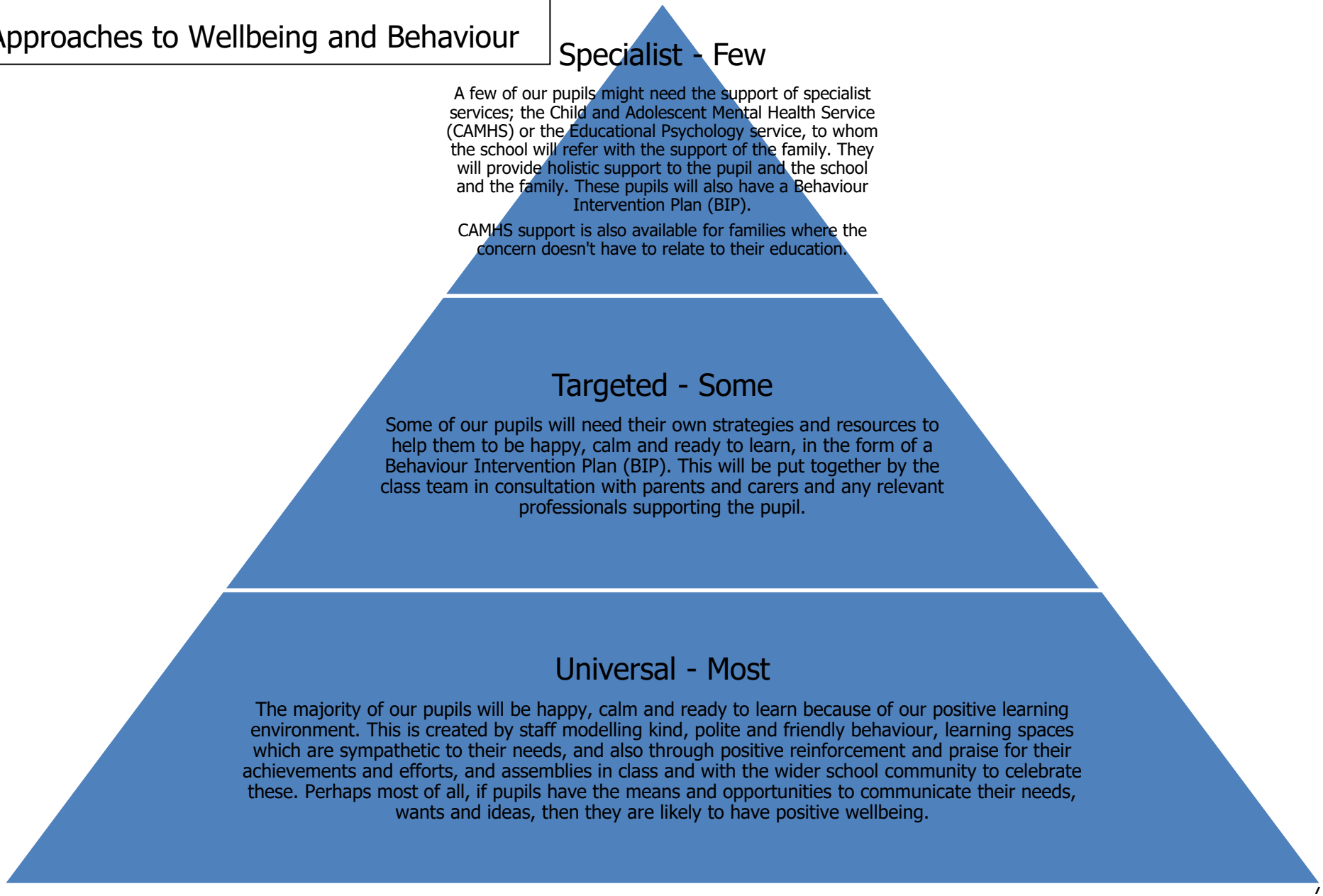
that friend. They may have watched some wrestling on YouTube and want to act out the moves they've seen.
We respond to this behaviour by working out how the pupil is attempting to belong and to which group, and to find more positive ways for them to feel a sense of belonging.
In most cases, our pupils are not aware of the harm or damage their challenging behaviour might be causing. So, we would not look to use 'punishments' to respond to their behaviour. If we do decide to put in a sanction, we would need the pupil to be able to understand the sanction and aim for this to be logical and meaningful so they learn from the experience. For example, if a pupil has made a mess in a classroom, they might help in cleaning and tidying up when they are calm and ready.

Exclusions

The school is committed to exploring every alternative to exclusions whether fixed term (for a specific number of days) or permanent. The school leadership team will only take the decision to exclude a pupil if their behaviour means that they, or the pupils or staff working with them, cannot be kept safe. In these circumstances, a fixed term exclusion might allow for planning between school and home to ensure that they are safe when they return. A permanent exclusion would only be exercised if there were no reasonable changes available to make the pupil safe because of their behaviour. The school follows guidance from the Hackney Education on all exclusions. When considering a fixed term or permanent exclusion, we will follow the process of risk assessment set out in section 21 'Exclusions' of the school's 'Safeguarding and Child Protection Policy' in recognition of the very significant risks associated with exclusion from school.

Universal – Targeted – Specialist

3. Approaches to Wellbeing and Behaviour



4. Universal – Most

The majority of our pupils will be happy, calm and ready to learn because of our positive learning environment. This is created by staff modelling kind, polite and friendly behaviour, learning spaces which are sympathetic to their needs, and also through positive reinforcement and praise for their achievements and efforts, and assemblies in class and with the wider school community to celebrate these. Perhaps most of all, if pupils have the means and opportunities to communicate their needs, wants and ideas, then they are likely to have positive wellbeing.

The focus of staff training is primarily on understanding of pupil's needs and communication, and how best to support and engage pupils with their learning. We also provide Team Teach training for a significant number of staff, which teaches positive approaches to challenging behaviour and provides techniques for physical interventions in exceptional situations.

5. Targeted – Some

Pupils who need specific strategies and resources to help them to be happy, calm and ready to learn, will have a Behaviour Intervention Plan (see appendix 9.1). This will be devised by the class team, with the support of other professionals as appropriate, and involve consultation with the pupil's parents or carers. It will be agreed by a senior leader.
The plan will set out how best to support and build a relationship with the pupil to keep them 'at green', i.e. calm, happy and ready to learn. It will set out the 'triggers' which might cause the pupil to become unsettled, and the 'amber' behaviours which signal might signal this, with linked strategies designed to support the pupil back to green. Finally, it will set out the 'red' behaviours when a pupil is in crisis, with strategies to bring the pupil back to amber or green. It will also make clear what the pupil (and supporting staff) might need following an episode of 'red' behaviour. Staff members are expected to use this language ('red', 'amber' and 'green') to discretely share information about a pupil's mood. With some pupils, it might be possible to support them to use this language to help identify when they are finding a situation challenging and the strategies which might support them.
Most importantly, the plan will set out some clear positive outcomes for the pupil that the plan should deliver, and there should be frequent (at least termly) review of the plan to ensure it is still helpful and required, and to look at whether the outcomes have been achieved.

A structure for helping to consider a pupil's behaviours and which are 'amber' and 'red' is provided in appendix 9.2. To consider some of the experiences and emotions which might be contributing to the challenging behaviour, a model called 'Roots for Fruits' is provided in appendix 9.3.

6. Specialist – Few

A few pupils may require specialist support from Child and Adolescent Mental Health Services (CAMHS). If the class team feel that a referral to CAMHS would be appropriate, they should first seek the advice of senior staff. Parents/carers should be involved in the referral process and need to give consent for a CAMHS referral to be made.

CAMHS Disability

The CAMHS Disability service in Hackney provides support for children with disabilities and emotional/behavioural and mental health concerns. It is a specialist service for children and young people with moderate to profound learning disabilities. The service includes a multidisciplinary team of clinical psychologists, child psychotherapists and assistant psychologists, a consultant psychiatrist, a family therapist and a play specialist. Clinicians in CAMHS Disability have specific skills and training in understanding mental health and wellbeing in children with learning disabilities and complex needs.

When to refer to CAMHS

Staff might feel it is appropriate to refer to CAMHS when they are concerned about a child's wellbeing. This might be noticed through changes in behaviour or mood. Staff might be worried about a child's relationships with others, their family life, neurodevelopmental conditions (Attention Deficit Hyperactivity Disorder or Autism Spectrum Disorder), bereavement, loss or trauma.

What happens when a referral is made?

The service aims to see all families within five weeks of receiving the referral. An initial appointment will be offered with a member of the team to develop a shared understanding with the family and agree an intervention. CAMHS Disability provides individual and group work to parents and children to offer emotional and behavioural support. It's often helpful to also work with school and other professionals involved.

The school also benefits from the support of a link Educational Psychologist, who can provide advice and guidance on how best to support pupils or groups of pupils, or to develop staff practice for pupil behaviour and wellbeing.

7. How we respond to challenging incidents, including debriefs

At times there may be incidents at school that are challenging for staff to respond to. These may arise due to a pupil's challenging behaviour. This could be when there is an episode of behaviour where a pupil hurts themselves or others or damages property. Challenging incidents could also be in relation to supporting children who are experiencing emotionally challenging situations.

It is often helpful for staff to have some form of debrief or a chance to reflect following an incident-this is coordinated by the Safeguarding Officer and relevant Pathway Lead, with a script provided. This can help with learning from the episode and might lead to new ideas about how to respond in future. An example of this might be that following a reflection on a behavioural incident that changes might be made to a pupil's behaviour support plan. Debriefs or opportunities for staff reflection can also be helpful in providing emotional support to the members of staff who have been involved in the episode. Plans for staff support might be made following this. These maybe particularly important if the challenges are likely to be ongoing. See appendix 8.4 for a model for these debriefs and the questions which staff members might use to support their colleagues.

8. Roles and responsibilities within the organisation, including Wellbeing and Mental Health Lead



The Wellbeing and Mental Health Lead leads the Wellbeing and Mental Health in Schools (WAMHS) Project and chairs the half-termly Health and Wellbeing Forum.
The Safeguarding Team works closely with the Behaviour for Learning Lead and Higher Level Teaching Assistant (and a range of external professionals) to support pupil's safety and wellbeing.
The Pathway Leads provide daily support to class teams with pastoral issues, including pupil wellbeing and behaviour.
The Wellbeing and Culture Lead liaises on a weekly basis with the WAMHS link therapists to coordinate the WAMHS project.

9. Appendices

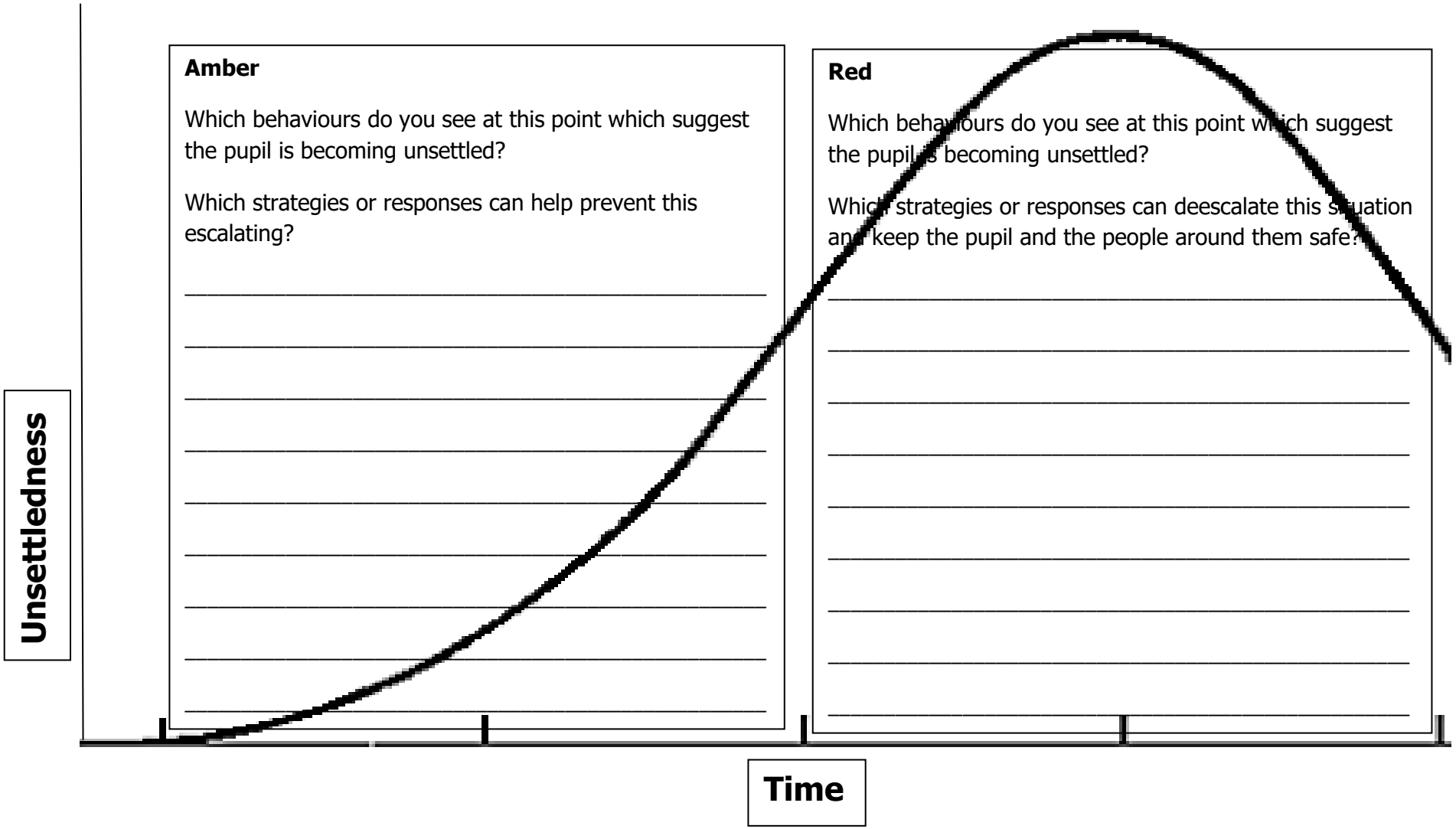
.1 BIP template
.2 Mapping Amber and Red
.3 Roots for Fruits
.4 Gibbs' Reflective Cycle
.5 Reaching the Peak
.6 Behaviour incident form
.7 Safeguarding and concerns form
.8 Incident monitoring chart
.9 Personalised timetable

.1 BIP template

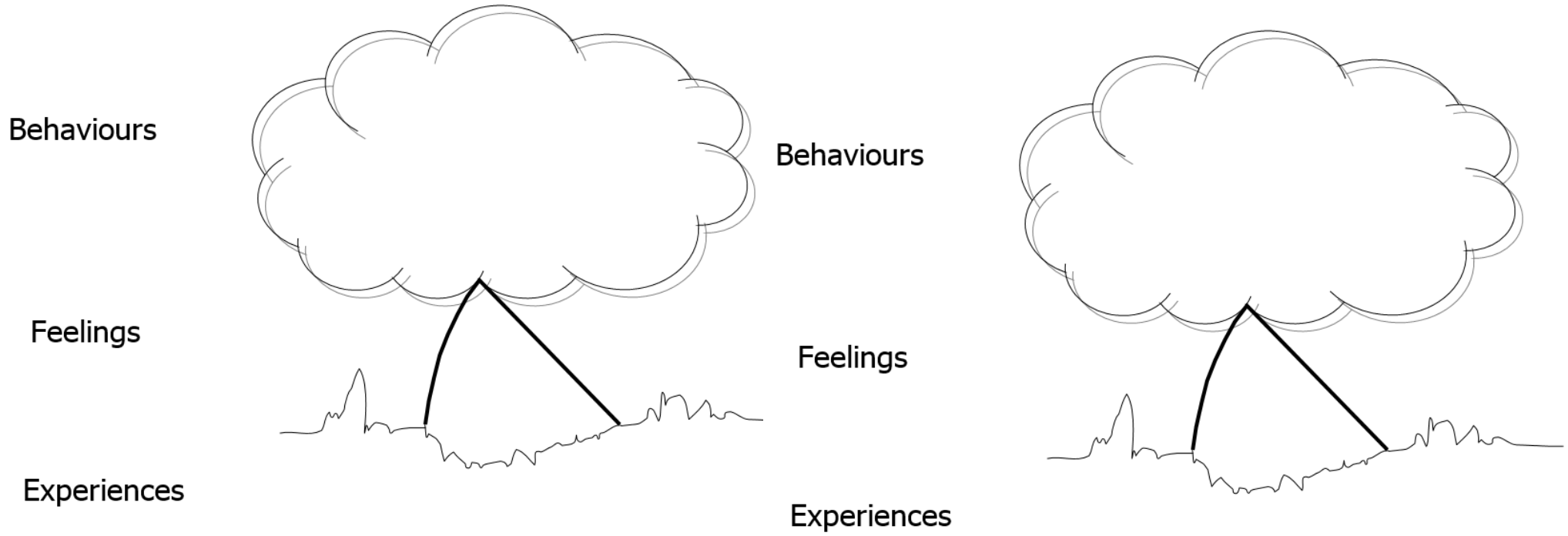
Behaviour for Learning

<table>
<tr><td>Name:</td><td>DoB:</td><td>Class:</td><td colspan="2">Staff Involved:</td></tr>
<tr><td>Positive behaviour outcomes
What do we want this plan to achieve?</td><td colspan="4">1.
2.
3.</td></tr>
<tr><td>Pupil's strengths, and how to build a relationship and best support</td><td colspan="4"></td></tr>
<tr><td>Green to Amber: Potential triggers</td><td colspan="4"></td></tr>
<tr><td colspan="2">Amber behaviours</td><td colspan="3">Amber strategies to move from amber to green</td></tr>
<tr><td colspan="2">1.
2.
3.
4.
5.</td><td colspan="3">1.
2.
3.
4.
5.</td></tr>
<tr><td colspan="2">Red behaviours</td><td colspan="3">Red strategies to move to amber (or green)</td></tr>
<tr><td colspan="2">1.
2.
3.</td><td colspan="3">1.
2.
3.</td></tr>
<tr><td>Actions following red behaviour</td><td colspan="4"></td></tr>
<tr><td>Other information, notes, and comments</td><td colspan="4"></td></tr>
<tr><td>Where and how incidents are to be recorded</td><td colspan="4"></td></tr>
<tr><td rowspan="2"><u>Class Teacher:</u></td><td><u>Parent/carer signature</u></td><td><u>Date:</u></td><td rowspan="2" colspan="2"><u>Review Date:</u></td></tr>
<tr><td><u>Correspondence</u></td><td><u>Date:</u></td></tr>
</table>

.2 Mapping Amber and Red



.3 Roots for Fruits



1. Consider the pupil's behaviours and what might be the feelings which provoke these behaviours, and the experiences which might have caused these feelings.
2. Consider the positive experiences which the school might provide for the pupil, and the feelings and behaviours you hope this might engender.

.4 Gibbs' Reflective Cycle

For use in debriefs following challenging incidents.



.5 Reaching the Peak



Reaching the Peak

What do we want to achieve as a team?

Date:

What is working well:

1.

2.

3.

What are the challenges? (e.g. "We want...")	What can we do differently to overcome them? (e.g. "We will ...")	Do we need anything new to overcome them? (e.g. resources or specialist input)
1.	1.	1.
2.	2.	2.
3.	3.	3.
Review date (e.g. next class meeting):		

Review meeting

What has changed for the better?	**Review of actions from last time:**
1.	**1.**
2.	**2.**
3.	**3.**

What remains a challenge?	What can we do differently to overcome them? (e.g. "We will …")	Do we need anything new to overcome them? (e.g. resources or specialist input)
1.	1.	1.
2.	2.	2.
3.	3.	3.
Further review date (e.g. next class meeting) if necessary:		

.6 Behaviour incident form

Ickburgh School Behavioural Incidents

For behavioural incidents where an injury or restraint occurs or there is disruption to the class

Pupil Name		Class	
Date		Time	
Staff Member completing form		Staff present	

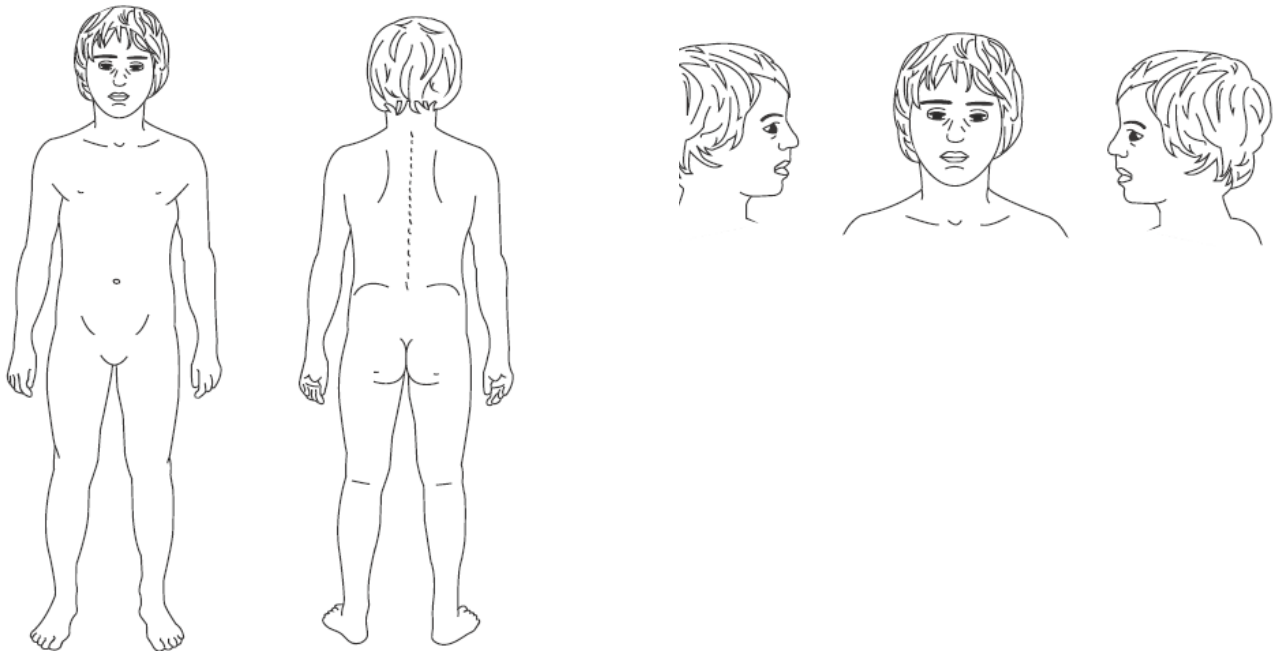
Behaviour

Kicking	Staff		Hair Pulling	Staff		Running off	Within class		Not responding	
	Pupils			Pupils			Within building		Non cooperation	
	objects			self			Out of building		Throwing self to floor	
	self		Scratch-ing	Staff			Out of premises		Refusal to go home	
Hitting	Staff			Pupils		Pushing /pushing over	Staff		Inappropriate language	
	Pupils			self			Pupils		Swearing	
	objects		Biting	Staff			furniture		Threatening gestures	
	self			Pupils		Throwing	Objects		Fixating and asking about 1 topic (obsession)	
Punching	Staff			objects			furniture			
	Pupils			self		Inappropriate touching	Self		Urinating	
	objects		Grabbing	Objects			pupils		Defecating	
	self			food			staff		Refusing toiletting	
Weapons	Search for			Pupils		Spitting	Staff		Stripping	
	Use of			staff			Pupils		Climbing on furniture	
Head-butting	staff		Head-butting	objects			Floor/ furniture		Climbing out of window or over fence	

How did the behaviour start? (trigger / antecedent)	
What happened? (behaviour/ how did staff attempt to de-escalate the situation?)	
How long did the behaviour last?	
What happened next? (consequences)	

ONLY COMPLETE THIS IF RESTRAINT IS USED					
Restraint (Y or N)		Bound book number (office use)		Restraint Method used	
Staff restraining				Length of Time	
Disruption to class (including length of time)				How parents informed	

Please indicate any concerns regarding marks/ bruises or self-injurious behaviour on the body chart below.



Actions Taken		
Date	Person taking action	Action (letter home, accident book, telephone, sent home, other reports)

Please return this form to the appropriate Safeguarding Officer when completed

LEAVE THIS TABLE BLANK (TO BE COMPLETED BY SLT)		
actioned by (sign and date)	action (brief description)	save as (include L M H)

.7 Safeguarding and concerns form

Ickburgh Safeguarding Concerns

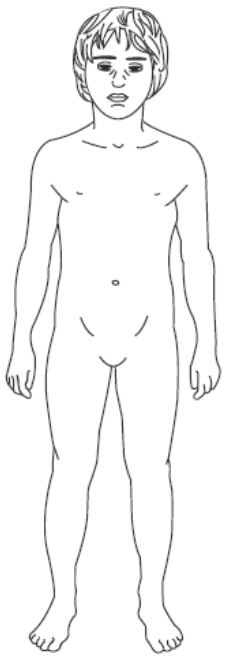
For any concerns about a pupil. (Behavioural, Pastoral, Medical or Child protection)

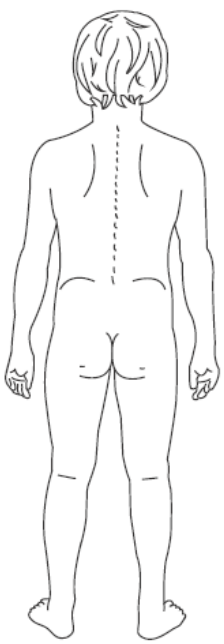
Pupil Name			Class		
Date		Time		Staff Member completing form	

Injury seen on arrival		Injury seen during day		Injury occurring during school		
Injury type	injury location	Injury type	injury location	Injury type	injury location	caused by

Presentation	clothing	Incontinence pads	Other

Please indicate any concerns regarding marks/ bruises or self-injurious behaviour on the body chart below.











Comments on Concern (please provide a detailed report of the concern)

Actions Taken		
Date	Person taking action	Action (letter home, accident book, telephone, sent home, other reports Please attach these)
		Form completed

Please return this form to the appropriate Safeguarding Officer when completed

LEAVE THIS TABLE BLANK (TO BE COMPLETED BY SLT)		
actioned by (sign and date)	action (brief description)	save as

.8 Incident monitoring chart (to be personalised)

For behaviour incidents that occur frequently or are minor / minimally disruptive in nature

Pupil Name		Key stage		Class		Month/ Year		
		What happened? Behaviour						
Date	Time					Notes: e.g. How did the behaviour start: (trigger/ antecedent) What happened next? (consequences)	How long did it last?	Was another pupil involved?

Use separate form if: 1. an injury has occurred whether to pupil displaying behaviour, another pupil, or member of staff. 2. Restraint is undertaken 3. The incident causes disruption to whole class or continues for more than 5 minutes.

.9 Personalised timetable (to be personalised)

Name:	Date:

LEARNING **ON TASK** Opportunities for positive praise, reinforcing desired behaviours and ignoring unwanted behaviours.	**SOME LEARNING** **INTERMITTENT ENGAGEMENT** Low level disruption.	**LEARNING BY PROXY** **TASK AVOIDANCE** In appropriate space. Not being disruptive. Allowing adults to model activity close by. Parallel work.	**NO LEARNING** **OFF TASK** Not co-operating (use codes to record type of non-cooperation)

LEARNING																						
SOME LEARNING																						
LEARNING BY PROXY																						
NO LEARNING																						
Timing	9.00-9.15	9.15-9.30	9.30-9.45	9.45-10.00	10.00-10.15	10.15-10.30	10.30-10.45	10.45-11.00	1100 1115	1115 1130	1130 1145	1145 1200	1200 1215	1215 1240	1240-1310	1310-1330	1330 1345	1345 1400	1400 1415	1415 1430	1430 1445	1445 1500	1500 1515
Activity																							
Location (classroom unless stated otherwise)																							