

**Roehampton Gate School
Positive Behaviour Local Procedure**

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This local procedure is used in conjunction with the overarching policies provided by Aspris. These can be found on the website and intranet.

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1. Aims and Objectives

Roehampton Gate School believes in the approach of Positive Behaviour Support (PBS). We believe that short term solutions are not constructive and will address underlying issues that may be present, our role is to help identify the meaning behind the behaviour so that we are better able to implement a structure around the student to recognise understood and misunderstood behaviours.

We support students to recognise their needs and to apply strategies to enable them to function in society through a Restorative approach using Applied Behaviour Analysis.

This local procedure supports and reinforces the overall aims of Roehampton Gate School of “*Enabling pupils to become successful learners, responsible citizens and confident individuals.*”

Roehampton Gate School Mission Statement

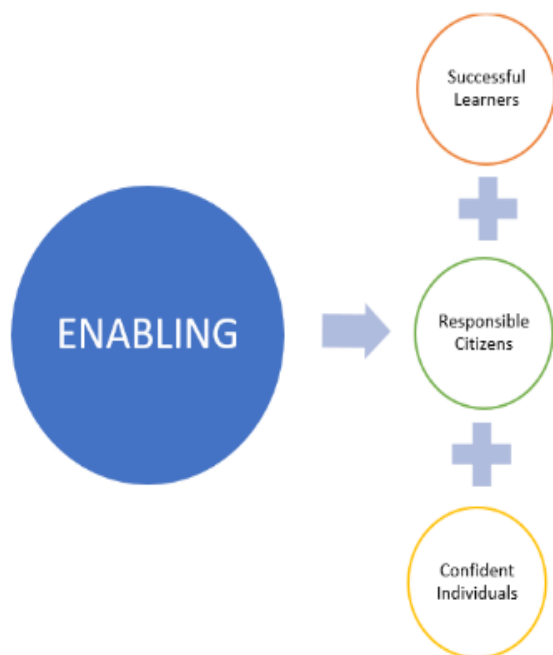
“Enabling pupils to become successful learners, responsible citizens and confident individuals.”

Roehampton Gate School Mission Statement

“Enabling pupils to become successful learners, responsible citizens and confident individuals.”

School Vision

Through our Traditional and Alternative curriculums, specialist approaches and staff dynamism, we will develop successful learners, responsible citizens and confident individuals, to enable them to succeed in society to the best of their ability. We achieve this by focussing on the following aspects which form the aim and intentions for all our planning and support:



Successful Learners

- Dynamic curriculum
- Bespoke and individualised learning
- Effective implementation of plans
- Autism approaches

Responsible Citizens

- Socially inclusive community
- Positive behaviour approach
- Embedded British and, individual values and beliefs
- Embedded social communications learning

Confident Individuals

- Development of physical, intellectual, social and personal growth
- Independent life skills
- Positive social relationships
- Trauma Informed practice
- Therapeutic interventions

Ethos

At Roehampton Gate School, we believe in inclusivity through a community approach where every pupil has a place and everything that we do is designed to support them. Our vision is for all students to be happy and fulfilled adults who live as independently as possible.

- We believe in identifying the reason and root cause of limited engagement and social challenge.
- We use a trauma informed practice to support students in crisis through a 5 stage process to help them thrive through compassionate and caring staff approaches.
- We are guided by the mantra of '*inclusion not exclusion*' that considers the equality and diversity of each individual.
- We work hard to help students to have a greater awareness and understanding of themselves.
- We question '*What can we do today to more effectively support this student?*'
- We provide a Positive Behaviour Support framework to promote and encourage students to engage in learning new skills about themselves and others that is free from consequence.
- We provide opportunities for students to learn how they learn.
- We provide opportunities for GCSE and vocational success.
- We specialise in developing communication skills.
- We encourage students to have open communication and to share their views and perspectives in a safe environment.
- We provide a structured and nurturing environment.
- We boast kind and friendly staff who put the pupils first.
- We offer a purposeful environment that meets the sensory needs of individuals.

2. Positive Behaviour Support Intentions

Applied Behaviour Analysis approach

Our approach centres on Applied Behaviour Analysis which consists of five points:-

- Person Centred Approach
- Working out the cause of the behaviour and coming up with pastoral interventions
- Working holistically with agencies, staff, parent and child
- Based on a scientific outlook
- Best support for the future

Person Centred Approach – A Person Centred Approach focuses on how can we come up with strategies to support the young person e.g. using visual support, intense (Preferred interests, negotiation and choice for a young person who has Pathological Demand Avoidance (PDA).

By placing the student at the centre of everything we do, through conversations and feedback we are better able to implement strategies and support throughout their school life, students are actively encouraged to have input towards their learning, interventions, and community sessions.

Our staff pride themselves on the positive relationships that form the foundation of our support, understanding the students' needs and problem solving proactively based on our knowledge of the young person.

Working out the cause of the behaviour – We believe that there is always a reason for a young person's behaviour. Roehampton Gate School always believes that the behaviour is a symptom of something that we need to identify and understand.

As a school we follow the principle of Understood and Misunderstood behaviours. When analysing behaviours, we take in to account various mitigating factors based on our understanding of the student' needs, our behaviour management is not a one size fits all approach, When working towards a resolution we will always look for learning opportunities for the students, this can then be implemented through Pastoral support, mentoring, and class based learning.

Working Holistically – Roehampton Gate School advocates a holistic approach, working collaboratively with parents, the pupil, therapy, teachers and support staff. This fosters a positive united approach to support each individual pupil reach their potential.

Our wholistic approach enables us to offer a wide range of support for our students, this can be planned sessions based on young person's needs when joining Roehampton Gate School, but also allows us to be dynamic when a collaborative approach is necessary, we offer a wide range of support across the school including behavioural, Educational, and therapeutic.

We understand the importance of effective communication with parents and how this can be crucial to the overall success of interventions or strategies that are put in place.

Based on a scientific outlook – PBS adheres to science when factoring in what may be causing negative behaviour. This can include a young person having health issue which may be restricting the individual's ability to self-regulate their behaviour.

Here at Roehampton Gate School, we follow a PBS (Positive behaviour approach) The Positive behaviour approach allows us to support students in a non-judgmental, which lowers the demand placed on a young person and is a way of understanding how a student may be feeling, it is conversational rather than demanding and allows us to support the underlying needs which will be contributing to the outward behaviour that we observe.

Our PBS approach is vital to understanding the behaviours of our students and further supports our determination for long term behavioural strategies rather than quick solutions that are shown to be less effective.

Best support for the future – This could be devising strategies to support individual pupils at school e.g. teaching a pupil kinaesthetically if this is their preferred method

of learning. We also look to build the students' self-esteem which will reinforce our teamwork ethos throughout the school.

Having recently been awarded outstanding by Ofsted for the personal development of our students at Roehampton Gate school we are driven to broaden the opportunities that are available for our students.

This is evident in our student led approach and how we promote independence and the students learning regarding what works best for them when supporting their wellbeing and mental health which is crucial towards having a positive outlook and making choices for the future.

PBS is further broken down into four approaches:-

- a) Safe Around People
- b) Developing Coping Strategies
- c) What is happening in the individual's life?
- d) Understanding the child's feelings and environment

Safe Around People – PBS believes in creating an environment whereby everyone feels safe. Roehampton Gate School strongly adheres to this approach; staff at the school devise strategies to make sure everyone is safe.

Student safety is always at the forefront our approach both when supporting behaviours and educating on a wide variety of topics that young people may be exposed to today, this will then inform the targeted approach we take and whether it needs to be individual, whole school or both.

Developing Coping Strategies – The pastoral/therapy teams and teachers support pupils to change their negative behaviours. Alternative ways of how to behave are highlighted, using social stories in conjunction with interactive role plays.

Here at Roehampton Gate School we work with students across the age ranges to help identify individual needs and develop strategies to help them regulate both inside and outside of school. We are also aware of the importance to make these strategies purposeful and practical when outside of school and when the student eventually moves on to work or further education.

What is happening in the individual's life? – Roehampton Gate School will always endeavour to understand what is happening in the lives of its pupils. Before a pupil joins the school, staff use information about the young person to produce a pupil passport. This will allow our staff to support each individual pupil; this enables each young person to reach their potential.

We are aware that what happens outside of school can have an impact on a students ability to learn and can be one of the main causes of dysregulation this is why our holistic approach is so vital to the overall wellbeing of our young people, this is a continuous process with daily check ins to ensure that wellbeing is always at the forefront of our support.

Feelings and environment – As a school, Roehampton Gate believe that it is important to create an environment whereby pupils feel confident that they can

speak to a member of staff. This is promoted through the school's ethos of every pupil having a staff mentor who they can share their feelings with. In addition, many pupils have peer mentors; if a pupil feels more comfortable communicating with an older student, they are encouraged to do so. The student mentor can then bring any concerns to the attention of a staff member who can assist them further. Pupils at the school are also encouraged to speak to the school counsellor and the pastoral team if they need support with their mental health.

We will always ensure that Roehampton Gate School is seen as a safe space for our students, this feeling of safety along with a nurturing environment ensures that we have cultivated an environment for learning.

We will always endeavour to make students feel that Roehampton Gate school is a safe space, this is cultivated through our nurturing environment, PBS approach and allowing the young people to have feedback through student voice, Students have a range of support options available to them and will have mentors, preferred staff members and a class team to bring forward any concerns that they may have, this is then relayed to the relevant departments within school who will add additional support if needed.

3. Positive Behaviour Support Implementation

PBS Proactive Points of Action

Roehampton Gate School follows PBS proactive points of action. These include the following and we build these into a Positive Behaviour Support Plan (Appendix A):-

- a) Quality of Life
- b) Building Skills
- c) Partnership with Child
- d) Behaviour is for a Reason
- e) Applied Behaviour Analysis
- f) Other complimentary behaviour
- g) Facts and Research
- h) Formal assessment

Quality of Life – The focus at Roehampton Gate School is to make sure that everyone associated with each individual pupil has an excellent quality of life. This encompasses the child themselves, parents and the individual's wider family. It is also important that our staff feel content and happy at the school. We believe that the promotion of positive behaviour is fundamental to a happy, learning atmosphere which will ultimately improve the quality of life.

- Termly celebration days such as LGBTQ+ and International Womens day
- Strong emphasis on Preparation for Adulthood skills
- Community based learning
- Student voice

- Target setting of physical, intellectual, emotional and social

Building Skills – We believe in extracting essential skills which every pupil can use once they leave the school and provides a bespoke transition into adulthood.

- Mentoring both staff and student
- Mental health support check-ins
- Bespoke approach to identifying, supporting and applying behaviour strategies

Partnership with Child – PBS advocates a holistic approach, working collaboratively with parents, the pupil, therapy, teachers and support staff. This fosters a positive united approach to allow each individual pupil to reach their full potential.

- Annual reviews
- Weekly calls home
- Communication diaries (for some students)
- Termly reports

Behaviour is for a Reason –The PBS Strategy encourages staff to analyse a young person's behaviour. Roehampton Gate School always believes that the behaviour is a symptom of something that needs to be identified and understood. However, pupils are encouraged to accept responsibility for their behaviour for example attending interventions such as understanding how their behaviour may affect others.

- Mentoring by staff and students
- Mental health check-ins
- Pastoral time
- SALT interventions
- Wellbeing Lead programme

Applied Behaviour Analysis – At Roehampton Gate School we use this approach to monitor each pupil's behaviour over time.

- There are three steps when using Applied Behaviour Analysis – describe, predict and change.
- Firstly, staff at school describe the behaviour exhibited by an individual pupil. Staff then identify and record potential slow and fast triggers as this may have been the catalyst for the behaviour. Consequently, over time we are able to identify patterns in behaviour; this allows us to predict when a possible behaviour may occur.
- Lastly, having extrapolated this information, as a school we are able to create strategies and interventions to eventually reduce or eradicate a particular behaviour.
- The therapy and pastoral teams use a variety of methods to record and analyse a child's behaviour over time. These include progress reports cards and behaviour contracts kept by the Tutor or LSA

Other complimentary behaviour support– SALT, OT and psychological therapy are used to support pupils improve their social skills and also gain more understanding of how their behaviour affects others.

Facts and Research – Every measure or strategy used by Roehampton Gate School is based on pedagogical research. The school's ethos centres on the theories of John Hattie's 'Visible Learning' and Carol Dweck's 'growth mindset'. Hattie's 'Visible Learning' is based on the premise of empowering pupil's learning.

- Displaying the best pieces of work by every students around the school
- Collating a portfolio of best work which develops a sense of pride in one's work.
- Opportunity for class Ambassadors
- Opportunity to be Head Person (previously known as Head Boy/Girl)

Formal assessment – At Roehampton Gate School we believe in a culture of being reflective practitioners. We constantly review our practices and keep up-to-date with the latest research on conditions like PDA, ASD, OCD and ADHD; our mission is to constantly learn and improve our practice to support our pupils.

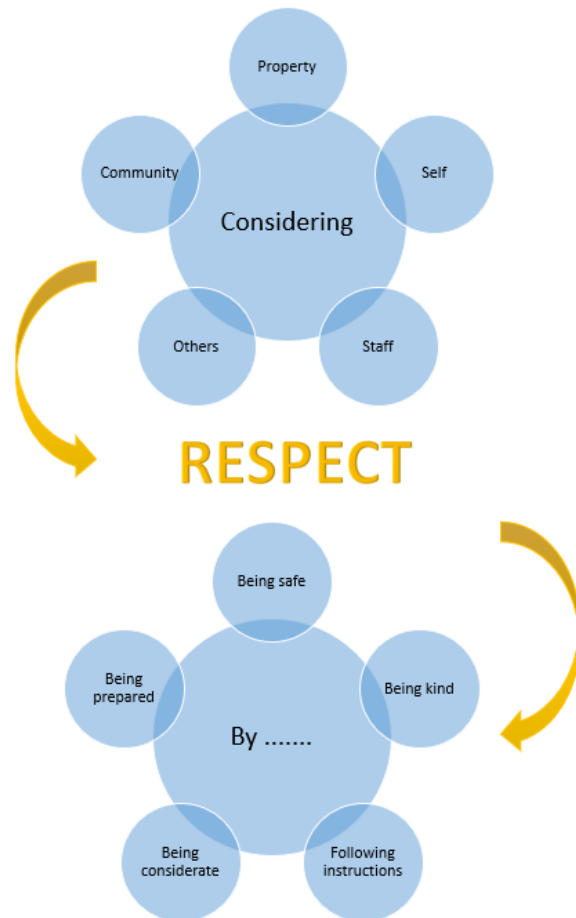
- Tracking of Pfa, Gatsby, PIES, Academic
- Reports, AR
- Communication books

Reduced Demand Approach

Students are expected to follow:

- The whole school behaviour expectations

BEHAVIOUR EXPECTATIONS



- Class expectations

When students struggle to follow classroom expectations it can be due to (see Responding to anxiety) linked to learning needs:

- Understood behaviour (deemed as a deliberate action)
- Misunderstood behaviour (deemed as not deliberate due to student needs)
- Control of own behaviour
- No control of own behaviour

Understood, Misunderstood, Control and No Control Behaviours

The main focus of the Restorative approach is about RESPONSE. This allows us to work with multifaceted behaviours and to apply a bespoke approach to account for the high levels of social challenges our students present with.

The school also recognises that a process of intervention work can take place but may require re-visits or adaptations when applying the approach but also can manage behaviour in gradual and simple steps.

TYPES OF BEHAVIOUR THAT MAY REQUIRE A RESTORATIVE APPROACH	← LOW LEVEL TO SERIOUS BEHAVIOURS →			
	Being rude to others	Using mobile phone in class without permission	Damaging individual property	Inappropriate behaviour towards staff
	Interrupting the lesson	Leaving the class without permission	Damaging the environment	Inappropriate behaviour towards students
	Distracting others	Consistent inappropriate language	Property misuse	Filming other students on personal device
	Inappropriate language	Defiant behaviour	Bullying	Fighting/Physical altercation
	Failing to follow instructions	Intolerance of others needs	Misuse of phone	Absconding/ leaving site without permission
Aggression towards others			Consistent bullying	
Threats towards others			Consistent low-level behavior that affects others	
			Willful damage of property	

Prohibited Items Approach

The latest data shows the proportion of children vaping is rising, up from 4% in 2020 to 7% in 2022, alongside the growing popularity of disposable vapes. The number of children who admit to ever trying vape has risen from 14% in 2020 to 16% in 2022. However, the vast majority of under 18s who have never smoked, have also never vaped, and only 1.9% have vaped more frequently than once or twice.

Items will be deemed as prohibited on school site:

- Vapes
- Sharp objects
- Lighters
- Illegal substances
- Glass/glass bottles

Actions in response to suspicions of a prohibited item:

1a) If a child is found to be in possession of any of the above items, they will be asked to hand them over for permanent confiscation.

- b) If a child refuses to do so, within a shared time frame. The response will be an **Exclusion**.

2a) If we have suspicions that a prohibited item is on a child, we will use a **detection wand** to identify the risks.

- b) If we believe there to be items on their person that is of a prohibited nature. We will follow the Search Policy. If a child refuses to let us search or refuses to hand over identified items detected by the wand, within a shared time frame. The response will be an **Exclusion**.

Further actions to support the use of vapes:

- Parents are provided with a parent leaflet that will help any parents/guardians struggling with your child vaping at home.
- Educating in Assemblies and in the class environment offering the following educational clip <https://youtu.be/rod4d4yFeaE>.
- Regular visits to the local shop to ensure they are complying by law
- Extra staffing near the shop at break and lunchtimes to monitor

Trauma Informed Approach

The staff at RGS are taught about the impact of Trauma on the readiness and ability to learn:

- Trauma can impact on our relationships, self-esteem and behaviour,
- Trauma replaces social engagement with defensive behaviours
- Halts our capacity to learn
- ALL schools have children who have experienced trauma
- Schools have a vital role to play in supporting all children and not unwittingly contributing to or re-traumatising children

The Trauma Informed Approach is based on interventions that are informed by over 1,000 peer reviewed psychological, educational, medical and neuroscientific research studies on the impact of relational transactions on the developing brain.

The Adverse Childhood Experiences study (ACE study) is one of the biggest Public Health studies of all time (17,000 people). The study found that adverse childhood experiences are a leading determinant of the most common forms of physical illness (e.g. cancer, diabetes, heart attacks) mental illness (e.g. depression and anxiety) and early death, in the Western World.

Traumatised children are disadvantaged in the school system as a result of their trauma manifesting in their behaviour which can create high level fight or flight responses.

Staff are taught about healthy brain development and this is further taught to the children in and outside of the classroom.

The approaches of Trauma Informed include:

- Active listening and empathic response, particularly from an attachment figure has a significant healing impact on brain and body.
- Just listening, with acceptance not judgement, to 130,00 people talking about their painful childhood experiences, reduced GP visits in the following year by 35% and emergency department visits by 11%
- Mentalization and relaxation techniques can help reduce anxiety to help regulate emotions.
- Mental state talk can bring an awareness to behaviours and actions.
- Empathic listening and emotional coaching leads research shows that feeling understood results in increased activity in brain regions associated with reward, positive affect states, social connection and mentalising.
- Attunement can help children and teenagers to make sense of what's happened to them

Stages of Trauma Informed Support at RGS:

When students hit crisis, which can result in behaviours such as being behaviours, bullying or being bullied, shouting, screaming, absconding, refusal to work, silence and withdrawal. RGS staff follow a 4-step process to help the students to overcome:

1. Protect
2. Relate
3. Regulate
4. Reflect

Protect

We remove the student from the situation and do this in a non-shaming, protection of dignity, lessening the stress load and this will be 'somewhere with someone.'

Relate

This is supported by active listening, empathic responses, containment by bearing the students pain. This is done in a non-judgemental, accepting, validating, curious and soothing way. 'Connection before Correction'

Regulate

Staff will then undertake an activity to bring down stress chemicals which can involve walking, talking about random things or hobbies, running or physical activity, however the activity has emphasis on co-regulation.

Reflect

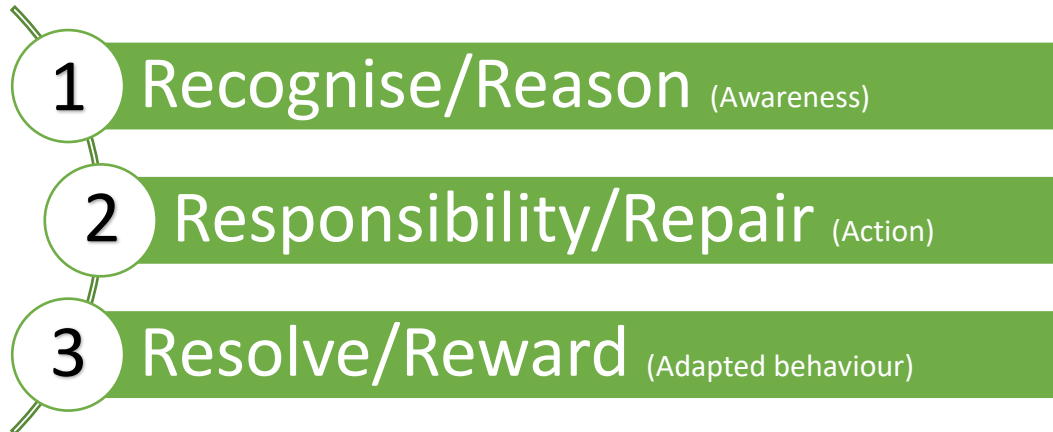
Staff will (at the right time) help the student to sequence events, thoughts, feelings, behaviours, mental state talk which could be showing rather than telling. The aim is to explore ways to handle it differently with the notion of helping the child to understand.

Repair

Staff will work with the child (at the right time) to put it right, instigated with support to make a reconnection and aid recovery from the crisis to reduce re-occurrence.

The Trauma Informed Approaches are used in conjunction and in collaboration with the 3 R's Steps (see below).

The 3 R's RESPONSE STEPS



1. **Recognise/Reason** – This is the start of doing something about Understood, Misunderstood behaviour, Control and No control. Options can include:
 - Begin discussions about challenges
 - Offer immediate verbal demand for the student
 - Use whole school specific strategies
 - Plan for how to make student aware
 - Tutor/teacher – log and track, note in Communication Book, notify parents
 - Track regular behaviours to initiate Responsibility and other school support
 - Meetings with class staff
2. **Responsibility/Repair** – This step involves initiating a Response to begin adapting and supporting behaviour. The aim of the Response is to help the student to have empathy about the effects of their behaviours. Options include, and is not limited, to:

- Given choices to make right decision
- Re-set conversation
- Movement break
- Time out
- Reduced/increased targets
- Reward targets
- Board tally
- Distraction
- Outside breaks
- Ice cubes (plain or coloured)
- Mediation
- Meditation
- Mindfulness
- Colouring/sketching
- Mental health check-in
- Anger management course
- ELSA 1:1 time
- Reflection task
- Isolation
- Team Approach
- Topic focus
- Home learning adaptations
- Targeted staff support
- Non-verbal communication
- Set communication (whole school)
- Good behaviour report
- Sensory adaptations
- SALT intervention
- Outdoor cool-off
- Outdoor wellbeing walk
- Class move
- Quiet space
- Safe spaces
- Youtube learning
- Diary writing
- Letter writing
- Music writing
- Work experience
- Working outside classroom
- Working in another class
- Outdoor expression
- Staff mentor
- Reduced timetable
- Timetable adaptations
- Peer mentoring
- Parent meetings
- Temporary exclusion
- Permanent exclusion (last resort)

3. **Resolve/Reward** – If the response has been effective the student will have adapted their behaviour. A reward and praise is used to show, concrete and conclude the learning that has taken place to adapt behaviour.

Quite often students may have to re-visit the prior stages to practise and conceptually understand their behaviours and effect on others.

Restraint Approach

We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support and empower them and keep them safe. Our foundation of good practice in working with children is:

- protecting and promoting children's rights
- recognising that staff have a responsibility to understand children's needs
- building relationships of trust and understanding
- understanding triggers and finding solutions

- if incidents do occur, knowing enough about the child and positive behaviour support techniques to defuse the situation and/or distract the child wherever possible

While restraint is permissible, it should be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. It will never be used routinely and must be used proportionately.

When we are considering whether a setting complies with its legal requirements, we ask:

- Was this action legal and necessary – for example, was it taken to prevent a child from injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?
- Could this action be considered ‘reasonable’ in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

Restraint that deliberately inflicts pain should never be used.

It is always unlawful to use force as a punishment there are different ways to approach the same situation. We find safe, creative and child-focused solutions than intervene physically and/or restrict a child’s liberty.

The following triggers will always make us curious and want to explore and understand more about staff practice and its impact on children:

- the use of prone holds and/or taking children to the floor and/or ‘ground’ holds
- long periods of physical intervention
- frequent or lengthy periods of single separation
- high numbers of staff involved in an incident
- situations that are escalating, with restraint being used more frequently
- restraint practices becoming the norm/being applied universally or indiscriminately
- children sustaining injuries
- repeated incidents or patterns that are easily identifiable
- incidents that involve the intentional use of equipment to physically restrict children, with or without staff being present (for example, safe space beds, a wheelchair)

The following triggers will always make us curious and want to explore and understand more about staff practice and its impact on children:

- the use of prone holds and/or taking children to the floor and/or ‘ground’ holds
- long periods of physical intervention

Recording

Schools are not required to record and report incidents of the use of restraint. Similarly, informing parents is also good practice but is not required unless there has been a serious incident - it is simply good practice to inform parents.

If the reason is that informing parents would place a child at greater risk, then we will make a safeguarding referral.

Recording incidents help to:

- Determine practice
- Monitor trends and patterns about individual children, individual staff and groups of staff (such as shift patterns or lessons)
- Identify, explore and take action to improve any poor staff practice
- To take account of the views of children, including those who communicate non-verbally

Isolation or Internal Exclusion

The school undertakes isolation in differing areas of the school, depending on the needs, safety and proposed outcome of the isolation. Isolations are used only for reflective purposes and to support learning and understanding.

Isolation timings vary for each individual and each scenario and can range from a tutorial session to a whole day. Isolation or Internal Exclusions are only used if it is deemed a supportive approach however will rarely be used for student with demand avoidance needs.

Further Support and Actions

Due to the bespoke nature of distressed behaviour, the following approaches can be adapted and changed to ensure that individual needs are met succinctly and effectively. The following Tiers give a planned response to supporting students, staff and parents.

This support below can be individualised depending on the needs of the student and the school or parent requirements.

SUPPORT AND ACTIONS OFFERED	
Regular check-ins from Pastoral	Pastoral will check in to ensure that the class team are supported and to monitor the situation, this can be informal and will also allow the class team to contact the designated member of Pastoral for updates.
Parent contact	The parents/carer of the student will be phoned/emailed and made aware of challenges at school by tutor or member of Pastoral, this will be the initial concerns shared and a plan to develop identified.
Good behaviour report	Report sheets to be supplied by Pastoral department and can range from monitoring class attendance to behaviour, this can then be collected daily

	or weekly by the designated pastoral member and can then be used to keep parents updated and to build self-awareness and target setting for the student.
Weekly review with class teams	At the end of each week the designated Pastoral member will meet with the class team to run through progress, this will include looking through report sheets, seeing if there is a pattern of behaviour and reflecting on what has worked/has not worked and adapt for the next week accordingly e.g. Do we need to get more information from Parent/carers? Is the work in a particular classroom not challenging enough? How is the student interacting with peers and staff?
Teaching team meetings	Class teams to meet to discuss collaboration and approaches to ensure consistency of responses. The meeting are to share support plans and to discuss varying approaches
Mentoring	Opportunity for student to reflect on behaviours and to respond to actions and target setting
Peer Mentoring	Opportunity for student to reflect on behaviours and to respond to actions and target setting

Parents/Carers called in for a progress meeting	Pastoral Interventions Lead and a member of the class team will call in Parents of student to discuss progress, concerns and ways of moving forward, it will be a chance for the parents to feedback and to find out if there are similar concerns at home. The meeting is also an opportunity for interventions to be shown and agreed with parent/carer who could then also add feedback to interventions, the outcomes of this meeting will then be fed back to class team.
Incidents and progress logged on Integris	The Pastoral team will be able to review incidents logged to help support ideas.
Individualised interventions 'Interventions Tracker Review'	Certain students may get to the point in which they will require their own individualised interventions, this could range from specialist interests which will help motivate the student to more input from Therapy, maybe the student has a speech impediment which makes them uncomfortable to talk in lessons which may lead to misbehaviour in class, they could be having issues writing for extended periods of time.
Regular contact with Parents/Carers	In Tier 2 it is imperative that contact is kept with parents/carers, some of the interventions may include support from home, intervention success can also benefit from the input of parent/carers. Phoning/emailing at the end of the week to give an update on behaviour and progress and tracking of interventions.
Behaviour contract signed by Parent/Carer/Student	A behaviour contract will be presented to the student and parent/carer which will be an overview of the agreements and interventions that have been put forward during the meeting, this is to ensure that the student has an understanding of expectations but also to show that the parent/carer is in support of the school and the interventions that are being put in place.

Team Approach	Restrictions, within school grounds, implemented to help control distressed behaviour. This can involve multiple staff to ensure safety but supports easier monitoring and reduce sensory overload.
LA contact	Inform LA of challenges and problem solving initiated

SUPPORT AND ACTIONS OFFERED

Parents/Carers called in with the students present.	Tier 3 meetings will take place with Pastoral manager and will be a chance for the staff, student and parents/carers to discuss what has worked and what may not have worked as well, for a student to reach tier 3 it will have been decided that the student is not responding to any of the support put in place throughout tier 2. It could be that things need to be tweaked slightly or that there may in fact be a larger underlying issue that may need to be addressed.
Progress report with Pastoral Manager	The student may need to be put on a Pastoral Manager report, this will include a daily check in with the Pastoral Manager to discuss lesson attendance and behaviour and also phone calls home, this will be one of the final stages before it is deemed if a student may in fact need an individualised timetable.
Whole school Team Approach	Whole school delivery of expected strategies and the utilization of staff across the whole school. Restrictions, within school grounds, implemented to help control distressed behaviour. This can involve multiple staff to ensure safety but supports easier monitoring and reduce sensory overload.
Set a progress time frame with parents and monitor behaviour	What would the School/Parents/Carers like to achieve moving forward? This will be the chance for the School to outline the behaviours of concern and how best to resolve them and how long the school can reasonably expect to see positive outcomes. What are the behaviours of concern? Why is the student struggling to respond to the interventions that have been put in place to allow progress?
Emergency Review	Emergency Review will enable other professionals to support and offer guidance or extra support both internally and externally to support progress

See Appendix A and B for Pastoral Support System

4. Countering Bullying Intentions

Roehampton Gate School students present with varying needs, differing conceptual understanding and a variety of negative previous experiences. Quite often students may not understand that they are bullying or that their behaviours can offend others due to their social needs challenges. Our role is to bring awareness to bullying behaviours and to help students learn through pro-active approaches and differing strategies that their actions can hurt others.

Due to the social needs of our students this may involve a variety of approaches and multiple attempts to help the student to emphasise and see the view of others.

Types of Bullying

Roehampton Gate School acknowledges the Government's guidelines that define bullying as:

- (a) Deliberately hurtful
- (b) Repeated often over a period of time
- (c) Difficult for victims to defend themselves against.

At Roehampton Gate school we recognise the following types of bullying behaviour:-

- a) **Physical** bullying such as threats, aggression and violence
- b) **Emotional** bullying such as deliberate exclusion, malicious gossip and other forms of relational bullying
- c) **Verbal** bullying such as name calling
- d) Identify-based bullying such as **homophobic** bullying, **racist** bullying, **gender based** bullying, bullying on a person's **membership of the Traveller community** and bullying of those with **disabilities or special educational needs**

5. Countering Bullying Implementation

Right to feel safe

Roehampton Gate School believes that all young people have a **right to feel safe and happy** while they are at school.

- The school works in collaboration with young peoples' families, ensuring that this is the case.
- To support this policy all staff, as part of their induction and ongoing training and professional development, receive training in recognising and managing bullying during INSET day training and part of induction.
- We also have a staff forum where we discuss proactive strategies that can be implemented across the whole school.
- Daily staff Briefing
- Strong safeguarding procedures (Audits, DSL's, Counselling, Wellbeing Lead, Pastoral team)

The organisation of the school, and the management of young people, is a central factor in the creation of an ordered environment within which opportunities for bullying are minimized.

- High quality staff supervision and weekly communication also reduces the possibilities of bullying occurring.
- LSA's based in same classrooms

In Roehampton Gate School there is an ethos that **does not tolerate the oppression of one person by another**.

- Each tutor provides short and long-term strategies, which permeate the school organisation and curriculum.
- Advice and guidance is provided for all young people, parents, carers and school staff. Specialist support and guidance is offered to everyone involved in a situation of bullying, including the young people's parents (carers).

- All staff involved in the care of our young people are constantly watchful, observing social relationships between young people, in class, social situations, and interactions with others. If a situation does occur, staff are able to offer each young person immediate support. They are also able to instantly indicate to the bully, the unacceptable nature of their behaviour, and the consequences of any repetition.
- Any incident observed triggers the school procedure for bullying.

Responding to a young persons' anxiety linked to learning needs

Roehampton Gate School recognises that there are factors that mean at times staff are required to take a slightly different stance to the behaviours associated with bullying. These factors include the level of young persons' cognitive development, their learning difficulties, the very specific nature of their difficulties in perceiving someone else's viewpoint or experience, and additional difficulties they have in the recognition and management of their emotions associated needs.

Autism and Bullying

Autistic children can be more at risk of being bullied than their peers because of the different ways they communicate and interact with others. Their peer group will often notice these differences more and more as they get older.

Autistic children and young people find it hard to read facial expressions and body language, they can't tell when someone is being friendly or if they are trying to hurt them. This means they may misunderstand the intentions of their peers. They can also be easy targets in the playground as they sometimes prefer to play alone.

As a result, other children find it easy to pick on them as they do not have a support structure around them. Other children may also pick on them if they see them doing 'odd' things such as hand flapping or making inappropriate comments.

Autistic children and young people can also display some bullying behaviours. They may become aggressive when a game is not being played the way they want and then try to control the situation. They may also become frustrated at being 'left out' in the playground and try to 'make' children become friends with them.

We categorise bullying under 2 types of heading to allow us to prescribe the appropriate responses through our Restorative approaches whilst considering individual needs.

- Understood behaviour (deemed as a deliberate action)
- Misunderstood behaviour (deemed as not deliberate due to student needs)

Understood and Misunderstood Behaviours

Some behaviour that young people exhibit may be intentional; however, there are times when the young person is unaware that their behaviour has the same impact as deliberate bullying although this was not their intention. Roehampton Gate School recognises it is important that this distinction is recognised;

- Staff do not automatically address incidents through a disciplinary route.
- Staff are expected to educate students and coordinate strategies that support a change in behaviour.
- Staff are expected to set targets to support and adapt understood/misunderstood behaviours

Some young people with emotional and behavioural difficulties, autistic spectrum condition and other learning difficulties may resort to bullying. Indeed, the nature of their difficulties sometimes makes them more likely to perceive themselves as victims. For example, misinterpretation and over-sensitivities are intrinsic to young people with ASD. Even allowing for this, Roehampton Gate School

- Staff take accusations of bullying incidents seriously and respond immediately offering a bespoke approach to support the bullying behaviour and the victim (see below)
- Where it is evident that a young person is insufficiently equipped to manage their own behavior the school takes responsibility to assume effective management to ensure that bullying does not occur.

Despite staff efforts to ensure that bullying is infrequent in the school, it must be assumed that it could take place. Therefore in the school the following measures are in place to prevent and reduce its possible occurrence:-

- staff follow individualised steps and approaches that include Trauma informed and the 3R's, in addition to restorative approaches and individual interventions
- bullying is shared in briefing and end of day de-briefs and staff are made aware
- each case is followed up to ensure that the victim and bully are given as much support as possible and to prevent a reoccurrence of the behaviour
- parents or carers of both the target and the bully are informed by staff of the action being taken
- All staff report and deal with the problem immediately and ensure any incident of bullying is reported to their immediate senior and to the school's Pastoral team.
- Bullying is recorded, tracked and actioned

6.REWARD SYSTEM

Reward Structure

The school will have **two student Heads of School**. These will be chosen by a selection process that includes students, staff and the leadership team; they will be students that follow the ethos and values of the school. The duties of the Heads of School will have differing roles in school to support positive outcomes.

Students will receive differing rewards, depending on their interested and needs. This can be established with Tutors or mentors

Examples of Additional Rewards

Kindness – Acts of kindness could include giving an exercise book to another pupil, picking up a pen dropped by another pupil and handing it back to them or saying please and thank-you.

Courage – Being courageous could include speaking to the rest of the class for the first time; it could also include undertaking an activity which is outside the student's comfort zone.

Teamwork – Teamwork could be working efficiently as a team during a sport. It could also be working together in a group project.

Thinking of Others – Thinking of others could include going around the school and getting people to write messages in a birthday card for another pupil. It could also simply be asking if a pupil is fine when they come back into school after an absence.

Respect – This could encompass respecting another pupil's opinion, view or religious belief. Responding to a teachers instructions first time.

7.Impact of PBS and Restorative Approaches

- Reduced anxiety
- Stronger school community
- Improved empathy for others
- Increased friendships
- Positive outlook
- Increased academic success
- Awareness of community expectations
- Awareness of legal system
- Improved reflective skills
- Greater understanding of 'unwritten rules'
- Improved strategies to manage high levels of anxiety
- Improved concentration
- Increased tolerance for others
- Improved wellbeing
- Increased trust in others
- Reduction in stress levels
- Willingness to change
- Improved behaviour at home
- Improved behaviour in the community
- Consideration for school environment
- Reduced swearing and expletives'
- Awareness of bullying behaviours
- Awareness of effects of bullying behaviours on others

Appendix A: Behaviour Support Plan

Student Name:

Date of Plan:

Diagnoses	Triggers	Vulnerabilities
Risk Behaviours	Skills and Further Learning Required	Praise points
Diversions, Distractions and Coping Strategies	Communication Needs	Strategies for Success
Specific Likely Negative Behaviours for Supporting and Managing	De-escalation Approaches	Active, Proactive and Reactive approaches
Assessed Audit-based Interventions Agreed for Safe Use with individual	Strategies to Reduce Need for Physical Intervention	

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