

Strategies and Behaviours for Effective Engagement and Learning Policy

**A child's trauma refuses to be silenced. It is in their behaviour, their relationships. It blocks their learning.
(Trauma Informed Schools UK)**

Context: Common effects of an Acquired Brain Injury

Brain injuries are classified as Mild, Moderate or Severe. Children or young people with severe ABI may lose the ability to walk or talk. Some have difficulty eating or drinking. These effects may be temporary or the child/YP might have to learn to manage these difficulties in time.

The categories of mild, moderate or severe aren't a definitive way of deciding how a child will be affected by their injury. A mild injury may cause long-term difficulties for a child/YP.

Children and Young People with an ABI may experience:

- weakness of limbs, difficulty moving around site;
- intense tiredness, referred to as fatigue;
- behaviour changes- impulsiveness, behaving inappropriately or irritability;
- difficulty learning new things;
- Memory difficulties- children/YP may have to relearn and overlearn repeatedly;
- Emotional difficulties, anxiety or depression;
- Difficulties understanding language;
- Struggling with conversations;
- Struggling to organise, plan and carry out everyday tasks;
- Difficulty sequencing;
- Difficulty with empathy;
- A lack of confidence and difficulty socialising.

1. Principles

At Surrey Teaching Centre we recognise that we have a duty first and foremost to provide safety, care, guidance and support to our students whilst they learn about their newly acquired needs. We acknowledge that all pupils on an ABI rehabilitation programme may have varying emotional and behavioural need as a result of their injury and experienced trauma. When referencing 'behaviours' we are referring to all movement and observable actions (whether positive or negative).

As a nurturing school, we recognise that:

1. Children's learning is understood in relation to their newly acquired needs
2. The classroom offers a safe place and pupils will be provided with a structured, consistent set of boundaries so that they are able to be successful within school sessions.
3. Nurture is important for the development of self-esteem.
4. All behaviours communicate something.
5. Transitions are significant in the lives of our children and young people. For most of our pupils, their natural development has been disrupted – and continues to be disrupted – by life experiences out of their control.
6. We believe that a key determinant in shaping how our students interact with the world (behaviours) is through the adult-child relationships.

Appropriate behaviours are fostered in an environment that promotes and demonstrates mutual respect and fosters a feeling of self-worth; where connections are valued and where the greatest understanding of a pupil's prior experiences allows our skilled staff to act in a supportive way. Every response or lack of response to a child, a colleague or a situation teaches the pupil something of what we value. We all therefore have a responsibility to demonstrate safe, respectful and nurturing behaviours at all times.

All staff communicate clear and unambiguous expectations, taking full account of their awareness and capacity for understanding, and individual levels of, and strategies for, communication. It is imperative that good communication between Surrey teaching staff, The Children's Trust staff and parents is achieved in order to provide a consistent approach. In this way it is hoped we can provide a secure environment in which pupils can develop and grow in self-esteem knowing that they are valued even when their behaviours are not socially acceptable.

Behaviours may change and develop during the period of recovery from a brain injury. Responsibility for leading and developing specific behaviour programmes will generally lie with The Children's Trust psychologist responsible for that child in consultation with the multi-professional team.

We aim to:

- provide a safe and secure learning environment
- promote and model behaviour which is conducive to learning and respectful of the environment and community
- give pupils strategies which help them to understand and maintain safe and respectful behaviour and which helps them to recognise when and how to self-regulate

We support pupils in developing the ability to self-regulate so that they may:

- accept support
- access learning
- make progress towards their personal learning goals (PLGs)
- be prepared for inclusion into full or part time education
- have an opportunity to develop their social skills and self esteem

2. Relationships at Surrey Teaching Centre

- **Self:** a pupil who does not feel confident as a learner will be less likely to engage in the challenge of learning. Pupils need to feel safe in the learning environment before they will be able to engage with learning.
- **Others:** all 'behaviours' need to be understood as a means to communicate something. Behaviours are triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.

3. Expectations of children and young people

- Where possible, follow reasonable instructions by school staff and agreed school rules
- Engage with their personalised learning goals so far as is possible (dependent on the needs of the pupil)
- Respect everyone in the community
- Care for their own and other people's property
- Respect the school learning environment
- Attend school regularly and on time if they are taking responsibility for getting themselves to sessions (Surrey Teaching Centre understand that this is sometimes out of the control of the child or young person)
- Engage in strategies to support self-regulation to enable themselves and other pupils to fulfil their potential at all times
- Refrain from swearing and using any inappropriate language

4. Expectations of all staff

- Provide stimulating learning opportunities planned towards pupil's needs, learning styles and abilities
- communicate to individual pupils what is expected of them, taking into account the pupil's level of understanding
- involve pupils in the planning of their learning, this may take the form of basing work on personal interests for some pupils
- have consistently high expectations of pupils
- create an atmosphere for positive learning through ensuring class expectations and boundaries are clearly communicated and adhered to from the outset
- communicate by focusing on what they want pupils to do not what they don't want them to do
- set and communicate clearly to pupils the class rules and school rules
- model, value and celebrate good behaviours
- Raise self-esteem, confidence and develop potential
- encourage consideration for others at all times
- teach pupils how to express their feelings appropriately and allow them do so
- Positively reinforce appropriate behaviours at all times
- praise effort and achievement and reward to reinforce desired behaviour
- be fair to all pupils by recognising that each is an individual with their own specific needs
- whenever possible, involve pupils in setting their own behaviour targets and in self-monitoring these
- communicate to pupils in a manner which is firm, fair, consistent and spoken in a professional tone

- follow through statements made to pupils consistently

We also promote the use of strategies to support pupils with reintegration into schools so that their needs will be recognised and they will be better able to cope within their new setting through:

- recognising rules are important in the class room setting
- encouraging pupils to gradually develop independence as far as possible
- supporting pupils to interact appropriately with their peers and adults
- knowing how to ask for help or raise a concern

5. Responsibilities

The **management committee** is responsible for ensuring that the policy is in place, that it is regularly reviewed and that it is implemented consistently.

The **head teacher** is responsible for producing and monitoring the implementation of the policy including:

- ensuring consistency of staff response and approach by ensuring clear behaviour guidelines are in place for individual pupils
- liaising with The Children's Trust staff through the heads of houses and professions when there are concerns about a child's behaviour or consistency of staff response
- liaising with parents when there are concerns about a child's behaviour
- supporting the teachers and multi-professional team in the development and implementation of ABC programmes for specific children

The **teachers** are responsible for fostering appropriate behaviour patterns and consistency of approach for all pupils in group and individual lessons including:

- ensuring consistency of Surrey Teaching Centre support staff response and approach
- reporting to and liaising with The Children's Trust care, nursing, therapy and psychology staff through informal meetings, team meetings and occasional "cause for concern" meetings when there are concerns about a child's behaviour or consistency of staff response
- supporting the multi-professional team in the monitoring of behaviour
- supporting the multi-professional team in and by the development and implementation of Positive Behaviour Support Plans for specific children if required
- making sure that all appropriate documentation and recording is in place to support the management of appropriate behaviour including Positive Behaviour Support Plans if required, guidelines for staff, monitoring sheets
- reporting to the Head Teacher on serious incidents when they occur

Parents and The Children's Trust staff will promote appropriate behaviour by:

- acknowledging the value of continued education while the pupil is resident within The Children's Trust
- demonstrating appropriate behaviour to pupils at all times
- supporting the ethos of positively reinforcing appropriate behaviours and dealing with inappropriate behaviour through the consistent approach agreed by the multi-professional team

- endeavouring to ensure that, bar medical problems, the pupil arrives at school sessions on time and is prepared for the session, with appropriate equipment e.g. orientation folder
- endeavouring to ensure that pupils are collected from sessions on time
- supporting pupils when in school sessions in a manner, which focuses on education and reflects the aims of this policy and the consistent approaches, agreed by individual behaviour guidelines
- acknowledging the teachers to be leading behaviour management when they are teaching individuals and groups
- celebrating achievements

6. Managing inappropriate behaviour

Staff should deal with isolated incidents in a manner which:

- demonstrates that disapproval is of the action not of the pupil
- is non-confrontational in approach
- takes into account the pupil's understanding of the situation
- takes into account the pupil's current physical & emotional health
- clearly restates acceptable boundaries
- allows the pupil to self-correct
- is proportionate to the misdemeanour
- minimises damage to self esteem
- respects the pupil's personal space
- avoids physical handling
- finishes when the incident finishes

Racist Incidents

Following an ABI, students may use disinhibited language and comment on personal appearances, this will be dealt with as a broader behavioural concern. Specific racist comments are not tolerated and will be addressed on an individual basis. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Peer on Peer Abuse: sexual harassment including LGBTQ

Sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. In such incidences, the senior leadership team will discuss the concerns and put in place appropriate actions as per the Child Protection policy. These instances will be documented in written form at all times. We provide a clear set of values and standards, underpinned by the school's behaviour policy acknowledging the specialist support from psychologists and interventions that may be needed. Staff must raise both low level and serious concerns by following the Safeguarding protocols set out in the school flow chart and Child Protection Policy. Staff must provide a written incident form wherever there is a concern. For further detail please refer to the Child Protection Policy.

Following an ABI some pupils can exhibit disinhibited behaviour and this will need a Positive Behaviour Support Plan with strategies in place to support the pupil. In some cases, it may include timetabling pupils

apart from other vulnerable children. The Positive Behaviour Support Plan will be recorded and kept under review.

Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. Staff taking the report will inform the DSL or the Deputy DSL immediately and will provide the DSL with a written record of the facts and this will be logged on CPOMs.

7. Procedures in relation to the management of behaviour

(a) Rules for management of behaviour in class rooms

Class rules

Class rules are written and agreed by the pupils in the primary and secondary classes at regular intervals and are displayed in the room to act as a reminder of the expectations.

(b) Promoting learning for behaviour through curriculum delivery

PROCESS	SUPPORT DOCUMENT/ACTIONS
1. Promote guidelines for behaviour in group room	<input type="checkbox"/> rules for class room
2. Curriculum planning should provide interesting and appropriately differentiated activities	<input type="checkbox"/> lesson planning and assessment
3. Individual pupils are set challenging but achievable targets (where possible with pupils involvement and agreement)	<ul style="list-style-type: none"> • lesson planning and assessment • PLGs
4. Consistent use of appropriate communication strategies for individual pupils	<ul style="list-style-type: none"> • S&LT guidelines • psychology guidelines
5. Consistent use of specific behaviour guidelines	Positive Behaviour Support Plans if required (normally multi-professional guidelines drawn up by a psychologist)
6. Planned sessions covering RSE and supported through the personal pathways curriculum are delivered to all blue and red class students.	<ul style="list-style-type: none"> • lesson planning and assessment

(c) Use of consequences

PROCESS	DOCUMENT/ACTIONS
After initial warnings the pupil will be removed from the task to allow for continuation of learning of other students	<ul style="list-style-type: none"> • assessment on lesson plan • recording sheet of behavioural incidents
Other consequences may be very occasionally agreed upon in line with Positive Behaviour Support Plans agreed upon by the inter-professional team.	<input type="checkbox"/> Positive Behaviour Support Plans if in place

(d) Dealing with the behaviour of a pupil giving rise to a general cause for concern

PROCESS	DOCUMENT/ACTIONS
1. Staff member should discuss general cause for concern with Headteacher and agree on action.	<ul style="list-style-type: none"> • recording on lesson plans • analysis of behaviour chart • specific PLG targets
2. Discuss with inter-professional team and agree joint approach usually led by the child's psychologist.	<ul style="list-style-type: none"> • minutes of team meeting • behaviour charts • behaviour guidelines • plans of action
3. A "cause for concern" meeting may be called and chaired by psychologist.	<ul style="list-style-type: none"> • minutes of meeting • interim behaviour guidelines
4. Analysis of behaviour chart, identification of triggers and agreement on consistent approach in management of antecedents and behaviour.	<ul style="list-style-type: none"> • Behaviour charts • Positive Behaviour Support Plans if required
5. Reviewing behaviour and effectiveness of guidelines at team meetings.	<ul style="list-style-type: none"> • plans of action • minutes of meetings • Positive Behaviour Support Plans if in place

(e) Dealing with a serious cause for concern

PROCESS	DOCUMENT/ACTIONS
Staff discusses incident with Headteacher. Incident entered onto CPOMs.	CPOMs and information sharing with TCT

(f) Use of Physical Intervention

- All staff should adopt the positive and supportive approach to improving behaviour, as previously described, in order to reward effort and build self-esteem. This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.
- The use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle will be dealt with under disciplinary procedures.
- When managing difficult behaviour staff should aim for minimum effective intervention; trying avoidance, distraction, backing off, talking down, moving other children out of the way etc. Children must be allowed time to respond and should not be bombarded with language, which they may find confusing.
- The use of restraint should only be considered as a last resort when anyone was in physical danger. Wherever possible behaviours should be managed at a lower level and situations should not be allowed to escalate to one where restraint is deemed necessary. Currently none of the Surrey Teaching Centre staff are trained in physical intervention techniques in line with TCT's policy.
- Surrey Teaching staff should not therefore use any form of physical restraint in the meantime but should follow the Children's Trust policy by pressing the TCT call button in class.

- In the event of no support being available, if the incident is serious enough and the child is of risk of injuring either him/herself or others, then proportionate restraint may be used as a last resort if it is not possible to remove other children from the incident area.
- All incidents of this type must be fully documented using Surrey Teaching Centre's CPOMs system and discussed with the Headteacher who will share the incident with TCT.

8. Staff training

All staff will be given initial training on behaviour management during their induction period. Further training and support will be arranged for INSET days as required. There may also be some opportunities to attend Children's Trust training sessions when they occur.

9. Maintenance and monitoring of the policy

- The policy will be shared with new staff at an early stage of the induction training
- All staff have access to this policy on the shared drive.
- The policy will be reviewed annually by the staff

10. School Exclusions

The content of this policy underpins the ethos and working practices embedded at STC in order to ensure successful inclusion for every pupil. Therefore, the use of exclusion is not a part of normal practice at STC. If an exceptional circumstance arises that requires the consideration of exclusion as a last resort, the DfE's 'Suspensions and Permanent Exclusion' guidance will be applied.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

10. Links

Our policy directly links to the Surrey Teaching Centre policies:

- Child Protection and Safeguarding
- Staff Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety policies
- PSHE & RSE policies
- Online Safety, including Acceptable Use
- Risk Assessment
- Recruitment and Selection
- Intimate Care
- Positive Touch
- Equalities

Appendix 1.

Possible changes in behaviour following an acquired brain injury.

A common change early in recovery is disinhibition, that is, loss of control over behaviour, resulting in socially inappropriate behaviour. Common complaints include a tendency to make tactless remarks, to laugh inappropriately, and to be over-familiar towards others. A major area of difficulty, especially early in recovery, is that of sexual behaviour - making inappropriate sexual advances or remarks. Abusive or crude language may cause offence. Most people gradually regain control over their behaviour, but those with a severe injury may remain impulsive and/ or inappropriate in their actions. A person with a brain injury may tend to speak or act without thinking about the possible consequences of their behaviour. This can lead to embarrassment in social situations, such as if they say an inappropriate remark without thinking that it might upset the person they are speaking to. People with a brain injury are often impatient, intolerant of others' mistakes, and easily irritated by interruptions, which disrupt their concentration. Where this is associated with poor behavioural control, it may result in outbursts of verbal or physical aggression. Headway 2017 1.