



Our Behaviour Curriculum

Our Behaviour Curriculum is built on our ethos and values:

Relationships

Education

Lifelong

Aspirations

Teamwork

Equality

Our community provides a highly structured and psychologically informed environment where social relationships, the structure of the day, the learning and activities are all deliberately designed to help our children's health and wellbeing. We work, not just with the children, but also their families and networks to ensure the best possible outcomes.

Our school's reflective culture, encourages everyone, children and adults, to be curious about themselves and each other. This enables our adults to see beyond the challenging behaviours that our children can present with and be in touch with their emotional and lived experience. This way of working provides empathetic education and care for all our children.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Praise and positively reinforce behaviour whenever possible – remember you generally 'get more of what you talk about.' Promote positive behaviour through feedback, celebrations and rewards such as Friday community meeting rewards, certificates, Class Dojos, house and individual rewards. Showing genuine pride in, and enjoyment alongside, children when they achieve may be the best recognition.

Ongoing work by a range of adults captures how the children in school perceive and understand bullying including work in community meetings, tutor time, PSHE, RHSE, one to one sessions and restorative justice meetings.

Strategies to Deal with Bullying

Adults caring for the children learning at ISP School, must be constantly aware of bullying and approach the issue by being:

Responsive:

- Actively dealing with immediate or specific incidents or allegations of bullying
- Problem Solving: providing support and skills development for children
- Counselling
- Peer mediation
- Negotiation
- Conflict resolution
- Learning how to respond to harassment
- Community meetings

Preventative:

- Providing a positive social context for children's behaviour
- Effective learning in a positive socially just environment
- Personal and social development
- Jointly agreeing expectations
- Use of Anti Bullying Alliance and Training Hub
- Reading materials regarding bullying or being bullied; there are anti-bullying materials in school, including those designed by children and young people and these are referred to regularly in community meetings and in class groups.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom'. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.

Good Sanctions Practice:

Adults will always consider **behaviour as communication** and seek to understand what is happening to the child(ren) in the context of their history and stage of development.

Sanctions should:

- Fit the inappropriate behaviour.
- Be seen to be fair in the eyes of children and discussed with them so that they know clearly what sanctions are and are not permitted.
- Not be seen as revenge or getting even.
- Be for a limited period where applicable.
- Be used with thought/consideration.
- Be tailored to the individual.
- Be discussed with the adults and school community.
- Be applied as soon after the event as possible.
- Be reviewed periodically.

Adults should aim to:

Clearly set out what a child needs to work on.

- Use words that focus on relationships:
“We need to keep you safe; you can’t be out away from the school until you can keep you safe.” (rather than “You’re not going on a school trip!”)
“When the adults and/or children feel less cross about you being on a computer, you can use one again” (rather than “You have a tech ban for a week!”).
- Clearly set out the expectation that adults and children need to work on this together.
- Be clear that moving on from a limit or sanction depends on judgements: when other people can see you are safe / calm / have made things better as best you can.
“When I really feel you will be safe doing...” may be more frustrating for the child and for you but it makes more sense than “You are not doing X until Friday.”

Communication is key in making this approach work – information has to pass from adult to adult and throughout the school community so each person can make judgements.

Adults should notice and respond to lower level behaviours. It is not fair to sanction children because adults have been too slow to notice the children’s more moderate communications.

Whole school community approach – The therapeutic community approach requires groups to be encouraged and supported to discuss the behaviours of other members of the community, its impact on the group, ways of resolving the conflict and what actions individuals need to take to restore relationships within the school community. This is not children imposing measures against each other, this is adults facilitating a group process while maintaining appropriate authority. It is part of the adult role for children to facilitate, moderate and if necessary direct the process.

ISP School prohibits the use of the following:

- Threats of unacceptable punishments
- Any verbal abuse intended to humiliate or degrade a child, their family or other important person
- Removal of curriculum entitlement for any reason other than health and safety
- Removal of rewards that have already been earned
- The whole community being sanctioned as the result of an individual child’s behaviour

Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be



simple for everyone to understand and follow.

We show we are prepared to act, no matter how small the incident:

Calling out behaviour as it happens helps all our children understand what is and isn't OK.

If the incident is very 'low level' – for example, a child making a comment that adults have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the child to apologise to the victim on the spot. This will be judged on an incident to incident basis at the time of occurrence. Class Community Meetings are used as a forum to discuss behaviours and seek solutions. We use it as an opportunity to encourage a community discussion about appropriate and inappropriate language – ensuring gender inclusivity.

Incidents are recorded and tracked on our Behaviour Watch system and children's Safeguarding Risk Profiles are updated to reflect latest behaviours, these are shared with all adults and the child.

It is rare for our children to not engage in this process however if they were unable to engage we would consider escalating the incident to a more serious sanction.

Culture of respect:

Due to a wider societal culture of victim blaming, children may be afraid of how reporting incidents of abuse and harassment reflects on them. At our school we are creating a culture and ethos of respect, tolerance, acceptance and diversity which makes it easier for children to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Lower-level incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its [review](#). At our school we have started to dismantle this by encouraging children to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Our children know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

At our school we make it clear that reporting incidents benefits everyone and that by doing this it is supportive and protective to our whole school community, including: •

The victim(s): by stopping the problem and getting the help and support they need

- Other people: by preventing it happening to someone else



- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
- Central to the therapeutic education model practiced at ISP School, is the belief that an individual child can only have damage from their earliest years addressed in a setting that allows for relatedness to others. Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby, and Hinshelwood amongst others.
- In this way, the model used at ISP School, resembles the Therapeutic Community Approach. The idea at the heart of the model is one of equality between people and of the capacity in each of us to help and heal each other and to contribute to each other's development. It emphasises the quality of communication between adults and children (and between the adults), and on the connections between the help provided to individuals and the overall task with the whole group. Therefore, the key areas we are constantly attempting to nurture in the children at ISP School (and the adults working with them) is the ability to be honest, open and reliable with each other, and willing to find ways to communicate difficulties and problems more effectively and to begin to take responsibility for their own actions, decisions and lives. It is our firm belief that our Therapeutic Curriculum based on the following five principles is a protective mechanism for keeping our children and young people safe both in school and over their journey to interdependence.
- Attachment: Children and young people attending ISP School need to feel a healthy sense of belonging. They are encouraged to become full members of a group that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for learning to begin and it also means that they will not accept being treated badly by others and will speak up for themselves, trusting others to hear them. They will begin to accept that a reliable adult can hear about unpleasant experiences without blaming or rejecting the child.
- Containment: Safety is paramount for our children and young people. All children and young people have a need to experience an appropriate degree of consistency, predictability, and regularity in their daily lives, and it is this that promotes a child or young person's sense of being 'safe' and is a prerequisite for children and young people developing the ability to retain new facts and skills (i.e. 'learning'). Our children and young people have often had limited experience of this. When the child recognises what feeling safe is like they can begin to identify those things that were and are not safe and begin to want to protect themselves in healthy ways.
- Communication: Children at ISP School, need to see that openness is important in moving forward and that the adults can work honestly and respectfully with everything they need to communicate. In school this means teaching socially appropriate communication is more successful when adults show they can understand and manage less positive communication.



- Involvement: The children and young people attending ISP School, learn about "growing-up" by experiencing the interdependency of participation in individual and group learning. In school this means a number of different activities are planned each week to give new experiences at the right level for each child; these can be very small step achievements, but by finding value in them self-worth grows and the capacity to assert choice develops.
- Agency: can be defined as the acquiring of skills, actions, medium, or means by which to accomplish things. As children and young people move through the school, they grow closer to taking control of their lives and learning post-16 and need to experience both success and failure to do so. This also means that as children and young people progress through the school, they are actively encouraged to take up roles and positions of increasing responsibility and authority through making and evaluating decisions made for themselves and for and with their peers. We strongly believe that this ethos, in partnership with the procedures detailed below, informs an environment where children learn to keep themselves safe, demand safety from others and in which adults are attuned to how to work safely and how to spot the earliest possible indicators that things are not safe. From a position of security children can begin to show the key attributes through which they will thrive and make a positive contribution– resilience, tolerance, empathy, personal responsibility and a sense of efficacy and self-worth

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Adjustments to our children's education and care evolves through

- developing emotional resilience and positive mental health
- developing responsibility
- building confidence and self-esteem
- developing the understanding of the importance of healthy relationships
- developing the understanding of what bullying is and how to stop it
- developing an understanding of how to stay safe
- developing skills in self-management

We recognise all behaviour is a form of communication and that this is a continuum seen throughout the day.

We use the traffic light system, where an individual's behaviour moves from 'typical' or 'baseline' behaviour when they are calm (green), to a level that indicates that problems are about to occur (amber) before the challenging behaviour itself (red). We use this system alongside our class dojo to monitor and record behaviour across the school.



Level 1 Green
Calm and fully engaged in class or re-integrated back into class (working on any necessary themes that are ongoing from Level 2-3 intervention)
Level 2 Amber
At a level that indicates that problems are about to occur. Might be periods of low level behaviour that could escalate without a timely proactive therapeutic intervention. Knowing the child, the BSP and any risk assessment which may be in place will ensure appropriate action In order to prevent further escalation.
Level 3 Red
High level anxiety/very challenging behaviour – immediate proactive therapeutic intervention necessary in accordance with that child's BSP, risk assessment and being mindful of the health and safety of all involved.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Our underlying ethos is that children are most likely to adapt their behaviour positively when:

- Expectations are clear and achievable
- Children feel valued and cared for
- Children receive regular praise and positive feedback
- Children feel they are being successful
- Children receive consistent messages from adults, parents, carers and their wider networks
- Children feel listened to and understood

Anticipate and prevent

- **Get to know each child well** - a strong relationship built on trust and respect is one of the most effective preventative measures. Know each child's safeguarding risk profile and keep up to date with the content.
- **Involve the children** – in decisions about their education, social and emotional wellbeing and outcomes – appropriate to their stage of development
- **Teach by example** - model respect for the children and for each other in all our work and feel able to say sorry
- **Encourage age appropriate behaviour** – notice and respond when children are being helpful or constructive, friendly or just appropriate and co-operative
- **Be consistent** - all members of our school community should endeavour to hold the boundaries of consistency across the community
- **Be clear** – children need to be aware of what is expected of them in terms of their behaviour and responsibilities. Issues often occur when expectations are unclear or unreasonable.
- **Praise and positively reinforce behaviour whenever possible** – remember you generally 'get more of what you talk about.' Promote positive behaviour through feedback, celebrations and rewards such as Friday community meeting rewards, certificates, Class Dojo's, house and individual rewards. Show genuine pride in and enjoyment alongside children when they achieve may be the best recognition.

So what about when things get tricky?

- **No single approach or technique is helpful in all situations for all children. Pay attention to our individual children and what works for them, in the here and now.** Use strategies in their Safeguarding Risk Profiles/Behaviour Support Plans.
- **Notice and be curious about the behaviour.** Simply ignoring someone's communication will not calm things down.
- **Notice and be curious about feelings and emotions.** Show you are willing and able to think about what's happening for them. Give their mind space in your mind.
- **Recognise the child's feelings** – it may be unreasonable for the child to kick, bite, spit or scream but it is not unreasonable for them to feel cross or unhappy. Try to confirm the feeling with the child and help them through their tricky times to find acceptable ways to express their feelings.
- **Try and avoid head on conflict** – try compromise, defuse the situation wherever you can to stop it escalating.
- **Use the opportunity for the child to find a better way** - try and teach a more positive alternative to an unacceptable behaviour i.e. "let's do this" rather than "don't do that". Always aim to increase the child's own self-control, at least until they demonstrate that they have control.
- **Set clear, simple expectations they can achieve** - STOP or CHANGE an activity. Be clear and confident. Explain simply:

- Say “We need to stop [activity] because [reason]” • Say “You need to stop [behaviour] because [reason]”
- Don’t repeat the same words over and over.
- **Confidently problem-solve with the child** - offer alternatives, make sure the child has a way out of the confrontation without losing face and make sure there are gains in getting out of the conflict.
- **Model PAUSING, REGULATING and THINKING.** Do not rush into sanctions or decisions.
- Say “I am going to think with other adults about this”
- Say “We need to think about what has happened”
- **Make a distinction between the child and the behaviour** - make it clear that you will go on caring for the child whatever he or she might do and recognise yourself that the behaviour is not really a personal affront to you.
- **If you have to use sanctions** - make them **immediate, fair and reasonable** and try to ensure that the child understands why. If it does not make sense and means nothing to the child there is probably no point in doing it. Sanctions should support a child to learn to modify their behaviour and should not be used as a punishment.
- **Keep your own self-control** - get help and do not be afraid to go away and hand over the situation to others if you feel you are losing your own self-control or simply to make things better for the child
- Move confidently but calmly
- Make simple clear statements to the child
- Make sure your voice is quiet, firm and assured
- It is often best to simply leave a situation; you don’t need to have your say before you go away and doing so can prevent the next person being able to reach the child and help them regulate.
- **Reduce the threat of your presence** - by sitting, kneeling or giving space for the child to move about.
- **Stay with the child** – focus on being reassuring, offering comfort and security through being there with the child when distressed and out of control. This may mean staying close, speaking gently even if there is no reply. It may mean keeping a distance that the child can tolerate and allowing the child plenty of space. It may mean sitting quietly a little way away and simply being in the same space or area as the child. Don’t try to sort things out in the heat of the moment – leave that for later when the child is regulated. Together you can agree what needs to happen next in order to resolve the entire situation.

Be mindful;

Not to take it personally or make it personal

- **Not to deal with situations, if you feel out of your depth** – ask for help, ideas or advice



- **Of your body language and positioning** so that it will not be seen as threatening and so that the child may have safe ways out of the situation
- **That during the incident is not the time to be discussing any sanctions or bombarding the child with questions**, this should wait until the situation is calm and all involved can discuss together calmly.
- **Of language used** in order to match the age and understanding of the child
- **Not to use humour that belittles, shames or demeans** the child or which they do not understand.

Please read in conjunction with behaviour policy.