



WELL-BEING (BEHAVIOUR) POLICY

Policy Name	Well-being (Behaviour) Policy
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DFE Guidance (statutory or recommended)	Statutory
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Assigned Reviewing Period	Annually
Date of Next Review	End of Summer Term 2025-2026 <i>(Note: This policy will remain in force until an updated policy has been approved)</i>

Version Number	Review Date	Amendment Details
1.1	31.08.2021	Minor amendments by Anna Richardson to document behaviour recording
1:1	03.12.2021	Reviewed & agreed by Governors & published
1.2	28.02.2022	Amendments by AR to align with changes to other well-being policies
1.3	20/03/2023	Minor amendments by AR
1.4	19/08/2024	Amendments and updates by AR, additions to exclusion statement, parental responsibilities and use of mobile phones

SHERWOOD FOUNDATION SCHOOL

WELL-BEING (BEHAVIOUR) POLICY

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Overview

The Wellbeing (Behaviour) Policy must be published and circulated to parents and staff at least once a year. This policy should be seen in the context of a wider approach regarding safeguarding and well-being and should be read in conjunction with the School's:

- Safeguarding Policy,
- Well-being - Anti-bullying Policy
- Well-being - Positive Handling Policy
- Online Safety Policy
- Communication and Literacy Policy
- Staff Code of Conduct Policy.
- Special educational Needs (SEN) policy
- Ethos, Framework and Pathways for Learning Document

Each learner at Sherwood Foundation School is a young individual with a unique personality and preferences, who also has a diagnosis of severe, profound and multiple learning disabilities (SLD/PMLD) and/or Autism. Sherwood Foundation School prides itself on its individualised, pupil-centred approach to learning. The school recognises that our learners can present with a range of behaviours that limit their ability to learn new skills and that challenge the people working with them.

We believe that challenging behaviour is a response to stress (*Shanker 2019*) and is defined as “any behaviour that puts at risk the well-being, health and cultural norms (of the individual), and that has an impact on relationships or status.” (*Osgood 2020*). We believe it results from our learners having a range of lagging skills and unsolved problems (*Greene 2016*) and that reducing stress and improving the quality of life, well-being and communication of our learners through adapting the environment, providing appropriate support through co-regulation and teaching new skills is a highly effective way to reduce behaviours that limit learning or that challenge those around them. This policy also uses the following terminology and definitions:

- **Well-being** is the state of being comfortable, feeling safe, healthy and happy
- **Regulation** Self-regulation is simply the ability to manage stress. This is said to be maladaptive if it constrains the possibilities of growth (leading to unhelpful routines and coping strategies) and adaptive/mindful if energy expenditure, recovery and restoration are managed in a way that enhances growth. For mindful self-regulation, the individual needs to learn to recognise and respond to stress (positive & negative, hidden and overt, minor and traumatic) (*Shanker 2019*)
- **Dysregulation** occurs when stress levels are so high that various systems for thinking and metabolic recovery are compromised. The signs of dysregulation show up in physical well-being, mood and attention levels and are often observed as maladaptive behaviours. (*Shanker 2019*)
- **Co-regulation** refers to “a dynamic interaction in which there is simultaneous attunement of feelings and intentional adjustment of actions and attitudes between two people”. (*Cullinane 2016*) Co-regulation occurs when a caregiver regulates another’s physiological state via voice, facial expressions, body language and gestures affecting dynamic feedback loops up and down the vagus nerve (*Porges, 2018*)
- **Behaviour** is the observable response to our internal & external experiences.

- **Stress Behaviour** - Behaviour that is reactive or caused (versus intentional) and has excessive stress at its roots (Shanker & Hopkins, 2020)

Our Philosophy

We believe that happiness and positive emotions create an upward spiral towards emotional well-being which leads to more successful outcomes in life (Vermeulen, P. 2001). In all children and young people, fostering positive feelings leads to an increase in cognitive functioning, flexibility and adaptability (Fredrickson & Joneer, 2002) and happier people are more successful in life (Lyubomirsky, S., King, L. & Diener, E. 2005). We recognise that the well-being of autistic children and young people and those with severe and profound learning difficulties is often far lower and less effectively supported than the well-being of their neuro-typical peers (Hofvander, B. et al 2006; Esbensen, A. J. et al 2009; Rosenberg, R. E. et al 2010; Helverschou, S. B. & Martinsen, H. 2011). At our school we therefore focus on the well-being of the individual (Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. 2012) and how well we are adapting our environment and individualising our curriculum so that it is relevant for that learner (SLD, PMLD and Autism friendly). We then closely review the balance between the resources, energy levels & resilience of the learner with the challenges of their curriculum and daily lives. This includes assessment and analysis of a learner's lagging skills and unsolved problems (Greene 2016) and their ability to cope with stress (Shanker 2019). This does not mean that we avoid challenges, but that we provide a learning environment which supports our learners to effectively face the challenges of life; believing in and utilising their strengths.

Supporting and teaching our learners the skills they need in order to live pleasant, meaningful lives is central to our learning environment. It is therefore important to acknowledge that our starting point is positive well-being, welfare and capacity to cope **NOT** management of behaviour.

A Foundation of Trust and Positive Relationships (Smith & Egerton, 2024)

Trust as a Building Block

Trust is the cornerstone of our approach. We recognise that building trust between staff, students, and families is essential for positive outcomes. Trust fosters a sense of security, empowerment, and emotional well-being.

Unconditional Positive Regard

We hold unconditional positive regard for all students, valuing them as unique individuals deserving of respect and acceptance. Regardless of challenges or differences, we maintain a positive and non-judgmental attitude. We subscribe to the philosophy that "young people do well IF they can." (Greene, 2005). This perspective assumes that all individuals, including autistic young people, possess the innate capability to succeed when provided with the right support, understanding, and opportunities. Unconditional positive regard promotes self-esteem and a positive self-image in young people. When they feel valued and accepted, they are more likely to develop a sense of self-worth and confidence. This principle serves as a foundation for growth, self-acceptance, and the development of trusting relationships between participants and practitioners. It creates an environment where young people feel safe to express themselves and explore their potential. It also promotes self-efficacy, the belief in one's ability to achieve goals. Young people are empowered to take an active role in their learning and development, knowing that they have the potential to succeed.

The Role of Positive Relationships

Positive relationships play a pivotal role in establishing trust. We prioritise the development of strong, supportive, and respectful relationships amongst everyone at our school through our LEARN ethos, application of Self-Reg and DIR philosophy. These relationships are built on open communication, empathy, and active listening. We recognise that it is our responsibility to develop trusting positive relationships, not the responsibility of young people and their family members.

Creating a Nurturing Environment

Our school is committed to creating a Self Reg Haven which includes creating a nurturing environment where trust and positive relationships can flourish. Educators model trustworthiness, respect, and empathy, setting the tone for interactions among all participants through living our LEARN ethos and developing the practice of Self-Reg. We believe that when trust and positive relationships are present, challenges can be effectively addressed with compassion and understanding. This means our staff are able to self-reflect and apologise to young people and their families when they get something wrong, modelling in a healthy way that making mistakes/ errors is human and is perfectly okay.

Quality of life matters to all of us; all people should be enabled to be well, live an interesting and meaningful life, surrounded by people they like, who like them and support them well. We aim to fix & change the ecology (the relationship between the individual and their environment), NOT to fix or change the child or young person (CYP).

Trauma Informed Care *(Smith & Egerton, 2024)*

Using a Trauma Informed approach

We adopt a Trauma Informed approach, recognising that past experiences may influence behaviour. Trauma can have a profound and lasting impact on individuals' emotional and psychological well-being. By understanding and addressing the potential impact of trauma, we aim to create a safe and predictable environment where young people are supported with the healing process. Our school strives to create a safe and predictable environment where autistic young people can feel secure and supported, following the 6 key principles of trauma-informed practice *(Office for Health Improvement and Disparities, 2022)*:

- **Safety:** Prioritising the physical, psychological and emotional safety of young people.
- **Trustworthiness:** Explaining what we do and why, doing what we say we will do, expectations being clear and not overpromising.
- **Choice:** Young people are supported to be shared decision makers and we actively listen to the needs and wishes of young people.
- **Collaboration:** The value of young people's experience is recognised through actively working alongside them and actively involving young people in the delivery of services.
- **Empowerment:** We share power as much as we can, to give young people the strongest possible voice.

- Cultural consideration: We actively aim to move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity.

Trauma Informed Language

The language we use is significant. Words carry a sense of hope and possibility or can be associated with a sense of negative beliefs and low expectations, both of which can influence outcomes for young people. We actively avoid:

- Language that reinforces staff control, for example 'enforce', 'punishment', 'isolation', 'naughty corner', 'removal', 'rule', 'power', 'control', 'confiscate', 'challenging behaviour' and 'impose'
- Language that places negative judgement on a child or young person or their behaviour, including 'attention seeking', 'malicious', 'choice', 'poor behaviour', 'manipulative', 'naughty', 'immoral'
- Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

Instead, we aim to use language that promotes trauma informed approaches and acknowledges the need behind stress related behaviour, for example 'emotionally dysregulated', 'stress behaviour' 'what is the need behind this behaviour?', 'attention needing', 'feeling unsafe', 'presenting as distressed', 'requiring co-regulation support'

This policy ensures that the school's values regarding the management of the well-being and regulation needs of learners are embedded in all areas of school life.

Safeguarding

The school recognises that changes in wellbeing and/or behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a CYPs stress behaviour or misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Our Principles for Wellbeing (Behaviour) Support

At Sherwood Foundation School we intend to teach our CYP the skills to use conventional communication to seek adult support to regulate and, where possible, to develop the skills for self-regulation. We are working towards becoming a Self-Reg Haven School and we use the Shanker Self-Reg framework to **reframe** the behaviour:

- **Reframe** the behaviour being examined as a response to stress across the five domains of Self-Reg (biological, emotional, cognitive, social, prosocial)
- **Recognise** what the stressors are across the five domains of Self-Reg (biological, emotional, cognitive, social, prosocial). The Assessment of Lagging Skills and Unsolved Problems (ALSUP) may be used to support this assessment

- Discussing and developing strategies that could **reduce** the stress in the moment (cuing SAFETY, environmental adaptations and utilising appropriate supports such as the NEST approach for supporting young people in distress)
- Discussing further ways to **reflect** on and enhance stress awareness everyday within the school culture and environment through energy centred teaching
- **Respond** by developing highly personalised trans-disciplinary profiles and programmes that support restoration and resilience (relationship and environmental strategies and approaches that are proactive, strategically preventative, responsive and that support wellbeing and recovery)

With these practices we aim to help the individual replace impulsive, maladaptive modes of self regulation with mindful, beneficial modes of co and self-regulation. We aim to increase our learner's capacity to cope when becoming dysregulated (anxious, stressed, frustrated, annoyed), de-escalating stressful situations when required and therefore reducing disruption to learning and avoiding the need for physical interventions wherever possible. This will be achieved by:

- Implementing our LEARN ethos at all times, utilising the Self-Reg framework and Studio 111 approach to de-escalate across practice whenever possible.
- Offering a meaningful and motivating curriculum. Regulation is central to our approach to learning and is delivered as part of our well-being, play & leisure and communication curriculums and embedded within every lesson.
- Creating an environment that is able to offer individualised activities that will reduce stress and promote and support wellbeing.
- Having a strong focus on obtaining, listening and responding to the learners' voice (reflected in the learners' **All About Me** document / one page profile and within their Annual Review). Staff are familiar with a learner's likes, dislikes, special interests and preferences as well as situations and activities that increase and decrease stress and provide them with joy. Adaptive and enjoyable special interests are encouraged and supported.
- Transdisciplinary assessments are used to identify **accurate baselines** and **well-being and regulation recording** is of a high standard so that we can demonstrate progress in academic, well-being and behavioural terms. This enables us to set highly individualised outcomes and regulation profiles and to identify the next steps to teach.
- Working as a team to try to understand the stress the learner is experiencing in all domains and positively supporting them to understand and manage this effectively. **Regulation Profiles (combined with a wellbeing support plan)** will be in place for all learners, providing proactive, active and reactive strategies to manage regulation and dysregulation in all contexts using a common language. Well-being & regulation strategies (biological, emotion, cognitive, social and prosocial) will be modelled and used throughout the day. Parents and outside agencies will be given training, support and coaching to implement these across settings as required.
- Staff avoid situations that are known to provoke the use of maladaptive regulation strategies and stress behaviours where possible until adaptive strategies and coping mechanisms are developed. Where this is not possible, low arousal and de-escalation techniques are used regularly to support positive outcomes and learning in the moment when stress levels become too high.

- Working as a team to try to understand the communicative intent of any behaviour. **Communication Profiles** will be in place for all learners, providing support and guidance for staff on how to recognise communication attempts and teach the learner to use more conventional communication instead of maladaptive physical and sensory strategies for regulation (behaviours). The learners AAC will be available for use at all times and in all contexts where possible and modelled by staff working with them to expand their skills and offer options for support.
- All learners will have **Regulation Profiles**, and **Individualised Risk Assessments and where necessary, Restrictive Practice Plans** (see Restrictive Practice Policy), that specify situations when the child or young person's stress levels are beyond their capacity to cope adaptively, supporting staff to use a range of strategically preventative proactive, active and reactive responsive and recovery strategies through co-regulation, supporting the individual to learn more adaptive strategies to manage in the future.
- Structure, routines and acceptable behaviours are identified and consistently identified and supported so that children feel secure and regulated, and transactional supports (such as objects of reference and visual schedules) are used to support understanding of routines and the learning activities required of them.
- Spoken language is supported with visuals and used alongside augmentative and alternative communication (AAC) systems so that children can better understand what is expected of them and are supported to learn to communicate using a system that they can access themselves as required (Core Vocabulary Boards, LAMP, Prologuo-2-Go, PODD, Eye Gaze, Grid, Makaton).
- Emotional literacy is developed to enable learners to understand, identify and manage their stress, including their feelings &/or energy levels (Sherwood Foundation Regulation Curriculum, adapted Zones of Regulation, Autism Level Up)
- Allowing learners time to process and respond to a question or instruction and time to finish their current activity.
- Change of place and change of face are advocated to support well-being where appropriate.
- Using clear and consistent prompts to redirect the learner: "It's time for . . . ", "We need to . . . "
- Yoga, Pilates, TacPac and mindful breathing are used within the curriculum to support regulation and well-being
- Music (including Therapeutic Listening), art, dance and drama are used to support regulation, well-being and participation.
- Encouraging and teaching learners to become more independent (DIR Philosophy & DIR FloorTime, TEACCH, video modelling).
- Providing opportunities for and developing skills in self occupancy and play, developing social awareness and increasing engagement and interaction with staff and peers (Attention Autism, DIR Philosophy & FloorTime, Social Stories, Comic Strip Conversations, Talking Mats)
- Helping the learner to understand the impact of their behaviour and that it is maladaptive in the moment and through debrief sessions (when this is appropriate)

for the pupil, this may be through language such as 'expected' and 'unexpected' behaviour).

- Reducing any sexually socially inappropriate behaviours, teaching learners the difference between public and private places, and the behaviours that are only appropriate in private (RSE curriculum).
- Preparing pupils effectively for transition through individualised transition plans including introduction to new rooms and corridors, access to familiar routines and staff and staggered/reduced hours if required. In addition, staff members hold transition meetings

We will manage this by:

- Creating a culture where behaviour is not viewed as the problem and where evidence based practice is used to understand the 'behaviour' as the manifestation of stress. Behaviour is reframed and staff work collaboratively with the child, their family and outside agencies to recognise and reduce the stressors in the moment and over time.
- All staff recognise how their own stress impacts on the learning of others. Staff are supported to reflect on and increase their awareness of stress (in themselves and others) and respond with personalised ways to support restoration and resilience (their own and that of the learners). Families and outside agencies are also supported to understand and use our approaches.
- Well-being and regulation is given high importance in our CPD strategy and training, coaching and reflective practice is used by staff to reframe and understand stress behaviour, recognise and reduce stress and to support the development of mindful self-regulation using the Shanker Self-Reg framework & Studio 111.
- Training staff to use the management system SLEUTH to record, track and analyse well-being and behaviour. Reviewing and monitoring the interventions at appropriate intervals (Provision Map software may also be used to support data analysis)
- Our highly individualised risk assessments, regulation profiles, well-being plans and positive handling plans will be written by collaboration with the team around the learner (teacher, parents, occupational therapist, speech & language therapist, well-being team, outside agencies). These documents all aim to proactively support the learner (in the moment and over time) to develop strategies to manage their own stress through co-regulation and with the aim of them developing their capacity to use mindful self-regulation.
- Achievement in feeling safe, increased engagement and participation, and developing and using adaptive strategies through co- or self regulation is recorded and monitored through SLEUTH. These are discussed and celebrated during class reflection time, assemblies and a range of awards and certificates given out across the day, week and term depending on the award. Key celebrations include the Wellbeing Star of the Week, Wellbeing Award and the Jack Petchey award.
- Maladaptive behaviours are recorded and monitored through SLEUTH with the aim of recognising when learners are not coping and providing appropriate support. These are monitored by the class teams with oversight from the well-being lead practitioner and the senior leader responsible for well-being. This information supports well-being assessment and the need for more targeted and specialist well-being support. A range of maladaptive behaviours are recognised as signs of stress. Examples include:

- Shut down/freeze (grounding, hiding, withdrawing into oneself)
 - Self Injurious (picking own skin, hitting or punching self, head banging)
 - Fight (hitting, punching, kicking, scratching, hair pulling)
 - Flight (absconding, climbing on furniture/window sills/fences)
 - Sexualised (masturbating)
 - Destruction of property (throwing furniture, breaking fittings/equipment, damaging electronics)
 - Bullying (deliberately physically, gesturally or verbally targeting a particular learner or staff member)
 - Other (vomiting, urinating, defecating, smearing, spitting, stripping, exposing self in a non-sexualised way,, screaming/shouting, crying, verbal / physical repetitive behaviours)
- Any incidents that significantly impact wellbeing and/or result in injury to the CYP, their peers or supporting adults will also be reported to the Designated Safeguarding Lead (DSL) and recorded on My Concern. The DSL will provide support to the class team as necessary. The learner will be given first aid and medical intervention. The class teacher or the DSL will inform the learner's parents and provide support to the child and their family as required.
 - Any behaviour that constitutes bullying of another pupil, will be recorded on SLEUTH and My Concern and reported to the Designated Safeguarding Lead who will provide support to the class team as necessary. Support will be provided within the context of the learner's capacity to understand but may involve providing increased support to reduce stress, helping the learner to reflect and understand the impact of their behaviour and responding with more personalised strategies to enable the relationships/activity to progress more successfully. This will include discussion with the child's parents/guardian. Please refer to the Well-being Anti-Bullying Policy.
 - All SLEUTH data will be combined in the monthly wellbeing report and shared with the heads of school in order to analyse the impact of behaviours across the school and agree interventions and plans for the safe management of these. Risks will be monitored and mitigated half termly or as required during the LEARN risk tracker meetings. These will be shared with the class teams at the termly class tracker meetings
 - Making referrals to additional professionals if necessary. Where regulation plans indicate that restrictive interventions are required as a last resort we will also plan to reduce their use. Please refer to the Well-being - Restrictive Practice Policy.
 - Pupils are not allowed to have mobile phones with them on-site unless specifically agreed by the head of campus in collaboration with the CYPs family, e.g. for medical or personal reasons. Mobile phones brought on site without permission will be kept by the class teacher and sent home with the child at the end of the day with a reminder for the parents around permissions.

Responsibilities

Governing Body:

- To ensure that the climate of the school encourages a safe, peaceful, calm and non-physically threatening atmosphere/ethos;

- To have a current well-being (behaviour) policy, Anti-bullying Policy and a Well-being - Restrictive Practice Policy
- To assess and monitor the risks to staff and pupils arising from the maladaptive behaviours used by our students
- To monitor safe systems of work;
- To ensure staff are adequately trained;
- To make appropriate resources available for the policy to be fully implemented.

Senior Leadership:

- Ensure that the school is providing teaching and learning that aligns with new developments and best practice in the field
- Prioritising and working to ensure the positive well-being of staff and students
- Staffing levels are reflective of and adequate for meeting the needs of the learners.
- To ensure staff have access to appropriate information about the learners with whom they are working;
- Staff are well trained in the teaching and therapeutic support needs of learners with SLD/PMLD and/or autism, particularly in relation to managing well-being and providing support for the maladaptive behaviours that learners use to manage stress and that impact on learning and quality of life.
- New staff and volunteers receive induction training in understanding and managing well-being, regulation and communication. This includes best practice teaching and understanding how to reframe stress behaviours, reduce stress and utilise appropriate de-escalation techniques, including the process of Self-Reg & Studio 111.
- The environment is modified to support the well-being and regulation needs of the learner (this includes sensory spaces and low arousal environments for learners with Autism, access to regulating and preferred equipment and activities).
- Ensuring a diverse and highly individualised curriculum is delivered, allowing learners to engage in meaningful activities which include opportunities for choice, preferred activities and a gain sense of achievement.
- Any incidents of bullying will be dealt with, whether they were intentional or not.
- Monitor and review the impact of support through performance monitoring using My Concern, SLEUTH, performance data, monthly wellbeing reports and the LEARN tracker .
- Provide oversight, management, support and monitoring in relation to safeguarding, risk assessments, positive handling plans, use of physical intervention and injury to staff and students.
- Ensure that reporting procedures are followed and adhered to by staff and provide support and guidance as necessary.
- Matching staff expertise, experience and personality type to learner needs.
- Ensuring staff receive adequate support for managing stress in relation to their role and supporting positive wellbeing.

Well-being Team:

- Providing training for staff, parents and outside agencies in the areas of wellbeing, unsolved problems and lagging skills and reframing and managing stress through mindful co-and self-regulation.
- Supporting and working collaboratively with staff, parents and outside agencies in developing positive strategies for managing the wellbeing and regulation of learners where stress levels are high and behaviour is seen as challenging or concerning. This includes in depth well-being, behaviour and regulation support assessments guided by Self Reg practice.
- Monitoring effectiveness of interventions and risks using SLEUTH and other information. This includes:
 - Setting baseline data at well-being assessment
 - Monitoring the quality and effectiveness of regulation profiles (behaviour plans)
 - Monitoring interventions and data
 - Reporting on outcomes
 - Closely monitoring the restrictive practice plans and any use of physical intervention
- Identifying areas of development / training / concern to the senior leadership team.
- Keeping up to date with new developments and best practice in the field

Teaching and Therapy Staff:

- Recognise the value of trans-disciplinary class teams and support each other to identify learners' regulation states and communication intent in order to develop proactive and active strategies to support well-being and regulation and de-escalate maladaptive responses to stress (behaviours that challenge) through reactive strategies where necessary.
- Work collaboratively with parents and carers and outside agencies to develop consistent well-being and regulation strategies that work across contexts.
- Develop and actively use the documents and strategies/supports described above to inform and shape their practice on a daily basis with every learner, keeping them current and up to date.
- Attend and actively participate in well-being meetings as appropriate (these include those relating to safeguarding).
- Feed into and complete the well-being adaptive (positive) and maladaptive (negative) behaviour recording on a daily basis as required using SLEUTH & My Concern where necessary. Work with line managers as required to monitor progress and update plans. Attend LEARN tracker meetings to gain a holistic view of the CYP's strengths and needs.
- Call on the advice of specialist services and work in partnership with them such as the educational psychologist and Children and Adolescent Mental Health Services (CAMHS), Social Care.

All Staff:

- To put the safety and wellbeing of pupils and each other at the forefront of their practice
- Be aware of the content of the Well-being (behaviour) policy and consistently follow the guidance it contains.
- Be committed to our LEARN ethos and respectful, professional working and find constructive ways to tell others if they are not working in such a way.
- Be aware of their own regulation, stress levels and capacity to cope, understanding the impact of this on the stress/capacity to cope of our learners. To work actively to reduce stress levels through the mindful practice of Self-Reg where possible. To work as part of a team to reduce the impact of stress in the workplace.
- Implement the Low Arousal Approach & the training from Studio 111 to support de-escalation.
- Facilitate collaborative problem-solving and communication
- Be reflective practitioners, whilst also being self-compassionate and holding unconditional positive regard towards themselves and others.
- Respect the learners and understand and empathise with the stress, anxieties and frustrations they experience, supporting them to try to recognise and overcome them.
- To attend and actively participate in training, coaching and reflective practices in order to support our learners effectively. To raise issues with their line manager and to actively work to increase knowledge and best practice.
- Notify senior leadership regarding any incidents and follow the appropriate school procedures concerning incidents and accidents, recording them using SLEUTH and/or My Concern.
- To report any injuries to a pupil to a member of the Senior Leadership Team and ensure that appropriate processes are followed relating to first aid and incident reporting
- To notify a member of the Senior Leadership Team if they are injured and seek first aid and medical assessment, even if as a precaution. If they are in receipt of an injury to the head, face or torso they will always seek assessment/ follow up by a medical professional.
- Report any concerns about a child or about practice to their DSL, line manager, senior leadership, head teacher, or if appropriate, to the governors following appropriate procedures.

All Parents:

Parents and caregivers play an essential role in their young person thriving at school. Their responsibilities include:

- Getting to know the school's wellbeing policy and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's wellbeing and/or behaviour

- Contributing insights into their child's experiences and preferences.
- Encouraging autonomy and self-efficacy at home.
- Discussing any wellbeing / behavioural concerns with the class teacher promptly
- Participating in collaborative problem-solving processes
- Taking part in any pastoral work following increased concerns around wellbeing or behaviour in school (stress behaviour or misbehaviour). For example, attending reviews of specific wellbeing interventions, attending training/coaching sessions)
- Raise any concerns about the management of wellbeing/behaviour with the school directly, while continuing to work in partnership with the school

Statement on Exclusion

We do not exclude CYP from Sherwood Foundation School. All children at Sherwood Foundation have complex special educational needs. All CYP have an agreed EHCP which is regularly updated following statutory processes through our core teaching, therapy and well-being offer. It is unlawful to exclude a CYP from school because of their special educational needs. Instead our specialist teachers, speech and language therapists, occupational therapists and wellbeing practitioners work with the CYP's family and a range of professionals, including NHS staff (therapists, nurses and paediatricians), social workers, educational psychologists and CAMHS professionals in order to support our students to develop their regulation skills and feelings of safety in order for them to be able to engage in education in our setting.

When our school is not right for a young person (Smith & Egerton, 2024)

Recognising our school may not work for everyone

While we are proud of our Wellbeing (behaviour) Policy and its active rejection of rewards and punishments, as well as our supportive environment and specialist curriculum however we do recognise that there are limits to our school offer, so there are set circumstances where we have to make the decision that our school is not the right setting for a young person. We have set out our criteria for when our school is not the right setting, as there are some specific circumstances where it may not be a conducive environment for a young person.

If a young person is experiencing significantly high levels of stress, or is making other students feel unsafe

There are times when young people may be struggling significantly, and when this happens it is much more difficult for them to behave positively and adaptively. Some young people may continually experience crises and display extreme distress behaviour. When this happens, we always try our best to support them in the most effective way we can within our school. We know that young people often experience high levels of connection within their trusted relationships with adults within school and it can be transformative for them to be able to continue to be a part of our school, despite their distress. But it is important that we are able to recognise when a young person's needs are not best met by our school environment at the current time. For example:

- A greater level of flexibility is needed within the curriculum/structure of the timetable/ environment causing high levels of distress
- Higher levels of autonomy are needed than we can provide i.e. more of their ideas need to be possible than can be safely achieved within the school environment.
- When a CYP threatens the safety of themselves, other students and/or their most familiar staff despite our best efforts to prevent this.

Considerations before agreeing our school is not the right place

If a CYP requires support beyond the level identified as 'Specialist' support within our typical school funding offer ('S' Level Support), this will be raised as a wellbeing risk by senior leadership and the school's 'Risk of placement breakdown process (RPB)' will be instigated.

Before agreeing that school is not able to meet the current needs of a young person, we have a duty to:

- Work together with the CYP to identify possible solutions to the challenges they are facing.
- Try our best to gather the views of a young person, or ask a trusted person if they can do this on our behalf, and ensure their views are championed.
- Inform parents and to continue to work collaboratively with them.
- Determine if there are any structural changes we can make that meet their needs, without impacting negatively on the experience of others e.g. offering individual learning space if possible
- Look to explore in conjunction with the family and social care an amended school timetable (carefully monitoring the impact both at home and school on wellbeing)
- Seek external input from professionals/ specialists e.g. CAMHS, Educational Psychology, Social Care
- Discuss the CYP with the multi-agency management team (education, health & social care) and appropriate actions taken to identify the additional support required to reduce the risks which may include additional the the multi agency risk register, CCG funding support, health care assistant support

The school will review progress on a half termly basis with the expectation that the wellbeing of the CYP following the above interventions to be significantly improved within an academic year. If at any time it is evidenced that despite the additional support provided and our extensive efforts, that we can no longer meet the CYP's learning needs, we will follow statutory processes in collaboration with the local authority, the CYP's parents and wider members of the team. This decision would be made based on one or more of the following factors:

- CYP's wellbeing is of such a concern that attending school is causing the CYP exceptional levels of distress (presenting as significant levels of distress throughout the school day over a repeated time frame) that cannot be mitigated. This includes and the child remains at a 'red' level risk on our risk register, despite all best efforts to reduce the risks
- CYP is presenting with significant changes to their health needs that cannot be safely supported by our staff team (due to skills) and the child remains at a 'red' level risk on our risk register, despite all best efforts to reduce the risks
- CYP is presenting with significant risk of harm to themselves or others that remain at a 'red' level risk on our risk register, despite all best efforts to reduce the risks

It is really important to recognise that this is not the CYP's fault and it doesn't reflect a lack of care and support from school staff. It usually demonstrates a mismatch between the CYP's current needs and the provision, including the environment available at the current time.

The headteacher, in consultation with the senior leadership team, parents/carers and multi-agency partners may determine that the only safe course of action is for the CYP to remain at home as a safeguarding measure until the risks can be effectively mitigated or the statutory processes completed to find an alternative placement/provision. In these exceptional cases the school team will work closely with all parties, with the CYPs best interests at the centre of decision making and ensuring that the CYP and their family are supported in the best way possible.

Consideration of supporting peers witnessing extreme distress/ significant medical incident on others

When a young person is extremely distressed, it can have an impact on other young people around them and their relationships with them as well as peers' feelings of safety within school/ class. We believe it is our role to not just support the CYP in distress, but to help the people around them to reframe the behaviour and understand their distress, so they are able to maintain positive relationships and reduce the impact of this behaviour on their feelings towards the distressed person and our school. This also applies to supporting our wider community including parents to do the same. Over time, this contributes to a culture of acceptance and mutual support.

We believe it is important to support peers and families to reframe and process any difficult emotions or thoughts they may have as a result of witnessing someone else's stress related behaviour, if they say this is what they would like to do, or if we notice that the incident has had an impact on their sense of safety, wellbeing or feelings towards other young people. It may be appropriate to hold reflection sessions with young people if they have witnessed a peer being significantly distressed or following a significant health incident.

The school does use the practice of supporting peers to leave areas to allow space for their peers when distressed or experiencing medical emergencies as well as calling areas out of use to support safety of others and reduce the likelihood of peers witnessing extreme distress.

Performance Monitoring

The Senior Leadership and Wider Leadership Team, with the support of the Well-being Lead will:

- Monitor classroom teaching, recording and judging the effective use of well-being, regulation and communication strategies across the curriculum using lesson observations, performance data, My Concern, SLEUTH and the LEARN tracker.
- Record evidence of and celebrating improvements in the use of conventional communication and the increase in the use of adaptive responses within social interactions through termly outcome data, SLEUTH, assemblies, displays of certificates and awards.

- Ensure that the learner and parent voice, as well as wellbeing, regulation and communication outcomes are prioritised within the EHCPs of all learners, with appropriate provision to meet their needs.
- Monitor and report on progress against long term outcomes, PLPs and baseline data.
- Ensure that therapeutic interventions are embedded into the learner's daily activities across contexts and that they are monitored for effectiveness through learning walks, lesson observations, safeguarding and well-being data (My Concern & SLEUTH), TOMS and performance data through EHCP outcomes.
- Analyse, review and report to governors on well-being data, incidents and accidents in order to inform and develop best practice using SLEUTH.
- Monitor and improve staff competence through CPD strategy, training, moderation, coaching, supervision and appraisal.
- Monitoring of the school development plan by governors, particularly those responsible for well-being.
- Listening to the learner voice and collating views through the school council, lessons and questionnaire responses where possible
- Parent co-production meetings and responses to parent questionnaires
- Staff questionnaires

Sherwood Foundation School

Anna Richardson (Head of Strategy & Pastoral Support)

Legal Duties and Relevant Guidance

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

- DoE guidance - see details in the references below
- Children's Act (2002, 2011)
- Deprivation of Liberty Education and Inspections Act (section 93) (2006)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Equality Act (2010) [The Equality Act 2010](#)
- Human Rights Act (1998)
- Mental Health and Behaviour in Schools (November 2018)

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