

The Divergent School Harborough BEYOND BEHAVIOUR POLICY

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All policies are underpinned by the critical thread of SAFEGUARDING
All policies stem from The Divergent School Harborough's VALUES and MISSION

It is our mission to develop a quality special school which is just the right fit for children in the missing middle, providing for their talents just as much as for their special needs.

Children with special needs make a **vital contribution** to society

Children need to **be safe** in order to learn

Children need to **feel safe** in order to learn

Children have the right to an education where their **needs are provided for**

Children have the right to an education where their **talents are provided for**

Children with special needs have the right to an education which is **just the right fit for them**

Children learn and thrive when their journey is **focused on growth**



CONTENTS

1. Front Cover
2. Contents
3. Foreword
- 4-5. Policy Model
- 6-7. Purpose of Policy
8. Principles Around Behaviour
- 9-10. Underpinning
11. Language in this Policy & in School
12. Inspiring Personal Development and Curriculum Progress
13. School Culture
14. Safety
15. Understanding the Children
16. Catering to Talents
17. Meeting SEN/D
18. The Child's Family Story
19. The Child's School Journey
20. The Child's Local Context
- 21- 25. Gentle & Predictable Transitions
- 26 -27. Expectations and Boundaries
- 28 - 31. Therapeutic Integration
- 32 -39. Emotional Support
- 40 -41. Roles and Responsibilities
42. Learning
- 43- 44. Further Guidance



FOREWORD

Review

We have designed this policy with a **commitment to ongoing improvement and collaboration** at its core. It is our belief that by continuously refining our approach, we can ensure that our school provides the best possible experience for our students.

To achieve this, we follow a structured process:

1. Regular review and refinement under the guidance of the Headteacher.
2. Immediate full review in case of urgent matters.
3. Annual formal review by the Advisory Board, in consultation with pupils, parents, teaching staff, and the Headteacher.

Ensuring all staff are well-informed through effective communication, which includes the following steps:

- a. Holding meetings to discuss changes.
- b. Providing training on any changes.
- c. Sharing written copies of changes electronically.
- d. Assessing staff's understanding informally, with the Headteacher ensuring clarity.
- e. Ongoing monitoring by the Headteacher to ensure changes are implemented, and adjustments are made promptly if necessary.

We recognize that clear and timely communication is essential in maintaining a successful educational environment. Through this policy, we aim to foster a culture of continuous improvement and transparent communication among all stakeholders.

Contact

If you have any questions, concerns or ideas related to the Beyond Behaviour Policy please contact the Chief Education Officer to discuss on:

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BEYOND BEHAVIOUR POLICY

POLICY MODEL

The guide to practice is based on the values, purpose and principles of the Beyond Behaviour Policy:

SCHOOL VALUES

All children deserve an education which is just the right fit for them
For children to thrive both their talents and needs must be catered to
The curriculum is most effective when its delivery is individualised
To learn we must first be safe and feel safe
To make school accessible quality emotional, sensory & communication support are needed
Effective practice is based on innovation and contemporary evidence
Crucial understanding comes from the bio-psycho-social and psycho-neurological models
Everyone benefits when mainstream and special school communities are integrated

+

SCHOOL MISSION

Safety = Be Safe + Feel Safe
Develop Skills = Sensory regulation + Emotional Regulation + Communication
Aims = Be Well + Learn + Thrive
Inspire = Personal Development + Curriculum Progress

+

POLICY PRINCIPLES

Beyond Behaviour = Theoretical Underpinning + Evidential Underpinning
Frameworks = Government Guidance & Legislation + Taxonomy of Policy & Procedure + Language
Inspiring = Personal Development + Curriculum Progress

+

POLICY MISSION

Safety = Be Safe + Feel Safe
Promote Understanding =
Communicate = Roles & Responsibilities

=

PRACTICE

Safety = Being Safe + Feeling Safe
Roles + Responsibilities
Environment
Understanding the Child = Talents + SEN/D + Family + School Journey + Local Context
Gentle & Predictable Transitions = Lon-Term Transitions + Day-to-Day Transitions
Expectations & Boundaries
Therapeutic Integration = SaLT + OT + Psychotherapy
Emotional Support = Recognising + Responding + Reporting + Reflecting

Continuous
review feeds into
development of
practice



PURPOSE OF POLICY

School Mission

The Divergent School Harborough is dedicated to ensuring that pupils **are safe** and **feel safe** at school.

We then help pupils to develop skills for **sensory regulation, emotional regulation, and communication**.

This work is critical in making school accessible so that pupils are able to **develop personally** and **progress through the curriculum**. As a result of this they can be **well, learn** and **thrive**.

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.

Policy Mission

The objectives of this policy are to:

- **Ensure that pupils are safe and feel safe**
- **Promote an understanding of:**
 - The impact on a child of being safe
 - The impact on a child of feeling safe
 - The school's expectations and boundaries
 - Catering to talents
 - Meeting special needs, including:
 - Sensory regulation
 - Emotional regulation
 - Communication skills
- For school staff to carry this out in their **practice** by:
 - Recognising the emotional experiences of the child
 - Responding to the child's emotional experience effectively
 - Reflecting on what happened constructively and with curiosity
- **Generate a culture** where:
 - Pupils being safe and feeling safe is the top priority
 - Relationships between staff and with pupils are safe and compassionate
 - The child's wellbeing is central to all responses that staff give to them
 - Value is placed on the child's neurological development
 - Value is placed on the intrinsic worth of learning (rather than placing value on tokens such as reward or praise)
 - Children's strengths and talents are continually in mind
- Create a **calm, safe** and **supportive environment**, where all children can learn:
 - Predictable



BEYOND BEHAVIOUR POLICY

- Visually calm
 - Well organised
 - Accessible
- Communicate the **roles and responsibilities of school staff**, in the parameters of their own role, to provide pupils with a school experience that:
 - Is safe
 - Feels safe
 - Caters to their talents
 - Meets their special needs

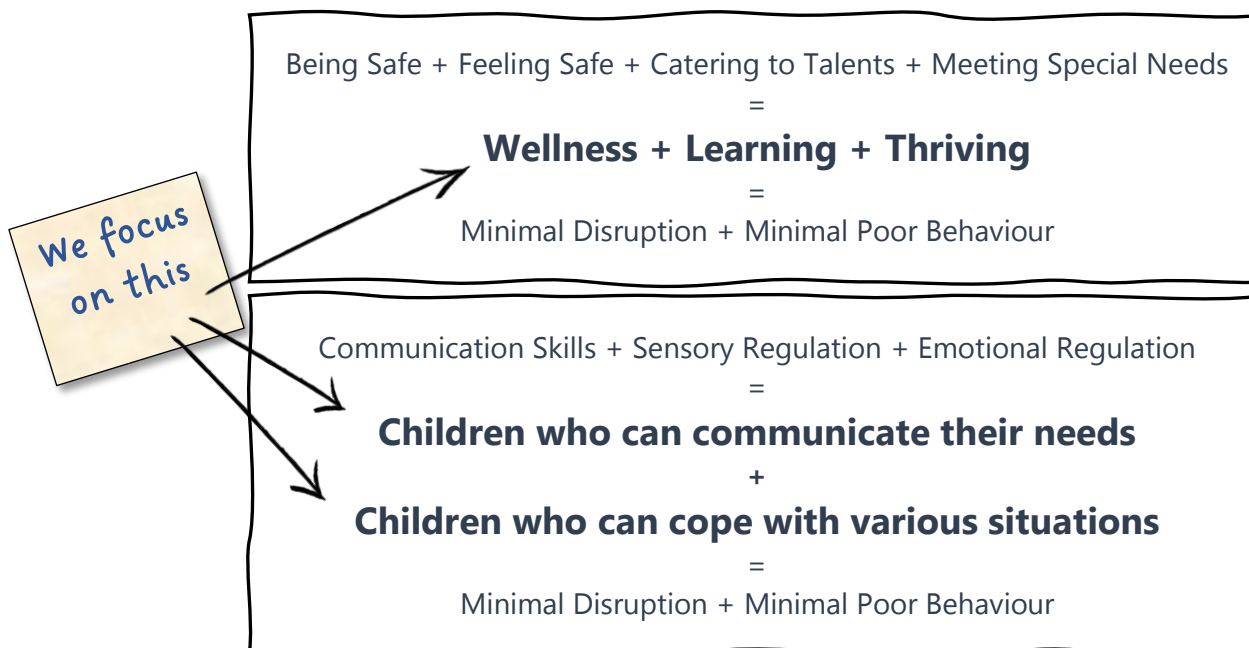


PRINCIPLES AROUND BEHAVIOUR

Beyond Behaviour

The Divergent School Harborough believes passionately that **all behaviour is a vital form of communication**. As such, we regard behaviour that is often described as 'disruptive' or 'poor' to be a symptom of something else.

We focus our work with pupils on the underlying cause of this behaviour, in the knowledge that this work will result in better behaviour as a secondary effect.



Although one of the aims of this policy is to promote good behaviour and reduce poor or disruptive behaviour, it will not be referred to in these terms. In line with The Divergent School Harborough's values, we believe that the most effective way of supporting a child's development is to look beyond the behaviour itself.

UNDERPINNING

Contemporary evidence and research underpinning this policy:

- SEN/D Review 2023
- Smart but Scattered Teens
- The Compassionate Mind
- The Six Principles of Nurture

Theoretical models of understanding underpinning this policy:

- The Bio-Psycho-Social model of understanding
- The Neuro-Psychological model of understanding
- Bowlby's Attachment Theory
- Mallow's Hierarchy of Needs
- Polyvagal Safety: Attachment, Communication and Self-Regulation

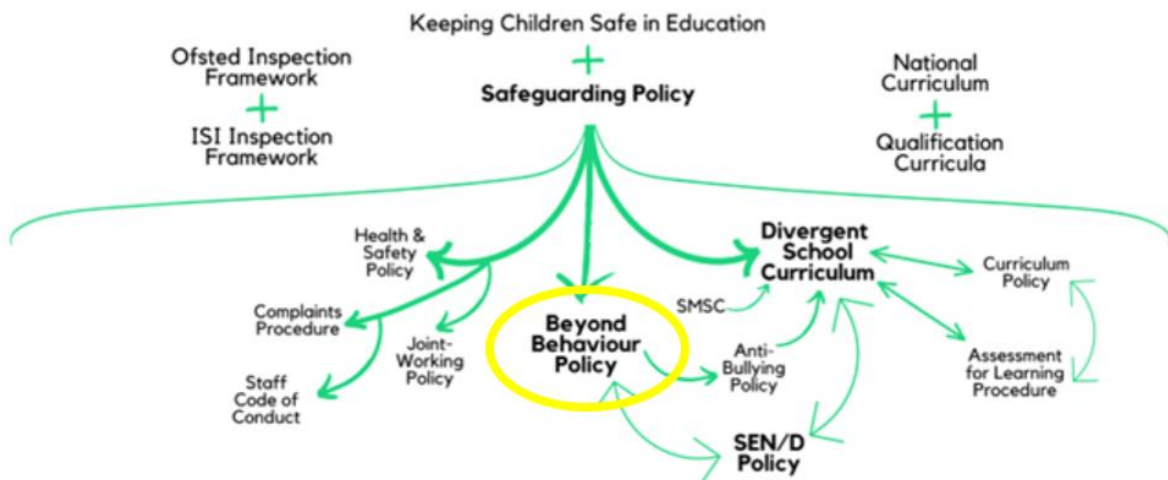
Government guidance and legislation underpins this policy:

- Keeping Children Safe in Education, 2021
- Working Together to Safeguard Children, 2020
- Special Educational Needs and Disability Code of Practice, 2015
- Behaviour and Discipline in schools, 2016
- The Equity Act, 2021
- Use of Reasonable Force in Schools, 2013
- Preventing and Tackling Bullying, 2017
- Searching, screening and confiscation at school, 2018
- The Independent School Standards, 2014
- Positive Mental Health and Wellbeing Policy
- Physical, Social, Health and Economic Education
- Spiritual, Moral, Social and Cultural (SMSC) Development (including British Values)

The Divergent School Harborough taxonomy of policy and procedure both inform and are informed by this policy.



BEYOND BEHAVIOUR POLICY



Language in this Policy & in School

Language is used as a key tool to build this culture; we do not speak about 'good behaviour,' 'poor behaviour,' or 'disruptive behaviour,' but instead use phrases which focus on what is happening **beyond** the behaviour.

We replace **phrases** like 'good behaviour' with:

- Developing
- Thriving
- Learning
- Connecting
- Participating
- Enjoying
- Self-regulating
- Being mindful
- Being well
- Being content

We replace **phrases** like 'poor behaviour' or 'disruptive behaviour' with:

- Emotional distress
- Difficulty communicating
- Experiencing big feelings
- Sensory overload
- Sensory avoiding
- Sensory seeking
- Connection seeking
- In need of support
- In need of compassion
- In need of a tool

By using this language, the way we speak about pupils reflects what we understand about them and the nature of our practice in school.

To foster a culture where practice is centred on what the child's neurology is communicating, the policy must also focus on this and use the corresponding language.



Inspiring Personal Development and Curriculum Progress

At The Divergent School Harborough, we inspire pupils towards personal development and curriculum progress.

In connection with the school values, we believe that development and progress is achieved when it is **inspired** (rather than forced or coerced). This is achieved by:

- Focusing on the intrinsic value of what is being learned (rather than the tokenistic value of rewards or sanctions)
- Focusing on how the child's strengths can be utilised in learning
- Designing learning experiences that are exciting and appealing
- Designing learning experiences that result in tangible outcomes

Each journey of **personal development** is different for the individual child, but aim for pupils to:

- Learn
- Connect
- Participate
- Enjoy
- Self-regulate
- Be mindful
- Be well
- Be content

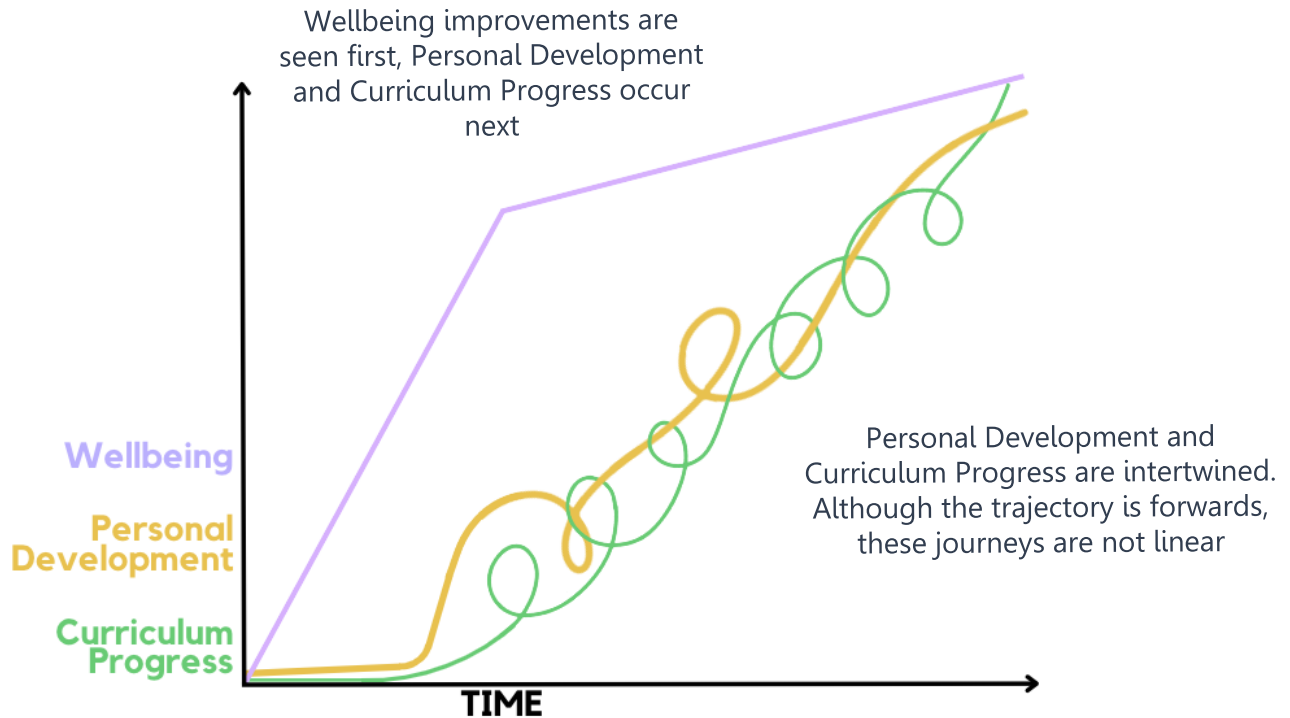
An effective journey of personal development is intertwined with **curriculum progress**. We aim for pupils to progress through:

- The National Curriculum
- Individualised qualification package (Post-16)
- Individualised extracurricular activities (timetabled during the school day)
- Aspects embedded discretely and explicitly across all curricula:
 - Social, moral, spiritual and cultural
 - Fundamental British Values
 - Community
 - Cultural capital



BEYOND BEHAVIOUR POLICY

Connecting Wellbeing, Personal Development and Curriculum Progress



SCHOOL CULTURE

The Divergent School Harborough's culture stems directly from its values and mission.

The **school culture** plays an important role in enabling pupils to be safe, feel safe, be well, learn and thrive. It also minimises behaviour that can be described as 'poor' or 'disruptive.' The school culture is:

- Compassionate
- Considerate
- Curious
- Innovative
- Inclusive

The school **culture is enacted** through:

- Language used
 - Factual descriptions
 - Explanations rooted in logic
 - Growth centred
 - Strength centred
 - Kind
- The environment
 - Accessible
 - Calming
 - Organised
- Attitudes
 - Welcoming of difference
 - Enthusiasm for new ideas
 - Forwards looking
 - Magnanimous
- Relationships
 - Caring
 - Warm
 - Constructive
 - Have appropriate boundaries
- Norms
 - Greeting each other with warmth
 - Pausing to observe situations
 - Guiding conversations towards growth
 - Celebrating our own and each other's cultures
 - Eating together



SAFETY

Safety is the first priority of The Divergent School Harborough. Work to ensure pupils are safe and feel safe is critical in all aspects of this policy.

To be safe we need to be free from the threat of physical or mental harm. But, to feel safe we need to be free from the perception of threat of physical or mental harm.

Everyone has the basic human right to be be safe and feel safe.

As a school, we have a critical duty to maintain the rights of our pupils to be safe and feel safe. All information and procedures in the Beyond Behaviour Policy work towards this.

Being safe means to be free from harm or threat of harm.

Feeling safe means to feel free from harm or threat of harm, to be able to *perceive* your own safety:

- It is about feeling respected and understood.
- It is knowing you are loved, liked and valued for who you are.
- It is feeling secure and knowing what's happening in your life.
- It's not being hit, insulted, made fun of or humiliated.
- It's about others respecting your body, and not hurting or taking advantage of you in a sexual way.
- It's about others not making you touch them or look at and watch sexual images.



UNDERSTANDING THE CHILD

The Divergent School Harborough believes that the better a child is understood, the most effective support can be given in school.

This **understanding of the individual** is captured in the pupil's Individual Learning Plan, the following categories are used to consider the child:

- Catering to talents
- Meeting special needs
- Their family story
- Their school journey
- Their local context

This understanding is used to develop a **curriculum and support provision** which is just the right fit for the individual child. The aim of this is to help pupils towards the goals of:

- Being safe
- Feeling safe
- Developing communication skills
- Developing sensory regulation
- Developing emotional regulation
- Being well
- Learning
- Thriving
- Developing personally
- Progressing through the curriculum

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



Catering to Talents

The Divergent School Harborough believes that children thrive when their talents and enthusiasms are catered to. As such, work towards personal development and curriculum progress is strength-based.

The curriculum is individualised, giving pupils to opportunity to build on their talents and enthusiasms in the following ways:

- Additional lessons timetabled for these subjects
- Access to the host school's lessons and facilities for these subjects, if holistically appropriate
- Use of these in the delivery of other subjects (eg a pupil who is a talented and/or enthusiastic drawer will do more drawing in their work in other subjects)

It is important to note that catering to pupil's enthusiasms and talents is structured and prepared for in advance when timetables and curriculum plans are made. Structure and predictability are important for pupils to feel safe and be well, this means that newly emerging talents and enthusiasms do not influence routines on a daily or unplanned basis. Timetables are reviewed annually, but adaptations may be made at the end of a term if there is a particular reason to do so.

Personal development is individualised, giving pupils to opportunity to build on their talents and enthusiasms.



Meeting SEN/D

The Divergent School Harborough believes that **special needs must be catered to** and recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

This means that whole **school approaches are differentiated**, and **Individual Learning Plans are individual** to meeting each pupils needs.

Most pupils attending a Divergent School have an Education, Health and Care Plan (EHCP) issued by their local authority. We meet the requirements set out in each child's EHCP, but do not consider this an exhaustive description of the provision a child needs to meet their needs.

The following work is considered **vital in meeting each pupil's needs**:

- Ensuring they are safe and feel safe
- Understanding each pupil's family story, school journey and local context
- Catering to the talents and needs of pupils
- Individualised curriculum delivery
- Quality sensory support
- Quality communication support
- Quality emotional support
- Specialist environment which is sensory friendly and communication friendly
- Multi-disciplinary therapeutic approaches
- Integration between mainstream and special school communities
- Recognising any changes to a pupil's needs or circumstances and adapting practice accordingly

We recognise that we exist in a period of history where a rapid increase in understanding of special needs is underway. We pro-actively engage with **contemporary evidence and research** to create an innovative and highly effective provision.

The Child's Family Story

The child's family story is important to how we understand them. In particular, the relationships in a child's family form the **schemer for all future relationships** that they form.

For each child their teaching staff consider:

- What are their relationships with the adults in their family like?
- What are their relationships with other children in their family like?
- What is their position in the family and do they have siblings?
- Has there been significant change in their family?
- Has there been trauma in their family?
- What does their home environment feel like?
- Is there a community network around their family?
- What are the feelings of their family members about their special needs?
- What are the key impacts that their family story has had on them?

An understanding of the child's family story is applied to developing their Individual Learning Plans and kept in mind during all interactions with them.



The Child's School Journey

The child's prior school journey is important to how we understand them. In particular, the child's prior experiences of school form the **schemer for all future schools experiences** that they have.

- What did their previous relationships with teachers feel like?
- What did their previous relationships with school peers feel like?
- How did their placement at their previous school/s come to an end?
- What are the feelings of their peers and teachers about their special needs?
- Has there been any trauma in their previous school experience?
- What did their previous school environment feel like?
- What are the key impacts that their previous school experiences have had on them?

An understanding of the child's school journey is applied to developing their Individual Learning Plans and kept in mind during all interactions with them.

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



The Child's Local Context

The child's local context is important to how we understand them:

- What are the cultural norms in their local context?
- What are the social norms in their local context?
- How are they connected to their wider community?
- How do they feel when they go out into their local community?
- What are the feelings of the people around them about their special needs?
- What risks might they be exposed to in their local context?
- What strengths can be drawn from their local context?

An understanding of the child's local context is applied to developing their Individual Learning Plans and kept in mind during all interactions with them.

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



GENTLE & PREDICTABLE TRANSITIONS

The Divergent School Harborough believes in Attachment Theory and The Six Principles of Nurture which tell us that:

Transitions are important in children's lives.

School staff support pupils to transition with compassion, warmth, carefully planned pro-active support and carefully considered reactive support.

The aim of gentle and predictable transitions is to help pupils towards the goals of:

- Being safe
- Feeling safe
- Developing communication skills
- Developing sensory regulation
- Developing emotional regulation
- Being well
- Learning
- Thriving
- Developing personally
- Progressing through the curriculum

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



Long-Term Transitions

We consider carefully **long-term transitions** that feature in the child's school journey:

- Joining the school (detail below)
- Leaving the school (detail below)
- The end of term
- The beginning of term
- The end of a school year
- The beginning of a school year
- Staff joining the school
- Staff leaving the school
- Other pupils joining the school
- Other pupils leaving the school

Upon **joining the school** each pupil goes through a significant transition in their school journey. This is supported by:

- Pupil involved in planning process
- Expectations for joining school made clear long in advance with
 - Calendar of key dates, communication friendly
 - Giving photographs of the school
 - Environment
 - Resources
 - People
 - Giving overview booklet of what the child can expect from the school
- Home visits from key staff before pupil starts attending school
 - Rapport building
 - Child
 - Family
 - Discussing
 - Child's enthusiasms
 - Child's talents
 - Child's worries
 - Parent's enthusiasms
 - Parent's worries
 - Journey to school
 - Routines (with visuals to give)
 - Timetables (with visuals to give)
 - People in their class
 - School values
 - How the child will be supported
 - How communication with parents will be conducted
 - Any questions that the parent or child may have



BEYOND BEHAVIOUR POLICY

- Pupil and parent visit to school for tour, informal conversation with Headteacher and to meet remaining key staff
- Pupils then start school at the beginning of a term, usually September
- The default is for pupils to begin with a full timetable immediately, but there is the option for gradual integration if there is reason to believe that this will be more gentle and more effective for the individual child.

Upon **leaving the school** each pupil goes through a significant transition in their school life. This is supported by:

- Pupil involved in planning process
- Expectations for leaving school made clear long in advance with
 - Calendar of key dates, communication friendly
 - Giving photographs of their school/college/workplace
 - Environment
 - Resources
 - People
 - Giving overview booklet of what the child can expect from the school/college/workplace
- School visits from key staff from new school/college made available if both pupil and new provision wish
- Pupils leave school at the end of a term, usually July
- The default is for pupils to leave immediately, but there is the option for gradual leaving if there is reason to believe that this will be more gentle and more effective for the individual child.

We also consider and support longer term transitions that a child may be going through, **outside of school**, such as:

- Moving home
- Medical matters
- Changes in family dynamics
 - New sibling
 - New spouse
 - Marriage
 - Divorce
 - Family member moving in
 - Family member moving out
 - Bereavement

The support offered to pupils in longer-term transitions that they are going through outside of school varies depending on the circumstances. But will be developed in the spirit of this policy.



Day-to-Day Transitions

In our day-to-day routine we give particular attention to supporting the following transitions:

- Arriving at school
- The beginning of a lesson
- The end of a lesson
- The beginning of free play
- The end of free play
- Moving from one room or building to another
- Members of staff or pupils entering the room
- Members of staff or pupils leaving the room
- Leaving the Divergent School premises
- Accessing the host school premises
- Accessing activities out of school
- Accessing educational visits
- Leaving school to go home

Day-to-day transition support is given using communication friendly methods and considering the sensory and emotional impact of the transition. Strategies used for this include:

- Pro-active strategies planned in advance
 - Repeating routines displayed clearly in school
 - Plan for the day explained the day before and upon arrival
 - Reminders of upcoming transitions given a short time in advance
 - Expected changes to routine explained the day before and upon arrival
- Responsive strategies used spontaneously
 - Unexpected changes to routine explained at the earliest opportunity, during a moment where the child is already feeling safe
 - Alertness to distress caused by transitions
 - Warmth and compassion given when a child is experiences distress during or because of a transition
 - Where practicable and if other support ineffective, pause with pupil until ready to continue the transition



EXPECTATIONS & BOUNDARIES

The Divergent School Harborough does not give pupils rules in relation to behaviour, instead we use expectations, boundaries and logical explanations. The same values and understanding that underpin our practice and policies, tells us that communicating expectations, setting boundaries and using logical explanations is effective.

Expectations of pupils are to be, or work towards being:

- Safe towards themselves
- Safe towards others
- Safe towards the school environment
- Building their own wellbeing
- Supporting of the wellbeing of others

These **expectations** are communicated clearly to pupils by:

- Providing environment which enables safety
- Staff role modelling safe interactions
- Supporting pupils to build the skills they needed to be safe
- Guiding pupils towards taking action which is safe
- Giving pupils responsibility in school for safety
- Embedded themes in curriculum
- Embedded themes in school culture
- Visual reinforcement

Staff hold **boundaries** by:

- When a situation may become unsafe
 - Guiding pupils towards safe ways to communicate their needs
 - Offering safe ways for pupils to exit the situation
- When a situation is becoming unsafe
 - Redirecting pupils who are interacting in way which is becoming unsafe
 - Offering safe ways for pupils to exit the situation
- When a situation is unsafe
 - Bringing an end to the situation

In any situation which becomes unsafe, or where safety was a concern, a record is made on Do-It Profiler to contribute towards a **holistic understanding** of each individual child.

Logical explanations are given to help pupils understand how they can impact on the safety and wellbeing of themselves and others. We work with pupils to build an understanding of these key principles:

- The things we do impact on ourselves
- The things we do impact on others
- We deserve to be safe and well
- Others deserve to be safe and well
- We and others become unsafe and unwell as a result of the following:



BEYOND BEHAVIOUR POLICY

- Bullying
- Harassment
- Derogatory language
- Aggression
- Discrimination of any kind, including based on:
 - Race
 - Sexuality
 - Sex
 - Gender
 - Disability and/or special educational needs
 - Religion
 - Nationality
- We and others become safer and more well as a result of the following:
 - Community
 - Acceptance
 - Opportunity to try again
 - Tolerance
 - Understanding
 - Compassion
 - Respectful treatment



THERAPEUTIC INTEGRATION

The Divergent School Harborough believes that a **multi-disciplinary team of therapists** can give a significant benefit to pupils.

Speech and Language Therapy and Occupational Therapy are available to all pupils, whilst Psychotherapy is only available to pupils if there is a particular piece of therapeutic work that is needed.

All three disciplines of therapy are also used, in a complimentary way, to inform approaches throughout the school's work, in a systemic and strategic manner.

The aim of therapeutic integration is to help pupils towards the goals of:

- Being safe
- Feeling safe
- Developing communication skills
- Developing sensory regulation
- Developing emotional regulation
- Being well
- Learning
- Thriving
- Developing personally
- Progressing through the curriculum

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



Integration of Occupational Therapy Approaches

The Divergent School Harborough believes that Occupational Therapy in combination with systemically embedded Occupational Therapy approaches can give pupils greater access to the school environment and learning activities.

Sensory support and development of sensory regulation skills enable the child to be well, learn and thrive.

For this to be effective **approaches** are to be:

- Recommended to the school by an Occupational Therapist in collaboration with school leaders and teaching staff as a part of whole school systems and strategy
- Recommended to individual pupils by an Occupational Therapist following assessment
- Complementary to Occupational Therapy that the child is receiving (this is available to all pupils as default and will only be withdrawn from their provision if there is a specific reason to do so)
- Individual to the child's needs and talents
- Understood by all staff who work with the pupil
- Integrated by all staff who lead or support activities with the pupil
- Used to inform the design of classrooms
- Used to inform the design of other parts of the school building and outdoor space
- Available as part of the child's entire school day, (and at home as a complimentary approach if required)
- Used to compliment Speech and Language Therapy approaches and Psycho-therapeutic approaches as part of a multi-disciplinary methodology

As a secondary effect, this will also result in minimising of behaviour that could be described as disruptive or poor.

Integration of Speech & Language Therapy Approaches

The Divergent School Harborough believes that Speech and Language Therapy combined with systemically embedded Speech and Language Therapy approaches can give pupils greater access to the school environment and learning activities.

Communication support and development of communication skills enable the child to be well, learn and thrive.

For this to be effective **approaches** are to be:

- Recommended to the school by a Speech and Language Therapist in collaboration with school leaders and teaching staff as a part of whole school systems and strategy
- Recommended to individual pupils by a Speech and Language Therapist following assessment
- Complementary to Speech and Language Therapy that the child is receiving (this is available to all pupils as default and will only be withdrawn from their provision if there is a specific reason to do so)
- Individual to the child's needs and talents
- Understood by all staff who work with the pupil
- Integrated by all staff who lead or support activities with the pupil
- Used to inform communication methods
- Available as part of the child's entire school day, (and at home as a complimentary approach if required)
- Used to complement Psycho-therapeutic approaches and Occupational Therapy approaches as part of a multi-disciplinary methodology

As a secondary effect, this will also result in minimising of behaviour that could be described as disruptive or poor.

Integration of Psycho-therapeutic Approaches

The Divergent School Harborough believes that psychotherapeutic approaches can give pupils greater access to the school environment and learning activities.

Emotional support and development of emotional regulation skills enable the child to be well, learn and thrive.

For this to be effective **approaches** are to be:

- Recommended to the school by a Psychotherapist in collaboration with school leaders and teaching staff as a part of whole school systems and strategy
- Complementary to any Psychotherapy that the child is receiving (this is only offered to pupils if there is a specific reason to do so)
- Individual to the child's needs and talents
- Understood by all staff who work with the pupil
- Integrated by all staff who lead or support activities with the pupil
- Used to compliment Speech and Language Therapy approaches and Occupational Therapy approaches as part of a multi-disciplinary methodology

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.



EMOTIONAL SUPPORT

The Divergent School Harborough believes that **quality emotional support** helps pupils to be safe, feel safe, access school, learn and thrive.

As a secondary effect, this will also result a minimising of behaviour that could be described as disruptive or poor.

We provide quality emotional support to pupils, part of this is for teaching staff to form **relationships with pupils which are safe, secure and within appropriate boundaries**. With this in place, pupils will allow teaching staff to work with them towards personal development and curriculum progress.

When a pupil becomes distressed teaching staff will:

- **Recognise** – the emotional experiences beyond the behaviour
- **Respond** – to the underlying emotional experiences
- **Reflect** – on what happened with curiosity around the emotional experiences of the pupil
- **Report** – all of the above



Recognising a Child's Emotional Experiences

Children, like adults, go through a **variety of emotional experiences**, these may include:

- Happiness
- Sadness
- Shame
- Distress
- Excitement
- Anger
- Tension
- Fear
- Contentment

The **communication of these emotional experiences** will be impacted on by the child's:

- Understanding of their emotions
- Communication abilities
- Emotional regulation abilities
- Sensory regulation abilities
- Special educational needs
- Prior experiences of feeling the emotion
- Prior experiences of communicating the emotion

We consider particularly how any **prior trauma impacts** on the child's emotional experience and how they communicate it.

We are mindful not to focus on the behaviour we see, but to look beyond the behaviour.

When we observe a child who is acting out distress, we aim to **recognise the underlying emotional experience**. In order to do this we ask ourselves:

- What happened to lead the child to this?
- What did the child say or do prior to this?
- Does this relate to the child's family story?
Does this relate to the child's prior school journey?
- Does this relate to a safeguarding matter?
- Does this relate to the child in a way that we are not aware of?

We understand that **all behaviour is a form of communication**, we are able to support the child most effectively when we recognise what emotional experience they are communicating.

Although at times **we may not be able to recognise the emotional experience** of the child, we always recognise that something is being experienced beyond behaviour and respond with compassion.



Responding to a Child's Emotional Experiences

It is our first priority to ensure that everyone is safe.

During an instance which presents an immediate risk to safety, staff may:

- Verbally intervene
- Offer alternative means of conflict resolution
- Offer pupils space away from one another
- Offer the child who is bullying a 1:1 conversation with an adult
- Offer the child who is being bullied a 1:1 conversation with an adult
- Direct pupil/s to move to separate parts of the room
- Direct pupil/s to leave the room – only if there is no other immediate alternative for safety

In our responses to pupils, **we are always curious and compassionate.**

In order to be **curious**, we:

- Pause to observe the child
- Question our own immediate assumption
- Consider the **factors that impacted on the emotions** that the child is experiencing, including:
 - The child's existing:
 - Talents
 - SEN/D
 - Family Story
 - School Journey
 - Local Context
 - What happened in the run up?
 - What happened in the moment?

In order to be **compassionate**, we:

- Recognise that when any one is distressed their bodies need time to recover from the adrenaline they experience before they can participate in anything else
- Don't try to talk to pupils about any mistakes they may have made, or any reflection needed, when they are distressed
- **Focus wholly on supporting pupils** with the following:
 - Being safe
 - Feeling safe
 - Sensory regulation
 - Emotional regulation
 - Communication skills.

We are patient with pupils are support them towards these goals.

- Recognise and acknowledge any suffering of all concerned
- Relate to how painful it is to suffer
- Show empathy for any suffering of all concerned
- In the moment, tolerate our own feeling that result from another's suffering



BEYOND BEHAVIOUR POLICY

- Do what we can to relieve any suffering of all concerned

It is important to recognise that **this can be difficult for staff** when the situation is provoking their own emotional experience, which may in itself be triggering or distressing.

The better we understand the child's emotional experience beyond the behaviour, the easier it is for us to separate this from our own emotional experiences.

However, if any member of staff feels unable to separate their own emotional experiences from the situation they are in with a pupil, they must ask a colleague for support and step away. This is both for their own wellbeing and to ensure that the pupil receives the support that they need. If a member of staff needs to take this decision, it is supported and respected by others in the school community.



Reflecting on a Child's Emotional Experiences

At The Divergent School Harborough, we reflect with curiosity, compassion and a growth-mindset.

In order to be **curious**, we:

- In our own mindset:
 - Use structured, focused time to pause to reflect on what happened
 - Question our own immediate assumptions
 - Think laterally
 - Are open-minded
 - Adjust our way of thinking if we become judgemental
 - Wonder what led to feelings we don't understand
- In consideration of the child:
 - Value their reflections
 - Offer focused time for them to reflect on what has happened
 - Facilitate opportunity for them to share their reflections
 - Truly listen to what they say (the aim is to receive rather than transmit)
 - Observe what they are communicating through non-verbal means
 - Ask open questions to gently guide the conversation if needed

In order to be **compassionate**, we:

- Recognise that reflection isn't neurologically possible during an instance of distress
- Recognise that the following are needed before reflection is effective:
 - Being safe
 - Feeling safe
 - Sensory regulation
 - Emotional regulation
 - Communication skills.

We are patient with pupils and support them towards this goal, which may be reached in increments over time.

- Recognise and acknowledge any suffering of all concerned
- Relate to how painful it is to suffer
- Show empathy for any suffering of all concerned
- In the moment, tolerate our own feeling that result from another's suffering
- Do what we can to relieve any suffering of all concerned

In order to adopt a **growth-mindset**, we:

- Wait until pupils are able to adopt, or take steps towards adopting, a growth mind-set. For this they must first be safe and feel safe.
- Believe that our strengths and talents can be developed
- Believe that challenges aid growth
- Value learning and progress
- Value the process and the outcome
- Look forwards



BEYOND BEHAVIOUR POLICY

During a **Reflective Conversation** meeting we consider:

1. The factors that impacted on the emotions that those concerned experienced
2. What could be done more effectively if something similar happened in the future
3. What can be done next to ensure that something similar is less likely to happen in the future



Reporting a Child's Emotional Experiences

Following an instance, disclosure or suspicion of emotional distress, records must be made, this is valuable to ensure that details are not forgotten and that follow up action can be taken with accountability.

If any member of staff becomes aware of emotional distress, they must:

- **Report it verbally** to a senior member of staff as soon as it is safe to do so:
 - Teaching Assistants report to a Teacher, Deputy Headteacher (DDSL) or Headteacher (DSL)
 - Teachers report to the Deputy Headteacher (DDSL) or Headteacher (DSL)
 - If neither the Deputy Headteacher or Headteacher are available, report to the Chief Education Officer
- (In extraordinary instances:
 - If neither the Deputy Headteacher or Headteacher are available, report to the Chief Education Officer
 - If the concerns relate to the actions of a Teacher, the Deputy Headteacher or the Headteacher, do not report to this person
 - If concerns relate to the actions of teachers, the Deputy Headteacher and the Headteacher, report to the Chief Education Officer)
- **Log details** of the bullying online using Do-It Profiler as soon as non-contact time is available, no later than the end of the day that the instance occurred
 - Use the facts of what happened or what has been disclosed, not opinions
 - Write in short paragraphs or bullet point, not long bulks of text
 - Write only information which relates to the emotional distress

Parents, of the pupil who experienced emotional distress, are made aware of these instances on the same day. The pupil's class teacher will call the parents as soon as the school day ends, following up with a brief email summarising what has been shared.

If it is felt that sharing this information with a parent would put anyone at risk, this must be discussed with the Deputy Headteacher or Headteacher before contact is made, in order to make any extraordinary arrangements necessary.



ROLES & RESPONSIBILITIES

The Advisory Board are responsible for providing governance in the effective implementation of the Beyond Behaviour Policy. This includes:

- Monitoring records related to behaviour, and the emotional experience beyond behaviour, at least on a half termly basis (as part of a holistic view), or contemporaneously if needed
- Reviewing the effectiveness of the Beyond Behaviour Policy in relation to its purpose, at least annually, or contemporaneously if needed
- Keeping safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken

The Chief Education Officer is responsible for overseeing and supporting effective implementation of the Beyond Behaviour Policy. This includes:

- Monitoring records related to behaviour, and the emotional experience beyond behaviour, at least on a half termly basis (as part of a holistic view), or contemporaneously if needed
- Reviewing the effectiveness of the Beyond Behaviour Policy in relation to its purpose, at least annually, or contemporaneously if needed
- Keeping safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken

The Headteacher is responsible for implementing the Beyond Behaviour Policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and adults in the school. This includes:

- Safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken
- Ensure, and continually monitor,
 - effectiveness of the policy with regards to its purpose
 - staff understanding of the policy, providing support as needed
 - staff ability to implement this policy, providing support as needed
 - conduciveness of the environment for implementation of the policy
- Ask for further support if they do not understand anything relating to this policy
- Ask for further support if they need support to put into practice this policy

School staff are responsible for implementing the Beyond Behaviour Policy consistently throughout their work in the school. It is also the responsibility of school staff to ensure health, safety and welfare of all children and adults in the school with whom they have contact in their work. This includes:

- Upholding the values of the school in all work undertaken
- Implement the policy consistently within the parameters of their role.
- Ensure that they are aware of current legislation
- Ask for further support if they do not understand anything relating to this policy
- Ask for further support if needed to put into practice this policy

Parents are vital partners in the school's work, including support of the Beyond Behaviour Policy. We inspire parents to:



BEYOND BEHAVIOUR POLICY

- Have an active role in the school community
- Support their child towards their personal development and curriculum progress
- Communicate openly about their child's home life

Pupils are at the heart of this policy. We inspire pupils to work towards:

- Being safe
- Feeling safe
- Being well
- Learning
- Personal Development
- Curriculum Progress
- Showing themselves and others:
 - Respect
 - Consideration
 - Compassion
 - Tolerance
- Treating the school environment with:
 - Care
 - Consideration



LEARNING

Learning through **curriculum progress** and **personal development** is central to the Beyond Behaviour Policy. This is done discretely and explicitly, to varying degrees as appropriate to the topic, in every subject.

For pupils to learn and thrive, the **content of the curriculum** is:

- Adaptable, to meet each pupil at the learning stage that they are at
- Carefully sequenced, with additional time given for pupils to develop any missing skills that are needed to progress onto the next stage

For pupils to learn and thrive, the **delivery of the curriculum** is:

- Individualised to meet special needs, particularly with regards to communication methods and sensory integration
- Individualised to the talents and enthusiasms of the pupil

The content and delivery of the curriculum is adapted in response to emotional experiences and any learning needs of the cohort which have been identified.



FUTHER GUIDANCE

Use of Reasonable Force

Corporal punishment and restraint: In accordance with the Law the school does not use Corporal punishment.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*.

Use of reasonable Force: Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent.

Searching

Searching pupils is avoided through alternative methods of ensuring pupils do not possess prohibited items. Searching is used only as last resort and only when the Headteacher's honest held belief is that a risk of harm is presented by an item concealed on a pupil's person.

An exception to this rule is if it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not possible to summon the Headteacher. The teacher must then use their professional judgement in each case to decide what constitutes reasonable grounds for suspicion.

Searching pupils and confiscation of items is conducted in line with the DfE's latest guidance on searching, screening and confiscation and staff and parents are asked to refer to this document for further details (Searching, Screening and Confiscation in Schools 2022, DfE). The Head and staff authorised by her has the right to confiscate, retain or dispose of a prohibited item, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Power to search without consent for "prohibited items" includes:

- knives and weapons;
- alcohol;
- illegal drugs;



- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- Vaping equipment;
- any article that has been or is likely to be used to commit an offence , cause personal injury to, or damage to property of, any person;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. phones during lessons.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.

Conducting a Search: When conducting a search, staff must be the same sex as the pupil being searched. An additional member of staff should act as a witness. They should be, where possible, the same sex as the pupil being searched. An exception to this rule is if it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not possible to summon another member of staff. The teacher must use their professional judgement in each case to decide what constitutes reasonable grounds for suspicion. This may be after observing suspicious behaviour or after hearing other pupils talking about a prohibited item.

Exclusion

Within the mission and values held by the school, including an understanding of the negative impact exclusion can have on a child, this is avoided completely.

Exclusion is not used by The Divergent School Harborough.

If instances occur where a pupil in distress presents a higher level of risk to themselves, the school or others, an intensive, adapted support programme will be carried out to identify and meet any unmet need of the child. This may be an emotional, sensory, communication or self-regulation need. The Divergent School Harborough will strive to cater to any unmet needs, enabling the child to develop the skills necessary to cope with their distress and the school environment safely.

We anticipate that in most, if not all, circumstances this will support the child to be able to access school safely.

However, if to learn safely the child requires an intensity of support, or specific type of support, which is not reasonably within the parameters of The Divergent School Harborough's provision, an Interim EHCP Review will be held to consider whether the school can meet the child's needs. If it is established that the child's needs cannot be met in The Divergent School Harborough, their placement would be closed. Any placement closures would be conducted with compassion for the child and their family, with agreed notice, a meaningful good-bye and support with transitioning to the next step in their education journey.

