

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Promoting Wellbeing & Safety		
Empowering Resilience Through ACE		
Last Update: September 2025	Responsible: Principal	Page: 1 of 22

This policy promotes ACE because;	
	This policy promotes ACE: Adaptive thinking through safe problem-solving and seeking help early. Communication is encouraged via respectful language, clear reporting routes, and restorative dialogue. Emotional wellbeing and independence are fostered by building resilience, self-advocacy, and coping strategies, helping pupils feel safe, supported, and capable both at school and in the wider community.

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The policy was written with reference to the following documents:

- DfE, Behaviour and Discipline in schools – Advice for Head Teachers and School Staff, January 2016 along with the document “Getting the Simple Things Right” - Charlie Taylor’s Behaviour Checklist (See appendix 2)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, September 2003
- Challenging Behaviour and Learning Disabilities: Prevention and Interventions for People with Learning Disabilities whose Behaviour Challenges, NICE guideline [NG11], May 2015

- Allen, D. (2011) Reducing the Use of Restrictive Practices with People who have Intellectual Disabilities
- BILD (2014) Code of Practice for the use of restrictive physical interventions
- Department for health: 'Positive and Proactive Care: reducing the need for restrictive interventions' 3rd April 2014
- Team Teach – Advanced/Intermediate course handbooks
- Allen, B. (2012) The legal framework for restraint
- Allen, B. (2011) Physical Contact. Care, comfort, reassurance and restraint
- Allen, B (2008) Changing Minds
- Positive Environments where children can flourish, 2021
- Trauma Informed School UK
- Department for Education (DfE). Keeping children safe in education (KCSIE) 2025 (effective 1 Sept 2025).
- DfE. Behaviour in schools (19 Feb 2024)
- DfE. Use of reasonable force in schools (last updated 15 Jan 2025).
- DfE. Searching, screening and confiscation in schools (updated 19 Jul 2023).
- DfE. School suspensions and permanent exclusions (statutory, Aug 2024).
- DfE. Mobile phones in schools (19 Feb 2024).
- HM Government. Working Together to Safeguard Children (Dec 2023).
- Equality Act 2010; Education and Inspections Act 2006, s.93 (reasonable force).

This policy should be read in conjunction with:

- High Grange School student friendly behaviour policy
- High Grange School, Police Involvement Policy
- High Grange School, Safeguarding Policy
- High Grange School, Anti-Bullying Policy
- High Grange School, Search and Confiscation Policy
- High Grange School code of conduct
- High Grange School allegations against staff policy (safeguarding / child protection policy)
- High Grange School positive mental health policy
- High Grange School mental health policy
- High Grange School psychology policy

1. ACE

Our whole school ethos encompasses everything we do at High Grange School, its holistic approach, in its search for independence empowers our pupils to thrive. Our Trauma informed approach is underpinned by ACE, in doing so it educates pupils about themselves, each other, and our ever-evolving society.

2. Principles of Empowering Resilience

The demands of society change year on year and our approach to Behaviour adapts with the ebb and flow of society. Keeping the individual pupil at the centre of our approach

gives all our pupils a platform in which they can begin to thrive and develop positive behaviour, for life, through empowering their own resilience.

a. Protect

Our priority is to make sure our school is safe, and all our pupils feel safe. Safety is the foundation on which Behaviour for Life is built on, from here the ability to learn without fear can begin. Protect is not just about the physical safety, such as classrooms and the wider school site but also about the relational safety between pupils and Emotional Available Adults. These emotional regulated adults hold the key to Protect, they provide powerful & essential calming and containment for when a pupil is overwhelmed by an event, a situation, or their feelings. In some circumstances the containment may need to be physical to Protect a pupil and keep them safe and prevent them from hurting themselves or others.

b. Relate

Most pupils with an Autism Diagnosis face additional barriers to initiating, developing and maintain relationships. We know that meaningful, positive relationships are fundamental to mental health and happiness and at High Grange School the way in which we relate and connect with our pupils is imperative for empowering their resilience. The quality of our relationships throughout life has a direct impact on our pupils' quality of life. We place great emphasis on each pupil having multiple positive relational experiences throughout the school day and by doing so we promote and develop executive functions in the brain's frontal lobes.

c. Regulate

Regulation plays a crucial role in empowering resilience, as well as a diagnosis of Autism (ASC/ASD) our pupils may also have associated difficulties, such as Mental Health Needs, Pathological Demand Avoidance, Trauma, and many of our pupils have high ACES. Our widely experienced team are available throughout the school day and even out of term time to help pupils to regulate. One of the most powerful ways we help our pupils to regulate is by simply talking to them with active and empathic listening, these talking interventions are proven to reduce toxic stress. In addition pupils may also benefit from specific input & regulation from our Multidisciplinary Team (MDT).

d. Reflect

Reflection is the final principle of Empowering Resilience and is arguably the most important in the PRRR cycle, it works in close collaboration with PRR and does not work as a standalone. Here in reflection, we make sense out of feelings. Our conversations start to

allow pupils to gain a greater sense of their Behaviour, empower their resilience and develop a language for their emotions. Emotionally Available Adults work closely with pupils to help them communicate their underlying feelings and explore new options and strategies. Reflection encourages connection between the upstairs brain and the downstairs brain and supports the development of executive functions.

When pupils have had an incident in school, Emotionally Available Adults will support pupils to help them reflect, to communicate or to begin to communicate underlying feelings, these feelings will be validated by empathic and active listening.

3. How we achieve this

Empowering Resilience is about creating an environment where pupils want to be and giving pupils a platform to thrive in school. To achieve this and our four Principles we use a Trauma & Mental Health Informed approach.

a. The Individual

Our approach is flexible. To empower all our pupils we must focus on their individual needs and make sure that our decisions are in the best interests of each pupil. The individual is a key principle. Our highly trained professionals will explore pupil anxieties and associated triggers and action Resilience Plans. Resilience Plans follow Panksepp's theory of the brains six systems and allow staff to focus specifically on individual needs.

The focus on the individual is one of our first steps, by identifying triggers to behaviours that challenge in life, our team can design bespoke Resilience Plans that prioritise the individual needs of pupils. These plans are designed with input from a wide range of professionals, including leaders, teachers, teaching assistants, the schools comprehensive Multi-Disciplinary Team, outside agencies (where applicable) and parents/carers. Above all, the Resilience Plan is designed in collaboration with the pupil.

b. Emotionally Available Adults (EAA)

Emotionally Available Adults hold the key to Empowering Resilience. High Grange School provides all pupils with a platform to build key, positive relationships. Science tells us that just one caring, empathic conversation with an Emotionally Available Adult can help regulate pupil emotions and is shown to have long lasting benefits to pupil development.

The importance of our Emotional Available Adults is not underestimated. When we are consistently, emotionally responsive to our pupils, we help to develop top-down inhibitory pathways in their frontal lobes, which naturally calm the brains alarm systems. All our staff team receive extensive training to encourage and develop their empathetic responses.

All pupils at High Grange School have structured access to a key worker (EAA) at the start and end of every week. As well as explore specific ACE targets, here pupils have a platform to share their school day with an Emotionally Available Adult. The key worker is not restricted to just seeing the pupil twice a week, informal & regular check ins are encouraged throughout the week. In addition to key workers, the school has an extensive Pastoral Team, that also promotes positive relationships throughout the school.

c. High Expectations

Empowering Resilience explores not only school expectations, but also provides stepping stones, through its progressive nature, to the expectations outside of school. As a school we acknowledge that our pupils will encounter challenges and by keeping our expectations high, we can promote resilience and encourage independence. High expectations and high levels of support mean that our pupils are successful.

To encourage high expectations all pupils, receive our code of conduct, which outlines their rights & responsibilities.

1. To have the best education which will help me achieve my full potential.
The school should be supported in providing the best possible education for all pupils.
2. To be allowed to work hard in lessons.
Not to distract others, making it easier for everyone to work.
3. To be treated with respect.
Not to harass or to be rude to others.
4. To feel safe from violence and verbal abuse.
Not to be physically aggressive to others.
5. To attend a school that has a good reputation.
To behave in a way that improves the school's reputation, especially in the public eye.
6. To be part of a well-ordered, clean and tidy environment.
To do my part in keeping the school clean and litter-free.

7. For people to respect my view.
Not to unfairly criticise the views of others.

8. To have access to the best equipment and materials the school can provide.
To take care of all school equipment and materials so that everyone can have the benefit of using them.

9. To feel that my personal property is safe.
Not to steal or damage others' property.

10. To be supported by everybody around me.
To help others wherever possible.

d. Thought provoking praise.

Praise at High Grange School is thought provoking and is designed to promote mental resilience through self- confidence, self- belief, and self-efficacy. The way we praise is specifically designed to activate pupils' intrinsic motivators. There is powerful research that suggests generic praise is counterproductive and can be harmful to learning. Praise at High Grange School is designed to be unique to the pupil and unique to the specific scenario that demands praise. For example, 'Good work or well done,' this is praise that is meaningless, it activates extrinsic motivator pathways and is overly generic. An example of thought-provoking praise could be, 'I really like the sun rays in your drawing'. This style of Praise acknowledges to the pupil that they have done something well yet leaves additional questions for the pupil to ask and to think into the praise in more detail (activating intrinsic motivators). Why does the teacher like the sun rays? What is about the sunrays the teacher likes? These questions/ additional thinking help to promote mental resilience.

e. PACE

PACE is part of Protect and is designed to create feelings of safety for our vulnerable pupils. All members of staff at High Grange School use PACE as a tool to promote safety. PACE consists of four parts. **PLAY**, engaging the pupil's mind with a playful attitude. **Accept**, if the pupil is feeling a certain way then we accept that is the pupil's feeling and we don't try and change that feeling. **Curious**, we are trying to find out why the pupil is feeling that way without using the word why. **Empathy**, all of this is done with empathy as we know empathy empowers connection.

4. The Culture

The culture of Empowering Resilience is simple, it's about being nice, being consistent and working together following its principles. A key element of empowering resilience is our first interaction of the day with a pupil. It sets out the days expectations and helps the staff team to connect with pupils, done successfully 'four at the door' can promote an extra hour's worth of academic engagement and reduced disruptive classroom behaviours.

1. Greet the pupil using a preferred name.
2. Establish eye contact with the pupil.
3. Offer the pupil non-verbal, friendly human contact, e.g., a fist pump.
4. Connect with the pupil on a personal level, e.g., did you watch the football game last night?

a. Within the classroom

Our classrooms are highly resourced and visually appealing, promoting a sense of calmness and safety for pupils (Protect). Teachers and support staff set high expectations of all pupils and their empathic strategies towards learning provide all pupils with a platform to achieve (Relate). Learning is scaffolded to a point where all pupils can achieve the outcomes set by the teaching team (Regulate). Teachers promote consolidation/thinking time in each lesson, giving pupils a voice to make sense of new learning and their feelings around new learning (Reflect).

b. Breaktime & Lunchtime

Unstructured time can and does cause anxiety for our pupils, the principles of our approach are designed to reduce anxieties and promote active wellbeing. The school's corridors are purposefully designed and are wide and displays are vibrant but limiting so not to be too over stimulating (Protect). Emotionally Available Adults are active and clearly visible during unstructured times with intentions of seeking and empowering pupils to have positive relational experiences (Relate). During unstructured times we actively seek a connection with pupils as well as providing different activities for them to participate in (Regulate). Towards the end of unstructured time, it is important that our pupils are regulated and ready to learn and reflection is offered to support this.

c. Responses to behaviour's that challenge

At High Grange School our responses are adapted on an individual bases to what is in the best interest of the pupil. Each pupil has a Positive Behaviour Risk Assessment which gives an overview of pupil behaviour and the staff's responses to that behaviour. In addition to this each pupil has a Resilience Plan which gives a target for a certain type of behaviour and one of our main tools for pupils taking responsibility for their own behaviour.

High Grange School tries not to use responses to control behaviour, however we understand there may be a need to do so, such as if a pupil is in immediate danger and continues to put themselves in danger. In addition to this we do have two school wide rules with controlling sanctions.

School Fire Alarm

Each stage refers to misuse of the fire alarm.

- Stage 1- A lunchtime detention for the pupil, a presentation will be done with pupil looking at the consequences of Fire Alarm misuse.
- Stage 2- A lunchtime detention with the Deputy Head teacher, a more intense presentation focusing on the facts of the Grenfell Tower Accident.
- Stage 3- Parents/Guardians will be invited to bring their son/daughter into school separately from school transport at 11.00am the following day for a meeting with the Head teacher.
- Stage 4- The pupil will work away from the main school building for lessons 1, 2 & 3, including first break time.
- Stage 5- The pupil will work away from the main school building for the whole day, including lunchtimes.
- Stage 6- One day suspension from High Grange School.

Physical Aggression

Physical Aggression, with intent to hurt, harm, injure or intimidate (peer on peer).

High Grange School will always analyse all incidents of peer-on-peer physical aggression on an individual basis. Peer on peer physical aggression is actively discouraged. High Grange School will always analyse the context regarding any peer-on-peer physical aggression. Should the Principal and the school's senior leadership team determine that the peer-on-peer physical aggression was intentional then the following outcome listed below will be followed.

- Suspension
- Meeting with parents and principal – reintegration meeting
- Followed by a restorative meeting held with both peers upon returning to the school site.

Suspension

Decisions and processes follow DfE statutory guidance on suspensions and permanent exclusions (2024), including communication with parents/carers, reintegration planning and governor oversight. Suspension is always a last resort.

d. Discipline with Empathy

Discipline is an important part of a Trauma Informed School and at High Grange School Discipline is taken seriously and is a key part of the Reflect principle. As pupils progress through the school, they will make mistakes, they miss opportunities to make the right decisions and it is important that as a school we demonstrate and model appropriate responses. Equally as important as modelling responses is the school's responsibility to educate and discipline our pupils, with empathy. Discipline is not to be confused with punishment, discipline is about educating our pupils on boundaries and expectations. This might be done in the classroom and encouraging pupils to show discipline by being on time to their lessons. This also includes educating pupils on boundaries, for example if a pupil has ripped down a display, staff may work with the pupil to fix the display.

e. Rewards

In line with empowering the seeking system, rewards are spontaneous, thus triggering intrinsic motivators for the pupil. Rewards are not used as bribes, for example 'if you complete your work, you get a house point'. Instead, once work has been completed a teacher might use thought provoking praise and then spontaneously give a house point. Headteachers awards are also sent home weekly for outstanding work.

f. House system

The house system encourages pupils to recognise when they have had a positive impact on others and have adapted what they have done to enable others to obtain a positive outcome.

The house system will also provide opportunities for all pupils to develop their social, self-help, independence, and life skills, and to pursue their vocational and leisure interests whilst also develop skills, hobbies, and interests for life. The house competitions are aimed to encourage participation and allow pupils to compete in a fun, friendly and encouraging environment.

The overall aim of the schoolhouse system is to encourage pupils to participate in team events that are structured and planned to offer a clear 'sense of belonging' for all pupils.

To take part in activities that offer new experiences outside the classroom environment.

Every pupil and member of staff belongs to one of three houses: Dove, Raven or Hawk. The house system builds identity, belonging and positive competition. House points are awarded across the year for learning, conduct and contribution, and totals contribute to the annual House Cup.

How it works

- Membership: Pupils and staff are assigned a house upon entry.
- House points: Awarded for everyday positive choices and achievements, including: excellent effort, kindness, leadership, teamwork, attendance milestones, reading and literacy engagement, participation in clubs/competitions, volunteering, environmental action, and exemplifying ACE.
- Recording & recognition: Points are recorded centrally and pupils can add tokens to their houses cylinder as a visual display. The House Cup is awarded at year end.
- House events (off-timetable)

Across the year, the school schedules whole-school or phase-based House Days where pupils take part as members of their house. Typical examples include: Sports Day, Diwali celebrations, International Literacy Day, Mental Health Day, National Volunteers' Day, Christmas Jumper Day, World Religion Day, LGBTQ+ Colour Run, World Book Day, Earth Day, Fire & Rescue Service visit, National School Sports Week, Careers Fair. Activities are planned to maximise inclusion, choice and success for all pupils.

Benefits to ACE

- Adaptive thinking: House activities present varied, real-world problems (tactics, roles, time limits) that require planning, safe risk-taking and flexible responses. Pupils practise self-regulation and evaluate “what worked/what next” after events.
- Communication: Regular opportunities to communicate in teams (captains, officials, presenters, mentors) build clear, respectful speaking and listening. Pupils learn to give/receive feedback, celebrate others and engage in restorative dialogue after disagreements.
- Emotional wellbeing & Independence: Belonging to a house strengthens identity, resilience and motivation. Frequent low-stakes chances to succeed (and to cope with not winning) develop confidence and persistence. Leadership and volunteering roles promote self-advocacy, organisation and independent contribution to the school community.

Inclusion, safeguarding and reasonable adjustments

- All house activities are planned with reasonable adjustments so every pupil can participate meaningfully (adapted roles, flexible scoring, sensory-considerate spaces, additional processing time, assistive technology).
- Events are risk-assessed; safeguarding, consent and data-protection expectations (e.g., photography) are followed.
- Language and content are inclusive and respectful of protected characteristics.

Monitoring and evaluation

- Participation and points data are reviewed termly by the house lead and SLT to ensure equity across cohorts.
- Pupil voice and staff feedback inform improvement actions (event design, roles, recognition).
- Impact measures include attendance/engagement indicators, behaviour trends, leadership take-up and pupil wellbeing feedback.

5. Accountability

High Grange School uses School Pod as its method to report and record behaviour. For recording purposes there are three categories.

- Stage 2's Directly taken from the stage two within the six stages of crisis on the pupils Positive Behaviour Risk Assessment. These are generally seen as anxiety driven behaviours.
- Incident Report Form- Directly taken from stage three on the pupil's Positive Behaviour Risk Assessment, or if there is a new behaviour that concerns the team.
- Physical Intervention- Any time a physical intervention is used.

6. Restrictive Physical Interventions

Under the Education and Inspections Act 2006, section 93, authorised staff may use reasonable force to prevent a pupil from committing an offence, causing injury, damaging property, or prejudicing good order and discipline. Any use of force must be necessary and proportionate, for the minimum time possible, recorded, and reported to the senior leadership team the same day.

All Team-Teach interventions are used only as a last resort, recorded on SchoolPod with details of antecedents, hold type, duration and de-escalation, reviewed by the Behaviour team & Senior Leadership Team as well as shared with parents/carers as appropriate.

Members of staff should have used all possible de-escalation techniques possible before using a physical intervention. If a physical intervention is used members of staff need to justify why the physical intervention took place by the following guidelines:

- They should be clear about why the action they took was necessary.
- They should be able to show that any actions taken were in the young person's best interest and that actions were reasonable and proportionate.
- The physical intervention should be used with the minimum amount of force and for the minimum time possible.

- Physical interventions should always be considered as a last resort (accept in an emergency, such as a pupil stepping out into a busy road).

Physical intervention is only one element of a whole programme and is an ultimate strategy to be employed when all other methods have been tried, and the situation has not been resolved, and to maintain the safety of the child and/or peers.

- All staff are provided with training in Team-Teach strategies within the first three-months of their employment. This ensures quality and consistency of approach.
- Team-Teach is used to ensure that staff are provided with the necessary skills and information to provide a safe, therapeutic environment for pupils.
- Team-Teach increases the competence and confidence of all those who deal with crisis situations and ensures that staff and pupils receive appropriate support during and after a physical intervention has been used.
- All physical interventions will be recorded electronically in management reports on School Pod.
- This is monitored by the behaviour team and overseen by the schools' leadership team. This monitoring will culminate in appropriate changes to Positive Behaviour Risk Assessments and Resilience Plans.
- Refresher courses are mandatory within the staff training programme and are provided to maintain a high standard in our approach.
- Some staff will also be trained in certain Advanced Team-Teach modules for example, weapon removal, full shield and transport modules.
- A Physical Intervention review is carried out after any Physical Intervention.

It is important to note that behavioural strategies such as 'withdrawal' and 'seclusion' can be viewed as forms of physical intervention. These are defined as follows.

- Withdrawal - involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities.
- Seclusion - involves a child or young person being forced to spend time alone against their will. (High Grange School does not make use of seclusion as a planned response to behaviour management at any time).
- **The school does not use seclusion as a behaviour strategy. Any removal from class is supervised, time-limited and enables work to continue.**
- Time out - Is a very specific clinical/behavioural intervention involving the removal of or from reinforcing stimuli as part of a planned behaviour programme, it requires a written and agreed plan, "time spent away from reinforcement, usually for a specified period of time". Time-out can be implemented using two primary approaches, non-exclusion and exclusion.
- In non-exclusionary time-out the individual is not physically removed from the setting, but they do not receive positive reinforcement from other people for a period of time

or at least until they desist from exhibiting the behaviour of concern to other people (which may be challenging).

- In exclusionary time out the individual is at least partially removed from the (educational) environment. Time out does not have to take place in a certain room with special equipment and the child is not usually left alone. Time out is used at High Grange School, but always with an emotional available adult in the room with the pupil.

7. Accountability, Head of Service Responsibilities and Legislative Framework.

High Grange School Principal will monitor the procedures in the Promoting Good Behaviour and Discipline Policy, which considers the core principles, values and objectives that have been identified with and in accordance to legislative framework. The school Principal decides on acceptable standards of behaviour and which strategies to teach good behaviour. It is the accountability of the school Principal to determine rules and any disciplinary procedures for breaking them. The school Principal will also consider measures and strategies to manage the following:

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits
- The screening and searching of children and young people
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behaviour (behaviour that challenges)
- To have in place an effective Safeguarding and child protection policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Promoting of Good Behaviour and Discipline Policy to parents and staff
- Support and de-brief for staff
- Clear process and guidance on staff who have been accused of misconduct
- Clear guidance to all staff with regards to their responsibilities to manage children and young people positively and have the power to use a balance between restorative justice approaches and discipline where children and young people misbehave either in or outside school

The legislative framework, Head of Services are required to consider:

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) - (England) Regulations 2010 (Amended) - (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance the Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Head of Services and School Staff; Behaviour & Discipline (2016)
- Independent School Standards (2014)
- DfE: KCSIE 2025; Behaviour in schools (2024); Searching, screening and confiscation (2023); Use of reasonable force (updated 2025); Suspensions and permanent exclusions (2024); Working Together (2023).

8. Staff Development

High Grange School appreciates that managing pupils with behaviour that challenges can be strenuous for staff, both physically and mentally. All staff receive 12-hour Team-Teach training which is updated yearly. Staff also are encouraged to use Line Management and Pastoral/Clinical Psychology support where needed. Staff wellbeing is also actioned through Performance Management and Supervisions. All staff have received 6 hours of training on this empowering resilience.

There is a comprehensive programme of staff training. However, to specifically help in the management of behaviour the following training is provided:

- Autism introduction
- Autism and Mental Health
- Attachment Disorders
- Suicide and Self-Harm
- Anxiety
- Team-Teach
- Advanced Team-Teach Modules
- Behaviour Management – Policy and Practice
- ADHD
- PDA
- PTSD
- Safeguarding / child protection

a. Emotional & Pastoral Support

High Grange School provides a holistic educational curriculum for all pupils. Our specialised ACE curriculum promotes opportunity for personal development as well as maintaining an academic focus. Our pastoral support is filtered throughout the school, so all pupils benefit. High Grange School's MDT has a Pastoral Lead who works closely with the school's Clinical Psychologist.

Pastoral support can be in one-to-one sessions, but also is part of the school's ACE curriculum, PSHE lessons and each pupil is part of a pastoral group. Class teachers and teaching assistants play a key role in ongoing pastoral support. The list of practitioners for pastoral support is non-exhaustive; the school's focus is on making sure the pupils know there is somebody to talk to and making sure emotional available adults are accessible.

High Grange School also has a Parent/Family Liaison Officer who works closely with the MDT, developing strategies and help for parents and carers. Pastoral support is therefore on occasions offered at home.

Pupils who, as stated on their EHCP's or where needed have access to the school's Clinical Psychologist. Similarly, to direct pastoral support these sessions do not need to be structured, instead a focus is upon the pupil being comfortable in communication with professionals. These sessions could be formal in terms of a one-to-one session, or they could be informal, such as 'walk and talk' session around the school site or even offsite in the community. High Grange School offer a 'flexible' approach to supporting our young people. The MDT focuses their emotional support around the 'Zones of Regulation'. This is reinforced in day-to-day lessons and referred to at unstructured times.

As a school we recognise that our pupils with ASC can find it difficult to express their emotions and they can also find it equally difficult to correctly interpret others emotions. We use a framework to foster self-regulation and emotional control. This has been developed by Leah M Kuyper's and derives from social thinking. The Zones of Regulation help pupils to recognise when their emotional response to situations are increasing. Initially, teachers can tell the pupils what zone they are in and how to de-escalate their anxieties. Working collaboratively with the pupils it is hoped that over time pupils can come to recognise their own responses and how to reduce their anxieties by themselves.

9. Evaluation

This policy is reviewed annually (or sooner if guidance changes). Incident data and restraint records are analysed termly to inform prevention and staff development.

Monitoring of the policy and procedures will be based upon information from the following sources:

- Pupil views where appropriate
- Review of pupil's PBRA & Resilience Plan.
- Family views
- Professional judgement
- Staff views – daily practitioners and seniors
- Annual Review documentation
- Incident report numbers

- The effectiveness of the policy and procedures will be evaluated annually
- The impact of procedures on improving behaviour will be demonstrated in terms of graphs showing the number and type of incidents recorded over time
- The outcomes of monitoring will be used to make recommendations for further development or improvement to the policy and procedures

10. Consultation

Any major changes to this policy will be sent to all staff, children, local police, safeguarding board and Ofsted for consultation.

APPENDIX 1 – PHYSICAL INTERVENTIONS

The physical interventions used as a last resort by staff at High Grange School include;

1. Arm Safe Disengagement (12hr / 6hr X 2c Drop Elbow CORE)

- Side Step-In
- Cross Step-In
- Drop Elbow **CORE**
- Pump
- Conductor
- Clock
- Cross Over

2. Neck Safe Disengagement (12hr, / 6hr X 3b Windmill as CORE)

- Steering Wheel
- Fix and Stabilise

- Windmill CORE
- Snake
- Elbow Swing
- Neck Brace
- Elbow Guide
- Elbow Guide of Headlock
- Spin out of Strangle

3. Body Holds Safe Disengagement

- Fix and Stabilise Holds from Behind
- Prayer for Entwined Fingers
- Sweep Hand Away
- Bar and Gate
- Elbow Guide
- Explosion
- Surprise
- Body Rotate

4. Clothing, Hair and Bite Responses

- Clothing Responses
- Tube Grips
- Close to the Neck
- From Behind
- Hair Responses
- One Hand Grab
- Opening the Oyster
- Knuckle Slide
- Knuckle Squeeze
- Elbow Lever
- Two Handed Grab
- Bite Responses

- Eye Bulge
- Distraction
- Manual Manipulation of Jaw

5. Two Person Holds and Escorts

- Friendly Hold
- Single Elbow
- Figure of Four
- Double Elbow
- Response to Spitting
- Escorts to Chairs
- Moving Towards Chairs
- Sitting Down
- Single Elbow in Chairs
- Help by Foot Wedge
- Help by Changing Face
- Video patch Change in Exit
- Single Elbow Alternative Change Over
- Response to Deliberate Dead Weight
- Small Child Escort
- Response to Deliberate Dead Weight using Chairs

6. Single Person Holds and Escorts

- Help Hug
- Allowing a member of Staff to Leave
- Help with Legs
- Help by Replacing at the Legs
- Help by Replacing Held Wrap in Chairs with Legs Supported
- Help by Holding Alongside
- Help by Taking Over Holding
- Chairs to Wrap with Help

- Sitting the Child
- Sitting the Member of Staff
- Help by Sitting Alongside and Holding
- Help by Taking Over Holding
- Cradle Hug

7. Separating Fights

- Steering Away
- Arm Waltz
- Rail Waltz
- Punches and Kicks
- Half Shield Single Person (short distance 'separation' technique)

Advanced modules – taught

8. Weapons removal

Staff are taught NOW weapon removal as a last resort when there is deemed – **no other way** of de-escalating a pupil's behaviour when threatening staff / fellow peer with a weapon. Staff are trained in the following advance modules: -

Sharp and blunt weapons (baseball bats, knives, pool cues)

- Angle 1
- Angle 2
- Angle 3
- Angle 4
- Angle 5

Response to chairs

Full shield

9. Front ground recovery (ground hold).

Front Ground Recovery only taught to specific staff chosen by the Principal (Advanced Team-Teach Tutor) – usually this is specifically around an individual pupil where a ground hold would be deemed appropriate. At present no pupil at High Grange School requires to be held in a restrictive physical intervention that involves a ‘Front Ground Recovery’ hold to be used (May 2018).

10. Transport module.

Drivers and escorts on school vehicles are trained in a transport module that looks at dynamic risk assessment around school vehicles.

In addition, the school will also use the following interventions;

1-person single elbow.

1-person double elbow.

Team-Teach relies on gradient control, aiming to ultimately give the pupil self-control over their own behaviours.

- Staff members only take over control as and when absolutely necessary
- Staff always give control back to the pupil
- Physical intervention will only be used as a ‘last resort’
- Parents and outside agencies are made aware of our use of Team-Teach via the Admissions Policy

APPENDIX 2 – BEHAVIOUR CHECKLIST

Key principles for headteachers to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.