



CSS

Children's
Support
Service

Children's Support Service Behaviour, Relationships and Anti-Bullying Policy

Updated – September 2023

Ratified by the Management Committee – 21 September 2023

Review date – September 2024



Aims of this policy

To outline how CSS creates an environment, which promotes relationships, engagement, pro social behaviour and also encourages self-regulation and reflection through co-regulation.

Our Values

Compassion and Kindness

We are friendly, polite, generous, and considerate. We try to help our pupils and be there for when they need us.

Hope

We find and build on young peoples' strengths and interests, and support them to be happy, confident and reach their potential.

Connection and Belonging

Positive relationships underpin all of our policy, practice, routines and interventions.

Our Beliefs

All behaviour is communication and something to work with and try to understand.

All of us are prone to make mistakes.

Behaviour management is predominantly achieved through relationships.

Young people who find it hard to cope should be supported and included.

Expectations should be developed together and adapted where needed.

Consequences are used as learning opportunities.

CSS is a Trauma-Perceptive school:

CSS has embraced the Essex approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP). This Essex wide approach enables CSS to better understand behaviour and emotional wellbeing and support young people to reach their full potential.

Principles of support:

- A focus on nurture (relationships and trust building)
- A focus on structure (strong routines and boundaries)

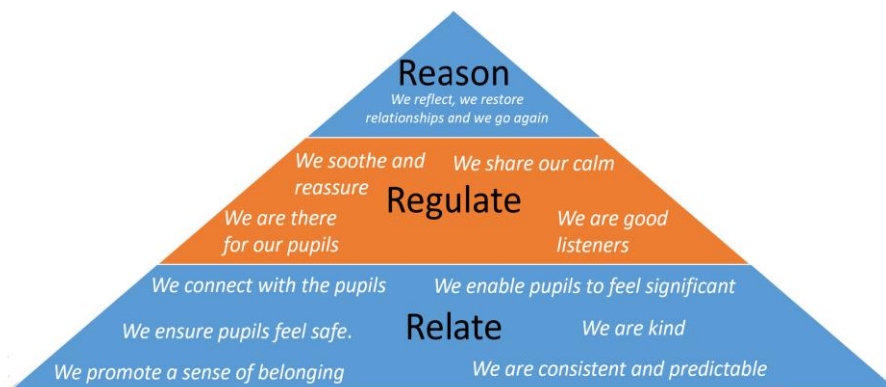


- An environment which supports and promotes co-regulation
- An understanding by all of how our brains work and a desire to be curious about behaviour including our own.
- Access to a needs-led provision and targeted support
- Use of educational and protective consequences rather than 'punishments'
- A strong support network for staff.

Processes, routines, strategies, and interventions used to promote Pro Social behaviour at CSS:

At CSS our culture is to relate, regulate and reason:

The 3 Rs



However, it is recognised that due to the different needs of the pupils that attend CSS, a range of strategies may be needed to promote positive behaviour. Strategies used will be personalised to the individual, will be reviewed, and be led by the needs of the pupil.

- Expectations of behaviour are discussed on induction and the scene is positively set.
- A behaviour assessment is completed as a baseline for behaviour, personal and social skills and used to identify strengths and areas of development.
- All CSS staff are consistent when responding and applying consequences to difficult or unsafe behaviour.
- All staff have access to information about each pupil, both on file and on the Management Information System, and are expected to read and update it.
- All pupils have a personal tutor who has an overview of the pupil's behaviour and will guide them through their time at CSS.
- Reviews are held regularly for all pupils. Parents and Carers attend alongside any other relevant agencies. Areas in need of attention and support are shared with all relevant staff.
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- Pupils at Centres have monitoring cards which each teacher signs at the end of each lesson.
- Pupils have access to 'social learning' sessions in the form of breakfast, break, lunch, personal tutor times, and mentoring sessions.
- Engagement mentors support pupils with their behaviour and emotional issues, and liaise with outside agencies both inside and outside lessons.
- Individual counselling and/or mentoring is available for all pupils.
- Behaviour Forums are held where pupils causing concern are discussed, and where relevant strategies are identified, reviewed and agreed.
- Fortnightly LABS (learning, attendance, behaviour and safeguarding) meetings are held. Pupils are discussed, and strategies are put in place, recorded and reviewed.
- All information on a pupil is recorded by all staff on the Management Information System, with actions.
- CSS staff access Educational Psychologists for additional advice and support.
- Any pupil who has an EHC plan is taught according to the plan. Annual reviews are arranged and attended.
- A log is kept by senior leaders of any incidents of bullying, racist or violent incidents and any actions taken and of reviews of the action. These are reported to the Management Committee at each Management Committee meeting.

In addition, all staff at CSS act as positive role models, simply by setting a good example at all times.

Rewards:

CSS believes in promoting within young people internal discipline and an internal motivation to be successful.

However, CSS staff do use rewards when pupils do particularly well in:

- Being positive; trying their best (show a 'growth' mind-set)
- Being supportive of others
- Respecting others; respecting their learning environment
- Good or improved attendance

Examples of rewards:

- Positive comments by staff
- Showing good work/sharing compliments of behaviour to senior staff
- Sending home copies of work that has been praised
- Sharing successes on social media
- Positive contact with home
- Certificates
- Vouchers
- 'Free choice' of activity
- Reward breakfast
- Trips
- Addition of enrichment activities to timetable



Challenging Behaviour:

At times, it is acknowledged that some pupils may display difficult or unsafe behaviours. In such circumstances, approaches will be in proportionate to the harm that could be caused and to the needs of the young person. It is important to acknowledge that it is the behaviour, not the pupil, which is being challenged.

All staff at CSS challenge low level poor behaviour by describing the behaviour they expect to see:

Examples:

“David, we use polite language, thanks”

“David, we walk in the corridors, thank you”

We use the pupils name to add a sense of significance and responsibility.

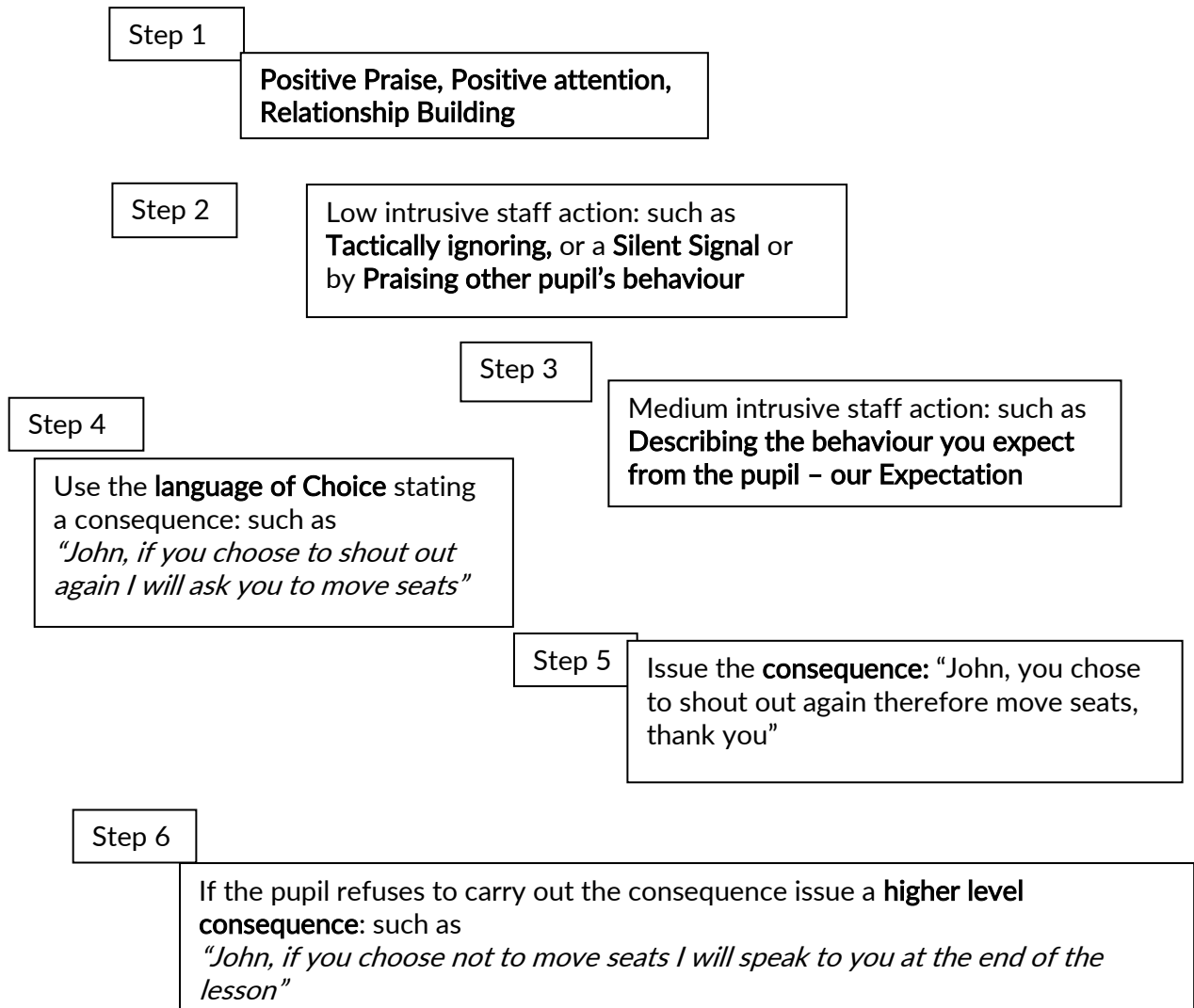
We use the term “we” to add a sense of belonging.

We describe the desired behaviour to ensure the pupil is clear on our expectations and on what we expect them to do.

We end in “thanks” or “thank you” as CSS staff always treat pupils with respect.



The '**Stepped Approach**' below illustrates the expected staff actions in response to difficult or unsafe behaviour. The process can start at any step. For example, if a pupil swears, the member of staff would start at step 4. For a serious incident, a member of staff may start at step 5.



If a pupil is dysregulated, rather than discussing consequences or using the language of choice we co-regulate. We soothe and reassure.

At CSS we share our calm

Only when a pupil is regulated do we discuss consequences or the use the language of choice. By co-regulating we teach how to self-regulate.

The CSS co-regulation script:

- Pupil's name
- "I can see something has happened"
- "I will do my best to help"
- "Talk and I will listen"



- “Let us or ”

In addition, the following strategies are also used in response to poor behaviour:

- A quiet verbal warning and reminder of the expectation.
- Gentle reminders of expectations
- Distraction task – a change of task can diffuse a situation
- Differentiated work/personalised learning task
- Take up time – give the pupil time to change their behaviour/make a different choice
- Positive comments – reminders of previous successes/gentle praise/words of encouragement
- Change of environment – if appropriate, a change of location can help
- Reminders of personal goals – they may be close to achieving a certain number of merits

Consequences:

Types of consequence used at CSS:

Proactive (to protect the rights of others)

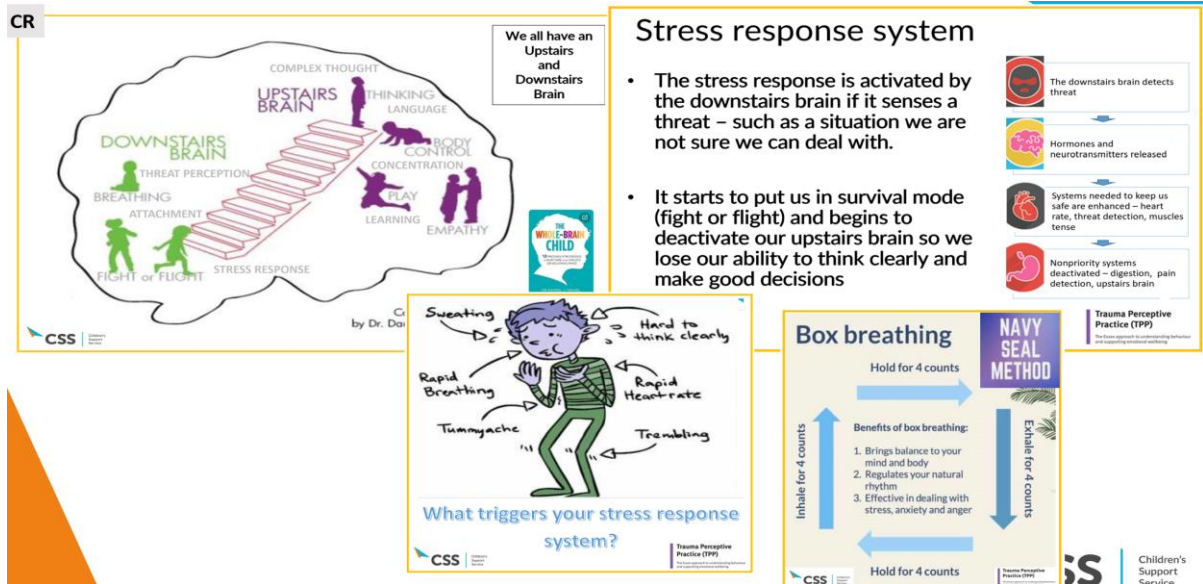
- Increased staff ratio
- Change of Timetable
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Differentiated teaching space
- Exclusion

Educational Consequence (to motivate and support the pupil to behave differently next time)

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Putting things right
- Research
- Restorative meetings

At CSS we teach all pupils about how their brains work and the impact of stress on their ability to make good decisions. We use the Upstairs & Downstairs model of the brain to explain this.

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Stress response system

- The stress response is activated by the downstairs brain if it senses a threat – such as a situation we are not sure we can deal with.
- It starts to put us in survival mode (fight or flight) and begins to deactivate our upstairs brain so we lose our ability to think clearly and make good decisions

Box breathing

NAVY SEAL METHOD

Hold for 4 counts

Inhale for 4 counts

Exhale for 4 counts

Hold for 4 counts

Benefits of box breathing:

1. Brings balance to your mind and body
2. Regulates your natural rhythms
3. Effective in dealing with stress, anxiety and anger

What triggers your stress response system?

Sweating, Hard to think clearly, Rapid Breathing, Rapid Heart-rate, Tummyache, Trembling

UPSTAIRS BRAIN: COMPLEX THOUGHT, THINKING, LANGUAGE

DOWNSTAIRS BRAIN: THREAT PERCEPTION, BREATHING, ATTACHMENT, FIGHT or FLIGHT, STRESS RESPONSE

BODY CONTROL: CONCENTRATION, PLAY, LEARNING, EMPATHY

We all have an Upstairs and Downstairs Brain

THE WHOLE-BRAIN CHILD

by Dr. Dan

Trauma Perceptive Practice (TPP)

CSS | Children's Support Service

Fixed Term Exclusions:

Fixed term exclusions are rarely issued and are at the discretion of the Head of Service/Head of Centre. They are only used when allowing a pupil to remain on site would seriously harm the education or welfare of the pupils or others in the Centre. The decision will be based on the circumstances and individual needs of the pupil.

Examples of behaviour might include:

- a serious violent incident
- extreme racial and/or extreme verbal abuse
- persistent bullying

Restrictive physical interventions and the use of force:

At CSS “physical force” will never be used to force compliance and will only be used as a last resort and when all other strategies have been tried or considered.

There are occasions when CSS staff will have cause to make physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to praise a pupil
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil/pupils or staff
- in rare circumstances, when Restrictive Physical Intervention is warranted.



“Restrictive Physical Intervention” is the term used to describe interventions requiring the use of “reasonable physical force” to control or manage a child’s behaviour.

All staff at CSS receive training every year on using Restrictive Physical Interventions by trained PRICE staff. Refresher training is delivered termly to each Centre and Medical Reintegration Team. In addition, trained PRICE staff are available to give advice and guidance when required.

CSS considers that:

- The use of force can only be regarded as *reasonable* if the circumstances of an incident warrant it; i.e. it is absolutely *necessary*.
- The degree of force must be in *proportion* to the circumstances of the incident, age and understanding of the child and the seriousness of the consequences or harm it is intended to prevent.

Situations that may require a Restrictive Physical Intervention:

- To prevent a child from injuring themselves or others
- To prevent a child from committing a criminal offence
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

At CSS, Restrictive Physical Interventions are only used as an act of care and control, **not** to force compliance. All staff are responsible for the safeguarding of our children and therefore all staff are authorised by the head teacher to use physical force (which is deemed reasonable, proportional and necessary) to keep our pupils safe

We also take the view that staff should not be expected to put themselves in danger and that removing other children and themselves from risky situations may be the right thing to do.

All staff have Continual Professional Development in co-regulation and managing challenging situations, and the use of force.

All Restrictive Physical Interventions that take place at CSS are recorded.

All complaints or disputes which arise about the use of force by a member of staff will be dealt with according to our Child Protection and Safeguarding policy.

Screening and searching children and young people

At CSS we are all aware that there are legal provisions which enable our staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



From this guidance our staff understand that they may, with the head or deputy head of Centres permission (or appropriate senior leader) confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the member of staff should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Bullying:

CSS promotes respect for others, including respect for different ethnic, religious and cultural backgrounds as well as sexuality and gender.

Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude.

Bullying is not tolerated at CSS.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Homophobic, biphobic and transphobic (HBT)	bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBTQ+)

Any reports of bullying are taken seriously and all incidents are recorded on SIMs. Incidents are investigated with the aim that matters should be resolved as quickly as possible.

CSS follows all guidance within the [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Prevention of bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in Personal, Social, and Health Education.

We provide opportunities to:

- Encourage children to talk about their feelings:
- Promote understanding of friendship through co-operative work/play situations in and out of the classroom and by the understanding of friendship taught through the PSHE syllabus
- Maintain a consistent approach to unacceptable behaviour by all members of staff.
- Treat all children fairly and equally (which sometimes means treating them differently)
- Praise positive behaviour through the school's reward system.
- Teach children to know what is acceptable/unacceptable behaviour and why.

Incidents of bullying may be reported by:

- A parent/guardian of a child who is being bullied.
- A child who is being bullied.
- Other children not directly involved in the bullying.
- A member of staff.

Procedures to follow if an incident of suspected bullying is reported:

All claims of bullying will be taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff, they will ensure that other key staff are informed.

The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.

The member of staff involved should try to ascertain accurate details by:

- Taking the incident seriously.
- Ensuring the situation is dealt with swiftly and sensitively.
- Listening to **both/all** sides of the reported incident.
- Reassuring the target.
- Making sure that all parties involved understand what behaviour/action is being disapproved of and why.
- Being seen to treat all parties fairly and with a consistent approach.
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- Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents through the implementation of the “No-Blame” approach
- Informing the parents/carers
- Recording the details of the incident and actions
- Reporting data of incidents to the Management Committee

Engagement Mentors may be used to work with the children involved and use restorative approaches to resolve the conflict.

All suspected incidents of bullying are reported to a senior manager.

If the reported incident is judged to be bullying then a copy of key details relating to the target(s) and perpetrator must go in the pupils' personal file (MIS). This report should include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up

It must be remembered that both the perpetrator and the target(s) may need help to prevent the actions reoccurring.

The role of the Management Committee:

The Management Committee supports the Head teacher in all attempts to eliminate bullying. The members require the Head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of the Management Committee to look into the matter.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body. Incidents of bullying are reported at each CSS Management Committee meeting.

The role of parents:

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their children to be a positive member of the school/community.

Any parents who suspect that their child may be the target of bullying or who believe that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. All cases of suspected bullying will be thoroughly investigated.



If parents are not satisfied with the response from staff, they should contact the appropriate senior manager who will then carry out a further investigation into the incident.

The role of pupils:

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, through pupil perceptions and pupil questionnaires.

Pupils are also encouraged to be positive role models for others within the school community.

Monitoring and review:

This policy is monitored and data is reported to members of the Management Committee.

Further Guidance

1. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)