



LAURUS
GRACE

Relational Behaviour Policy

Author: Mark Sackville-Ford and Chloe Stollery

Date Written: July 2025

Next Review: July 2028

Contents

- 1. Our Vision and Principles**
- 2. Stages of Behaviour Support**
- 3. Relational Guidance Approaches**
- 4. Consequences**
- 5. School Understandings**
- 6. Social, Emotional and/or Mental Health Intervention**
- 7. Co-production**
- 8. Appendix**

1 Our Vision and Principles

Laurus Grace has been designed to meet the needs of a broad range of SEMH needs.

The school fully aligns with the Laurus Trust vision:

'For everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.'

Our ethos is built upon the concept of Unconditional Positive Regard, utilising a relational approach to communication, and promoting positive behaviour management. Using the evidence-base around trauma-informed practices, we will support students to be motivated to engage with their learning and interact with others in a positive way. Our aim is to explore the reasons behind behaviours to identify a students' needs and help them develop their self-regulation skills over time, and to communicate their feelings in an appropriate way.

As a specialist AP school, it is necessary for us to view behaviour through a different lens as, for some of our students, we already know that more traditional approaches that 'manage' behaviour have not been fully successful.

"Behaviour based 'discipline policies' work for the majority of pupils, say 90% because they can already self-regulate, defer gratification and have a simple relationship with praise and disapproval. The remaining pupils, ironically those that policy is designed to 'manage', are not capable of regulation and continual disapproval and negative reinforcement only serves to further alienate them, compounding the problem."

Hannah Hulme, Principal Educational Psychologist, Tameside Local Authority

Assumptions

This behaviour policy is predicated on a number of assumptions, outlined here:

- Being 'fair' is not about everyone getting the same (equality) but about **everyone getting what they need (equity)**.
- **Behaviour is a form of communication.** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Young people with behavioural differences need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, young people and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. To help young people feel safe, their educational environment needs to be high in both nurture and structure. Young people need predictable routines, high expectations and consistent responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise

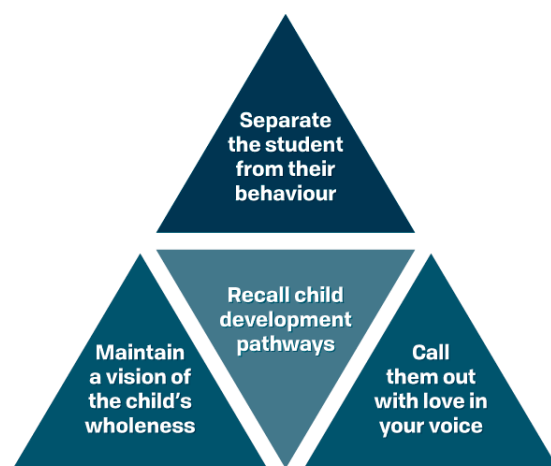
young people from their peers, school community and family, leading to potentially more negative behaviour.

- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of young people are within their control. Therefore, the language of choice (e.g., 'good choice/bad choice') is not always helpful and is not used at Laurus Grace.
- **Encouraging parental engagement and involvement** is crucial when addressing and planning support for young people SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)
- **Students are successful, resourceful and hopeful.** They want to do well and already have the capacity within to bring about positive change,

What is Unconditional Positive regard?

Unconditional Positive Regard (UPR) is a foundational concept in the field of psychotherapy and coaching, first introduced by the humanistic psychologist Carl Rogers in the 1950s. Rogers believed that the quality of the therapeutic relationship was crucial in facilitating personal growth and psychological development. UPR involves providing unconditional acceptance, empathy, and support to individuals, regardless of their thoughts, feelings, or behaviours. It means treating every human as equal instead of “saying someone is good only if they behave a certain way, or if they fit in certain boxes.”

With such unwavering support and empathy, UPR can have a profound impact on student’s well-being and personal development. It creates a space where individuals feel understood, valued, and accepted, which can enhance their self-esteem, self-acceptance, and self-confidence. This aligns well with the intentions for Laurus Grace where all forms of engagement and communication with students and staff fit such an ethos and serve as a form of intervention.



[Unconditional Positive Regard Diagram \(from: structural-learning.com\)](http://structural-learning.com)

Within Laurus Grace all aspects of school life are underpinned by the vision and principles. It is integrated into the family model and the organisation of the school building and staffing. Our staff are skilled in communication and know that small actions can make a big difference. We know that even smiling at young people on their way into the classroom can really add to their sense of belonging and help them to feel liked,

respected and valued. Where students make mistakes with their behaviour, we work with them to positively resolve issues and actively teach ways to avoid the same mistakes in the future.

This policy should be observed in conjunction with:

- SEND Policy
- Safeguarding Policy
- Attendance Policy
- Child on Child Abuse Policy
- Harmful Sexual Behaviours Policy
- Drugs and Alcohol Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Fit to Study Policy

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Academies, including free schools, and independent schools insert:

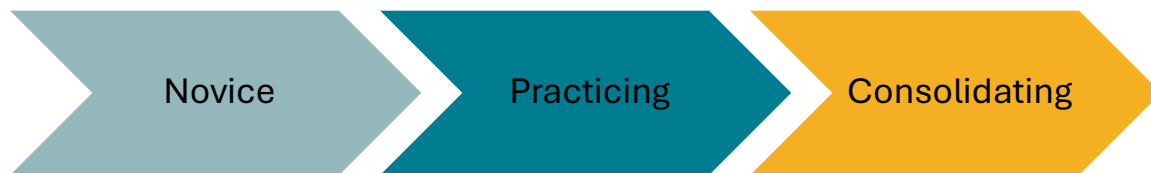
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance for Mental Health and behaviour 2018

2 Stages of Behaviour Support

The aim of our holistic interventions at Laurus Grace is to move students from a mode where their behaviours require ‘management’ to instead support the development of students’ intrinsic motivation to enable them to behave positively and appropriately according to the context. This is a complex process that involves multiple steps towards self-management of behaviour, the understanding of one’s moral compass and the increasing competence for self-management and self-regulation.

We believe that societal factors make delayed gratification harder to achieve as students are used to instant gratification in the fast-paced world. This is further complicated by individual student’s needs and their previous experiences and relationship with praise and disapproval within a school setting.

The restorative curriculum will act as an intervention and reduce the need to use behaviouralist behaviour management that is usually necessary in a mainstream secondary environment. Students will move from being motivated by external drivers towards being intrinsically motivated with a developing moral compass. It is for these reasons that we roughly categorise students into three categories which have distinctive features and planned responses from staff.



Stages

1. Novice

Students that first arrive at Laurus Grace are likely to be at this stage of behaviour support. Previous encounters with ‘behaviour management’ in schools are likely to have included the use of praise and rewards, and sanctions such as detentions or suspensions. Students may have experienced this for considerable time and have associated thoughts and feelings around their own failure and shame as they may label

themselves as negatively. At the novice stage staff will support students to do some 'unlearning' related to their presentation of behaviour and how staff will 'manage this'.

What this looks like in practice:

- At this stage the staff will seek to build positive, respectful and trusting relationships with students. Our primary objective is for the students to feel safe in the school environment and reduce anxiety.
- Staff need to communicate clearly and explicitly what the boundaries and expectations are around behaviour in school. This may at times mean giving firm and clear instructions and staff in a mode of 'management'.
- Students may experiment with behaviour to test the nature of the relationships with staff. They are curious about the strength of the relationship and seek to see if it can be easily broken down.
- Staff use Unconditional Positive Regard to show warmth towards students and talk about 'behaviour mistakes'. They support students to repair harm and gain better insight into the impact of their behaviours. Here staff are explicitly 'teaching behaviour'.
- Specialist staff may deliver a more intensive form of intervention at this point to support the social and emotional development of students. High quality individual or small group intervention is used around self-regulation and understanding of the social world.
- Staff may use verbal praise and their external judgement more at this stage. Students are beginning to follow the rules and expectations to please their trusted adult and remain motivated by the external factors.
- Students may find peer relationships challenging at this stage. They may go through a form of group rejection to protect themselves and appear competitive or aloof towards others.
- The language of 'consequences' is used over 'sanctions' so there are natural and more realistic outcomes to behaviour mistakes. Expectations remain high and there are no students who do not engage with post-incident learning and the reparation of harm to others.

2. Practicing

Students at this phase of their behavioural development can articulate renewed positive feelings about school. They are more comfortable in our school environment and feel less drive to 'prove themselves' to others. There are signs that they are learning how to perform appropriate behaviours within the setting and showing self-management and self-regulation techniques. They are predominantly motivated to please their key adults rather than for how it feels for them.

Slippages into previous behaviour patterns and habits will still be seen, but at a lower frequency as previously. Students will engage positively with post-incident learning and are active participants in trying to repair harm and put right any mistakes. They are beginning to understand why repairing harm is necessary and helpful to them and others.

What this looks like in practice:

- Staff are shifting their language away from verbal praise and rewards towards one that helps the child to reflect on the ways that outcomes feel for them. *'You must be feeling really proud of the work you produced today in English', 'I am curious about...how that makes you feel'*
- Students are still focused on the product rather than the process of their personal development. They may seek connection more with adults and demand feedback from staff directly and indirectly.
- Students who make mistakes at this stage may feel devastated by this. They may spiral into self-destruction or sabotage before they are able to recover from setbacks. Shame and failure may still be associated with mistakes.
- Staff may use a language that links their behaviours to the way that it impacts on the other students or the staff member. It remains a form of external judgement. *'I really like it when you chose those words rather than swearing in the classroom'*
- Students may be feeling more socially comfortable with their peers. Friendships may become established and social times may be spent with peers rather than with adults.

- Students will be able to reflect on their successes in and out of school and be able to articulate this to others. They may be able to recognize their own self-worth and contributions to team projects.

3. Consolidation

Students at this phase are starting to thrive in the school. They are moving away completely from external rewards and recognition towards understanding their own responses and feelings. Their understanding of right from wrong in a school is developing and they no longer need the adults as much to resolve challenges. They are understanding the way that success makes them feel and are beginning to seek success for increasing amounts of time.

Behaviour mistakes are infrequent and used as an opportunity for personal development. There is an increased focus on learning rather than 'behaviour' with students working towards their future goals and aspirations.

What this looks like in practice:

- Staff no longer use any form of rewards or sanctions. Instead, they use open language that encourages student reflection. 'I wonder how that makes you feel?', 'I notice that you used high levels of self-control in that situation'
- Students appear more relaxed in school and want success because it is the right thing to do (moral compass), and they can see how this links to future success beyond school.
- When students make mistakes, they take leadership in seeking to repair harm or damage. They naturally use a restorative language, and reparations feel meaningful and genuine for others. All parties benefit and this causes a positive feedback loop.
- Behavioural mistakes are no longer viewed by students through a lens of failure or shame but simply as part of the development and learning process.

Staff Training

Upon joining the team at Laurus Grace, staff will have a dedicated training package as part of their induction. They will receive training on:

- Solution Focused Coaching
- Unconditional Positive Regard
- Neurodevelopmental Conditions – e.g., Autism, ADHD...
- Team Teach Positive Behaviour Management (Level two)
- Positive Communication and De-escalation approaches
- Attachment and Trauma training, including the PACE approach
- Wellbeing for Students and Staff

There will be dedicated training time weekly for all staff at Laurus Grace, providing opportunities to explore more in-depth areas of SEMH.

3 Relational Guidance Approaches

Our relational approaches are underpinned by Unconditional Positive Regard but informed by a whole range of approaches and training that link and overlap. These include trauma-informed training, attachment and adverse childhood experiences, restorative approaches, PACE, team teach positive behaviour and solutions-focused coaching. These can be grouped under a broad theory of 'guidance approaches' and these seeks to support young people to develop their communication and ability to self-regulate without the need for their behaviours to be managed. We work alongside young people to support them to regulate, connect and reflect on appropriate behaviours according to the context.

Our staff will have specialist and enhanced skills around communicating with young people with a broad range of additional needs. The small size of the school allows us to know the students very well and be able to attune to their non-verbal communication and outward behaviours. Responses to behaviours will be viewed as mistakes and young people will be supported through our restorative curriculum and bespoke interventions to repair any harm that their behaviours may cause, whilst learning ways to avoid them in the future. Staff will used techniques and language to reduce anxiety and make students feel safe in addition to enhanced skills to manage any emotional crises.

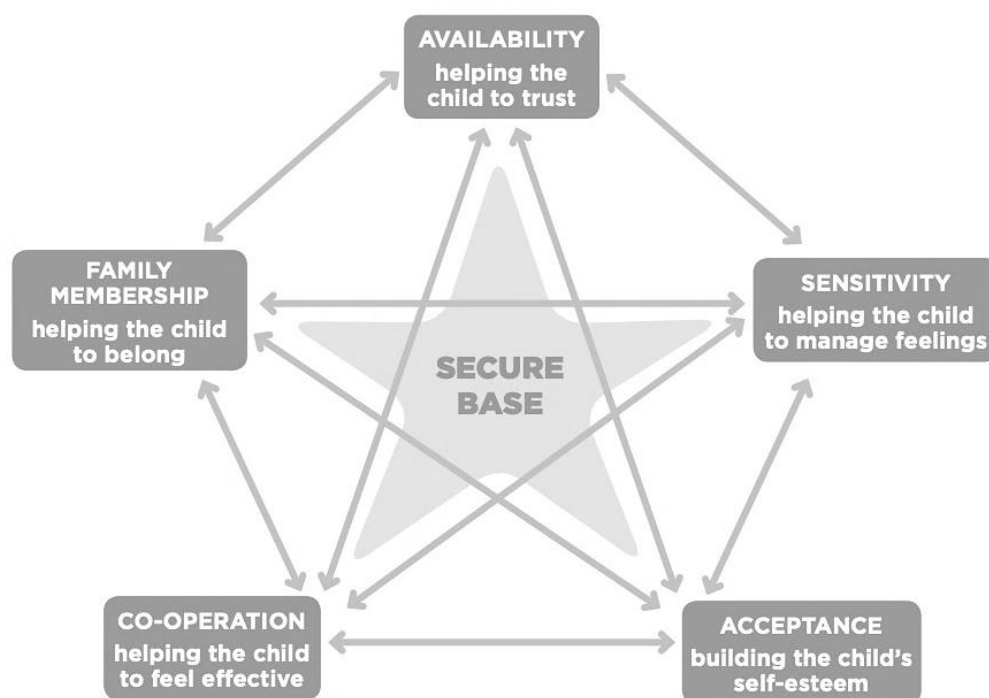
'Affection, gentleness, warmth, concern and care are words that are associated with kindness. While kindness has a connotation of meaning someone is naïve or weak, this is not the case. Being kind often requires courage and strength'

Karyn Hall (2017)

We aim to create a school that therefore offers a secure base for students. Schofield and Beek (2014) created the 'Secure Base Model' to offer a positive framework focusing on the interactions between caregivers and children and young people on a day-to-day basis. Their earlier research (Beek and Schofield, 2005) demonstrated that over time, positive caregiving, over their five dimensions, provides a secure base from which the child can explore, learn and develop in a positive direction. This aligns with our ethos at

Laurus Grace where we want to support the students to be in a place to access the curriculum and allow their personal growth and development to provide a sound basis for their future.

The Secure Base model



Schofield and Beek (2014)

The PACE Approach

Another powerful tool incorporated into our approach to behaviour is called PACE, developed by Dr Dan Hughes and American Psychologist with expertise with trauma-experienced young people. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. Once a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and to themselves.

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom. Students who have experienced childhood adversity and trauma may have missed early opportunities for play.

Examples

- Warm and personalized greetings co-created with the young person
- Enthusiastic responses and delight in what a young person is doing
- Moments of silliness and humour
- Self-deprecation when you make mistakes
- Planned activities that involve age-appropriate play


Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. It is fundamentally about telling the child, verbally and non-verbally, "I get it. This is a big deal". This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is important to accept those feelings and acknowledge them using curiosity and empathy.

Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for

true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is exhibiting distressed behaviours on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Examples

- Matching of affective expression – a form of verbal and non-verbal mimicking to show connection
- Active listening and use of questioning to demonstrate you understand
- Absorbing (with support) sabotaging behaviours demonstrated by young people that are targeted towards you
-  Sitting in silence and holding a safe space with the young person

Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience.

Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead, you might ask: "Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas." or "What do you think was going on?", "What do you think that was about?" or "I wonder what...?" Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Examples

- Wondering aloud (“I’ve noticed that...”)
- Re-interpreting scenarios that the young person describes from another perspective (“Another way to see that might be...”)
- Modelling curious responses (“I’m a little confused...”)
- Giving a running commentary (“we are going to stay together and walk down here...”_

Empathy

When you show empathy, you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them, and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child’s experience can often be more effective than reassurance. For example, if a child says, “You don’t care”, you can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring”

Examples

- Matching emotions and active listening
- Tapping into the inner emotional experience of a child
- “I can see that you think I’m being unfair and that is annoying for you”
- “It can be really tiring to work as hard as you have done this morning!”

Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal. It is important that PACE is not seen as linear, with empathy often coming first and playfulness coming last. All aspects are occurring simultaneously and are one small part of a whole approach.

Solution-Focussed Coaching

Inspired by the work of James (2016)⁴ there is evidence that taking a solutions-focussed approach can be an effective and efficient way to motivate young people and allow them to bring about change. This forward-thinking approach does not examine triggers but instead uses a talking therapeutic approach to identify what is working well, uses scaling to make a plan and sets a project for the young person. For many young people, this approach is enough to break cycles of behaviour.

'Solution-support provides a future-orientated, structured and reliable way for a teacher to work with a student with any kind of problem in school, including behaviour problems. Solution support is in the form of an inquiry, constructed around a small number of open questions. It sits comfortably with other procedures in school such as established behaviour management, including disciplinary procedures, because it focuses on the student making the best of the actual situation in school. From the solution-focused perspective a student with behaviour that could be usefully different is characterised as successful, hopeful and self-motivated to change.' James (2016: 40)

It is built upon the following assumptions which we have woven into this policy:

- The student is successful
- The student is resourceful
- The student is hopeful
- If something is working, do more of it
- If something is not working, do something different.

The solutions-focussed approach takes the following structure:

1. Being Prepared
2. Setting the scene
3. The project
4. Problem-free talk
5. Goals

6. Exceptions
7. Scaling
8. Compliment
9. Task

Overall, SFC is concerned with the 'how to' of success rather than the 'why' of failure. Some of our young people may have experienced adverse childhood experiences and have complex layers of emotional and developmental trauma. We have to recognise our limitations in being able to resolve these and when to seek the support of appropriately qualified professionals.

4 Consequences

At Laurus Grace we have the capacity, skills and knowledge to approach negative incidents of behaviour differently. Many of our students will already have found the behaviour approach in mainstream school environments to be challenging and the use of sanctions may have caused increased feelings of anxiety, fear and shame.

Unconditional Positive Regard as an underpinning ethos means that we need to address behaviour mistakes in a way that is positive and proactive, supporting the young people to bounce back, take responsibility and learn for the future. We prefer the notion of a 'consequence' as it shows that there will be outcomes from times of dysregulation or inappropriate behaviours, but young people will be supported through this.

There are three elements to our consequences model.

- A. Immediate crisis
- B. Post-incident learning
- C. SEMH Interventions

We avoid having a tariff type system linked to the nature of particular behaviours in favour of using a differentiated approach that takes into account the needs of the young people and the context of incidents. We consider this a form of flexible consistency in that we will always respond appropriately to any incidents of negative behaviours. Rather than being considered a soft-approach to behaviour it must be understood as difficult and complex work to teach positive behaviours and help young people to reflect on and develop their responses to their emotions.

A. Immediate Crisis

During an incident when a young person is in crisis any member of staff will be able to use techniques to support them to become regulated. Staff all received regular Team Teach training (Level 2) which incorporates the use of scripts and non-verbal communication to support a young person to become regulated. Staff are able to use physical intervention where is it necessary, reasonable, proportionate and in the young

person's best interests (see separate LT Physical Intervention Policy). The priority in a crisis is to keep all members of the school community safe and provide appropriate support to the young person to prevent further crisis.

Following a crisis, a debrief session will be held with a member of the staff and the young person. The purpose of this session is to listen to the viewpoint of the child and start to form the links between their emotional responses. This is very child focused at this stage rather than thinking of the wider impacts. This acts as a pre-cursor to post-incident learning. This session happens as soon as the young person is calm enough to engage in the discussion, even if this is the following day.

De-brief questions. These focus purely on the young person and their thoughts, feelings and experiences in the crisis.

- Listen – What happened?
- Link – How were you feeling?
- Learn – What can we do next time you feel...?

A crisis is recorded on our Management Information System as “C” with some narrative of the incident to help us to track and monitor behaviour.

B. Post-incident Learning (Reset)

Post-incident learning is a process where students receive direct work to help them understand what happened during an incident and to work through what the outcomes from this have been. Rather than just focusing on themselves at this stage, students are supported to think about the broader impacts, including any harm that has been caused to others. Students work out how they can repair the harm in a collaborative way and are supported to think of alternative actions in the future. This can be a one-off session but also may lead to multiple sessions or a move to a specific intervention.

Flexibility is built into the post-incident learning to ensure it is accessible for students. For example, some students may be able to access this learning verbally through dialogue whilst others benefit from the use of visual techniques such as comic strip conversations. This work might involve any trusted member of staff.

We utilise the restorative questions. Whilst there are similarities to the post-incident questions there is now a broader focus to include the context and others.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what happened? In what way?
- What do you think you need to do to make things right?

The need for post-incident learning is recorded on our Management Information System as “R” for Reset. If a student is on a Reset mark, we know that the post-incident learning is required. This is important as this work does not happen immediately following the crisis but at a time later on when the young person has the capacity to think and talk in this way. Once this work has been completed then a note is added to the Management Information System. This allows us to track incidents and ensure they are always resolved.

C. SEMH Interventions

It may be determined that students may benefit from more regular intervention than post-incident learning as we understand that it takes time to adjust behaviours. Our pastoral staff have a wide range of interventions that they have access to that can be used for this purpose. Students are not removed from learning sessions as intervention slots have already been allocated within the timetable. See Section 5 for more details about our SEMH Interventions.

Suspensions and Exclusions

Whilst the use of suspensions or exclusions clashes against the ethos of Unconditional Positive Regard, the school reserves the right to make use of fixed term suspensions or permanent exclusions in exceptional circumstances. See Appendix.

5 School Understandings

Our school understandings function as our set of guidance and rules about our desired behaviours within our school setting. These give further ideas about the development of the moral compass within our school environment, and by extension within society. As such they can be referred to within post-incident learning. The school understandings are also used as part of our assemblies and collective worship so that we are discussing and exploring them on a regular basis in school.

There are four main understandings:

1. We act with **kindness**
2. We understand that everybody's **needs are unique**
3. We **work together** to make progress
4. We know that **success is achievable**

Each understanding is then broken down further to expand their meaning:

1. We act with **kindness**
 - We try to communicate with others in a positive and respectful way
 - We look for opportunities to help others
 - We are honest and show integrity
 - We try to understand and manage our emotions, developing our self-control
 - We are kind and show gratitude to ourselves and others
 - We support each other and are forgiving when we make mistakes
2. We understand that everybody's **needs are unique**
 - We celebrate our own and others' differences
 - We access our own safe and preferred spaces when needed
 - We think about the way that our opinions and thoughts may impact on others
 - We try to show empathy towards others
 - We have the courage to not always be in our comfort zone
3. We **work together** to make progress
 - We are committed to learning together
 - We work to understand ourselves and our own learning needs

- We try hard to persevere and make our own progress during lessons
- We accept that mistakes are part of the learning process
- We give new things a 'go' and show courage
- We are curious and challenge ourselves

4. We know that **success is achievable**

- We will think carefully about our aspirations
- We engage with personal development opportunities
- We celebrate our successes and are optimistic about the future
- We show respect to ourselves and others
- **We can open the door to our future**

6 Social, Emotional and/or Mental Health Intervention

We take a holistic approach to assessing need for young people presenting with behaviours that challenge or with social, emotional and/or mental health needs. An SEMH interventions can be defined as piece of work delivered by a specialist to directly address an emerging need. Rather than focus on the presentation of need or behaviour that is seen and experienced, an intervention targets the drivers. Through an approach of targeting the experiences, thoughts and/or feelings of the young person we are likely to move beyond 'managing behaviour' to disrupting and re-setting the drivers. Whilst this approach takes a 'within-child' approach, at the same time our schools attempt to work on contextual factors, leading to a systemic approach to Social, Emotional and Mental Health needs.

We always establish a baseline measure in order to ensure the intervention is well-targeted and any impact of the intervention analysed. We have a range of measures that we use as well as using data from external sources such as Educational Psychology assessments or assessments from previous school settings.

Tool	Description
Boxall Profile	<p>The Boxall Profile is an online resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings. It is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. The two-part checklist, which is completed by staff who know the child and young person best identifies the levels of skills the children and young people possess to access learning.</p> <p>The Boxall Profile helps with:</p> <ul style="list-style-type: none">• Early identification assessment - supporting staff to develop their observational skills and their understanding of children and young people's difficulties• Target setting and intervention - setting individualised, achievable targets that reinforce target behaviour and skills• Tracking progress - helping staff review children and young people's target behaviour <p>new.boxallprofile.org</p>

<p>Wellbeing wheel</p>	<p>The wellbeing tool is a simple in-house tool designed to capture how a student is doing against several key factors in wellbeing. The intention is that it can be used to easily facilitate an initial conversation about what is currently going well or contributing to difficulties. It forms part of an early intervention and has corresponding self-help resources and signposting. It can be used a measure for how a student is doing over time and can be used a part of a further referral to HYMS.</p> <p>Wellbeing Wheel download</p>
<p>RCADS</p>	<p>The Revised Child Anxiety and Depression Scale (RCADS) is a 47-item, youth self-report questionnaire with six subscales. The RCADS and the RCADS-P can be used for tracking symptoms as well as providing additional information for assessment.</p> <p>The RCADS can be completed by young people aged from 8 to 18 years and the RCADS-P can also be completed by the parent or carer of young people aged across the same age groups. Clinical experience indicates that RCADS is too developmentally advanced for use with young people with learning disabilities, but has been found to be useful for some CYP with mild learning difficulties.</p> <p>RCADs Child Reported RCADS Parent Reported</p>
<p>School Refusal Assessment Scale (SRAS)</p>	<p>There are two versions of the SRAS-R, a child version (see appendix 1.) and a parent/carer version (see appendix 2.). As the scale allows us to capture the views of both the child and the parent, this can provide additional data to understand drivers for school avoidance.</p> <p>Both the parent/carer and the child should be encouraged to fill out the assessments separately, to ensure their views are captured independently. The responses within the SRAS-R scale refer to four broad outcomes that reflect the reasons for avoiding school.</p>
<p>Qualitative data</p>	<p>We acknowledge that data in this complex field of human behaviour is best informed through a holistic viewpoint and that quantitative data is only one part of assessment. As identified in this document, we triangulate from a range of sources including, classroom observations, discussions with parents/young people, liaison with other school staff and analyse behaviour patterns.</p>

Assessments are used to determine which are the most relevant intervention to use and our specialist staff are able to adapt programmes in a very bespoke way. We have five primary areas that we cover in SEMH intervention: Managing emotions, Enhancing Social Communication, Reducing Anxiety, Developing Self Concepts and Solutions Focused Coaching.



Our interventions can be delivered by a range of our specialist staff including our Inclusion and Intervention Specialists, Class Tutors, Head of Pastoral Care and School Wellbeing Lead. We consider all staff employed by Laurus Grace to be an SEMH specialist.

We acknowledge that behaviours and SEMH needs may be deeply ingrained and long-term in nature. As a result, there are no 'quick-fixes' and instead we acknowledge that some students may need regular and repeated interventions. Our SEMH intervention process follows a cycle of identification, planning, monitoring and reviewing. For further information on the SEMH intervention process, please see *Social, Emotional, Behavioural and Mental Health (SEMH) Processes*.

7 Co-production

At Laurus Grace we are completely committed to working positively with parents/carers to ensure the very best outcomes for our students. We consider our parents/carers as experts on their child, and we will work together to understand the best support package for them. Each child will have a 'School Focused Plan' which outlines any additional needs, provision required and targets to work towards.

Involving Parents/Carers

Parents/carers have the greatest influence on our students, and we believe that it is imperative to have their full support and maintain good communications between home and school.

Parents/carers are:

- Informed of our Relational Behaviour Policy during the students' admittance to the school.
- Asked to work in partnership with the staff in implementing Laurus Grace expectations.
- Encouraged to share any successes or concerns (in school or at home) with their child's class tutor or pastoral staff member.
- Communicated with promptly by school about any concerns or issues that have emerged.
- Asked to attend review meetings or any other meeting that will support their child's development.

Involving Students

We believe students should be involved in their school experience and have their voice heard. Many of them may have become disenfranchised with school following negative experiences in the past and we seek to undo this.

At all times we are prepared to listen to the students' experiences and their ideas of acceptable and unacceptable behaviour. They will be asked to formulate their school focused plans and be supported to begin to think about their best hopes for the future.

Students will:

- Be supported to feel safe in school and reduce anxiety.
- Engage in learning in a positive way and work hard.
- Be heard by members in the staff who will be empathetic and genuine in their responses.
- Work with staff to ensure they are reflective and seek to repair any harm that may have been caused by their behaviours.
- Begin to think about their best hopes for the futures, in both the short and longer term.

Involving Staff

Our staff will work positively with students and their families to offer the very best educational experience for our students. They will have high expectations and ambitions for our students both in terms of academic standards but also their personal development.

Laurus Grace staff will:

- Provide a challenging, differentiated and, where necessary, personalised education program for each student.
- Manage and organise the classroom so that all students can achieve.
- Promote high standards of behaviour at all times.
- Liaise with parents/carers and external agencies, and provide time for discussion of issues.
- Support students during social times to model appropriate behaviour and conversations.

Involving Other Agencies

Laurus Grace is keen to be active participants with any external agencies involved with the student and/or their families. Whilst our staff have expertise in a broad range of areas, we are always open to developing our practices and learning from other professionals. We understand that a multi-agency approach can be effective when teams communicate well and work together towards a shared goal. We will be involved in several teams including:

- The local authority SEND professionals
- Educational Psychology
- Neurodevelopmental team (Previously called the Autism Team)
- Speech and Language therapists
- Children and Adolescent Mental Health Service (CAMHS)
- Social Care
- Virtual Schools (for Looked After and Previously Looked After children)
- Stockport Inclusion Service
- Other schools

8 Appendix

Exclusion

The school reserves the right to exclude or offsite direct a child. There are two types of exclusion:

- Fixed Term Suspensions
- Permanent Exclusion

A decision to exclude a pupil is a very serious one. Only the Head of School (or, in the absence of the Head of School, a designated teacher acting on their behalf) can exclude a pupil.

The decision to exclude a pupil should only be taken in a response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. There will however be exceptional circumstances where, in the Head of School's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence.

There are two types of exclusion:

- Fixed Term Exclusions
- Permanent Exclusions

Fixed Term Exclusion from School

The regulations allow Head of Schools to exclude a pupil for one or more fixed term periods not exceeding 45 days in any one school year. The school is obliged to provide education whilst the pupil is on roll. In all cases of more than a day's exclusion, work should be set and marked.

When a Fixed term exclusion is given a letter is sent home stating the reason(s) for the exclusion, the period of the exclusion and the date on which the exclusion begins and ends. The letter should also include the date the pupil is to return to school.

Permanent Exclusion from School

The school Governors must meet to review the decision of the Head of School to permanently exclude a pupil. The parents will be invited and should attend that meeting, they can also be accompanied. They can make representations on behalf of their child, challenge the school's

case and ask whatever questions they want. For all community, voluntary controlled and voluntary aided schools, an officer of the Local Authority may also attend this meeting to ensure that correct procedure is adhered to. Parents of pupils who have been permanently excluded from school. Academies can request an officer from the local authority attends the meeting.

What happens to a pupil once they have been permanently excluded?

Once a child has been permanently excluded, he/she remains on the roll of the school until any review is determined, the time limit for a review has expired without a review being brought, or the parent has told the Local Authority that no review is being brought.

Guidance regarding both permanent and fixed term exclusions is published by the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England' (date of issue September 2012). This is the document which Head of Schools, Governors and the Local Education Authority use for guidance.

Reviewing the decision

Once a decision has been made to permanently exclude a pupil and subsequently this decision is upheld by the Governor's Discipline Committee the parent/carer will receive a letter from the governors informing them of its decision stating the reasons.

Parents/Carers have 15 school days in which to ask an independent review panel to review the decision. You should apply for a review, in writing, within 15 school days from the date you receive the decision letter from the governing body.

A meeting will be set up for you with an independent review panel of three or five people. The review panel must meet no later than the 15th school day after the day on which the request was lodged.

Parents can request that an SEN (special educational needs) expert attends the panel. The review panel must seek and have regard to the SEN expert's view of how SEN might be relevant to the pupil's exclusion.

You will lose your right to put your case to an independent review panel if:

- Your request for a review is not received by the expiry date in the letter confirming the decision to uphold the exclusion
- You inform the Local Authority in writing that you do not wish to request a review.

Equality Impact Assessments

<p>Names and titles of people involved with this assessment</p> <p>Title of Policy – Relational Behaviour Policy</p>	<p>Rachel Robinson Assistant Trust Director of Inclusion</p>
<p>Impact assessment carried out with regard to identified characteristics</p>	<p>Race X <input type="checkbox"/></p> <p>Disability X <input type="checkbox"/></p> <p>Sex X <input type="checkbox"/></p> <p>Age X <input type="checkbox"/></p> <p>Religious belief X <input type="checkbox"/></p> <p>Sexual orientation X <input type="checkbox"/></p> <p>Gender Reassignment X</p>
<p>Summary of any issues/proposed changes</p>	<p>pp5-12 Minor language changes and points of clarity added in and highlighted in yellow</p> <p>pp16-18 Some additions to the section that talks about the PACE approach to give further details and examples</p> <p>pp16-18 Some additions to the section that talks about the PACE approach to give further details and examples</p> <p>pp21-23 Minor language changes and points of clarity added in and highlighted in yellow</p> <p>pp24-25 New section added: School Understandings. We developed our school rules and expectations after the previous policy was written. These have now been incorporated into this policy.</p>
<p>Date</p>	<p>12th September 2025</p>

Date of next review	July 2028
---------------------	-----------