



The Linden Centre
Assessment & Intervention
Short Stay School

Behaviour & Self Regulation Policy

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The Linden Centre Behaviour and Self-Regulation Policy

Our Vision: The Linden Centre is part of a borough wide strategy to promote inclusion and positive behaviour in a safe, secure, child centred, positive and nurturing environment.

We provide a warm, welcoming and inclusive environment where children are treated as individuals without judgement or comparison.

We provide specialist teachers and wide ranging support, observation and intervention to develop self esteem, confidence, social skills and overcome barriers to learning in order to effectively re-engage and reintegrate Key Stage 1, 2 and 3 pupils back onto their learning journey.

We work in partnership with mainstream schools, therapists and agencies to assess the needs of each individual pupil and identify and apply consistent strategies and interventions to transform their behaviour.

We work with a range of agencies in order to support each individual child in achieving their maximum potential through an enjoyment of varied learning opportunities, positive arts intervention, therapies, workshops and enrichment opportunities.

We communicate closely with parents/carers in helping them to overcome the difficulties experienced by their child and provide opportunities for them to work with their child in reflecting on their behaviour, identify coping strategies and praising their child.

We have a passionate conviction that all our children can achieve no matter what they have experienced or done and a total commitment to their success at The Linden Centre and beyond.

Our Values:

- ❖ **Build relationships** -that are trusting, secure, safe and supportive
- ❖ **Develop understanding**- by knowing our own needs and those of each other
- ❖ **Sense of belonging**- connecting with our school, being motivated to take ownership of our environment and our own learning and development.
- ❖ **Show self regulation &resilience**- by looking after ourselves and each other and persevering through difficult times.
- ❖ **Use creativity** -looking for and finding new and different ways to engage with learning and make progress.

Our Ethos:

- ❖ We aim to give children the freedom to explore emotions and social behaviour so that behaviour can be unlearnt or adapted by modelling, coaching and teaching a more appropriate range of behaviours.
- ❖ We start with the child: learning should fit around the child, not the child be made to fit a narrow or rigid model of learning.
- ❖ We believe that anti-social behaviours come from an unconscious, fear based state of stress.
- ❖ We do not believe that punishment and reward is the most effective way to support behavioural change. Self-management and self-regulation of behaviour is a far more effective way to achieve pro-social behaviour.
- ❖ Our aim is to be attentive to children when they are getting it right and support them when they get it wrong. We are opposed to the traditional notion of punishment and control.
- ❖ We demonstrate high expectations of every child, though high quality learning experiences based on a sound knowledge and understanding of each child's needs.
- ❖ We believe that our focus on developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning, social choices.

- ❖ All in The Linden Centre have a passionate conviction that all our children are able to achieve. We are optimistic about success and accept no restriction on what is possible for all people in our care.

We often have to treat young people differently to meet their individual needs. For us a consistent approach does not mean “one size fits all”. We consistently focus on meeting the needs of the individual child.

Aims of our Behaviour and Self- Regulation Policy:

At The Linden Centre our aim is that our children should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is a form of discipline that is constant, immediate and consistent. **We achieve positive behaviour change through clear behaviour expectations, personal targets, conversation and behaviour reflection using behaviour reflection sheets, catch up time at the end of school and restorative justice practice.**

The warmth, humour and pleasant firmness with which our office staff engage with children from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour, and is reflected throughout the school. In order to create a cohesive social environment we do not just focus on the behavioural labels. We offer more than just a traditional classroom environment – we provide an environment where “stuff can and will happen - “nurture, play, fun, resolving conflicts, loss of tempers, learning, tears and tantrums.

Central to how we manage behaviour are the three elements:

1. Secure attachments: A secure attachment bond ensures that your child will feel secure, understood, and be calm enough to experience optimal development of his or her nervous system. Your child's developing brain organises itself to provide your child with the best foundation for life: a feeling of safety that results in eagerness to learn, healthy self-awareness, trust, and empathy. An insecure attachment bond fails to meet your child's need for security, understanding, and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

2. Self-esteem: People with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. They need positive external experiences (e.g., compliments from friends) to counteract the negative feelings and thoughts that constantly plague them. Even then, the good feeling (such as from a good grade or compliment) is usually temporary. Healthy self-esteem is based on our ability to assess ourselves accurately and still be accepting of who we are. This means being able to acknowledge our strengths and weaknesses (we all have them!) and at the same time recognize that we are worthy and worthwhile.

3. Emotional development: Emotional 'literacy' implies an expanded responsibility for schools in helping to socialise children. This daunting task requires two major changes: that teachers go beyond their traditional mission and that people in the community become more involved with schools as both active participants in children's learning and as individual mentors.”and we play at KS1 & 2 we 'Play'.

Play is sometimes contrasted with ‘work’ and characterised as a type of activity which is essentially unimportant, trivial and lacking in any serious purpose. As such, it is seen as something that children do because they are immature, and as something they will grow out of as they become adults. However, this view is mistaken. Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology. Indeed, without play, none of these other achievements would be possible. The value of play is increasingly recognised, by researchers and within the policy arena, for

adults as well as children, as the evidence mounts of its relationship with intellectual achievement and emotional well-being' - Dr David Whitebread University of Cambridge.

We aim to provide a safe and structured environment in which children are given opportunities to re-visit early 'nurturing' and 'play' experiences and make those corresponding developmental mistakes that allow staff to model 'better ways' to behave. **Play is a planned and observed activity.**

Our ethos revolves around awareness, understanding, and consideration of others' needs, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles and we have 5 behaviour expectations:

The problem with strict boundaries and rigid rules is that **they** place too much responsibility on external factors. The child is not controlling themselves but is being controlled.

We feel **that children need** to learn how to control their own emotions and behaviours in order to develop into good citizens.

For this reason we have to allow for behavioural mistakes, we have to have room for trial and error. Some days it will be **2 steps forward and 3 steps back**. We have to turn this on its head and realise that the child has the potential to go **two steps forward**.

We stay focused on the forward steps as that will be the most effective way of helping that child move forward.

We believe self-management of behaviour is a far more effective way to embed behavioural change than a strict sanctions and rewards system.

Our behaviour monitoring system enables staff to clearly separate behaviour from child. It is important that children feel liked and cared for. Our aim is to "**catch them getting it right**" – in order to help the child develop a positive self-image.

Staff:

This ethos requires a nurturing environment; both in terms of staff skill and physical resources to enable children the freedom to explore emotions and social behaviour in order that behaviour can be unlearnt or adapted by **modelling, coaching and teaching** a more appropriate range of behaviours. **See Staff Code of Conduct.**

The emotional health and well-being of staff is a crucial factor in the success of The Linden Centre School approach.

Building relationships:

At The Linden Centre, everything we do is based on building positive attachments (mutually respectful relationship) with our children. **We do not believe that punishments are an effective method for achieving behavioural change.** Unlike most educational establishments, we do not have many automatic sanctions for various behaviours. We look at each event in context and are committed to seeing all **behaviour as a form of communication**. Therefore we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation.

We treat them as individuals, ensure that the curriculum is appropriate for each child and that teaching styles are varied, and **we use praise and rewards as our main tool**. There is a lot of encouragement in this school, and because we are equally quick to tell a pupil when they are behaving inappropriately, we constantly reinforce the barriers that differentiate respectful behaviour from inappropriate behaviour.

We are more focused on the causes of and the emotional recovery from a serious incident that the incident itself and as a result most situations can be repaired without resorting to punishment.

We are strongly against the traditional notion of punishment and control.

Key factors when working with children with Social Emotional and Mental Health & Autistic Spectrum Conditions:

1. Take care of yourself
2. Listen to and talk with these children.
3. Be patient with the child's progress and with yourself.
4. Model and teach appropriate social behaviours.
5. Be consistent, predictable and repetitive.
6. Interact with these children based on emotional age.
7. Try to understand the behaviours resorting to 'punishment' may reinforce the negative responses.
8. Nurture these children

Take care of yourself:

For parents/carers and other adults, caring for SEMH and ASC children can be exhausting and demoralising. Adults cannot provide the consistent, predictable, enriching, and nurturing care these children need if they are depleted; it is important to get rest and support. Respite care can be crucial for parents/carers, who should also rely on friends, family, and community resources.

Remember, the earlier and more aggressive the interventions, the better. Children are most malleable early in life, and as they get older, change is more difficult. Take advantage of this time to make a difference in a child's life.

Progress will be slow. The slow progress can be frustrating, and many adults, especially adoptive parents/carers, will feel inadequate because all of the love, time, and effort they spend with their child may not seem to be having any effect. But it does.

Don't be hard on yourself. Many loving, skilled, and competent parents/carers and teachers have been swamped by the needs of a neglected and abused child.

Listen to and talk with these children:

One of the most helpful things to do is just stop, sit, listen, and interact with these children. When you are quiet and interactive with them, you will often find that they will begin to show you and tell you about what is really inside them.

Yet as simple as this sounds, one of the most difficult things for adults to do is to stop, quit worrying about the time or your next task, and really relax into the moment with a child. Practice this. You will be amazed at the results. These children will sense that you are there just for them, and they will feel how you care for them.

It is during these moments that you can best reach and teach these children. This is a great time to begin teaching children about their different 'feelings'. Regardless of the activity, the following principles are important to include:

- (1) All feelings are okay to feel — sad, glad, or mad (more emotions for older children);
- (2) Teach the child healthy ways to act when sad, glad, or mad;
- (3) Begin to explore how other people may feel and how they show their feelings — 'How do you think Bobby feels when you push him?'
- (4) When you sense that the child is clearly happy, sad, or mad, ask them how they are feeling. Help

them begin to put words and labels to these feelings.

Model and teach appropriate social behaviours:

Many SEMH & ASC children do not know how to interact with other people. One of the best ways to teach them is to model this in your own behaviours, and then narrate for the child what you are doing and why. Become a play-by-play announcer: 'I am going to the sink to wash my hands before dinner because...' or 'I take the soap and put it on my hands like this....' Children see, hear, and imitate.

In addition to modelling, you can 'coach' children as they play with other children. Use a similar play-by-play approach: 'Well, when you take that from someone, they probably feel pretty upset; so if you want them to have fun when you play this game, then you should try...' By more effectively playing with other children, they will develop some improved self-esteem and confidence. Over time, success with other children will make the child less socially awkward and aggressive. Some children are often 'a mess' because of their delayed socialisation. If the child is teased because of their clothes or grooming, it would be helpful to have 'cool' clothes and improved hygiene.

Be consistent, predictable and repetitive:

Children with attachment conditions are very sensitive to changes in schedule, transitions, surprises, chaotic social situations, and, in general, any new situation. Busy and unique social situations will overwhelm them, even if they are pleasant! Parties, holidays, family trips, the start of the school year, and the end of the school year — all can be disorganising for these children. Because of this, any efforts that can be made to be consistent, predictable, and repetitive will be very important in making children feel safe and secure. When they feel safe, they can benefit from the nurturing and enriching emotional and social experiences you provide them. If they are anxious and fearful, they cannot benefit from your nurturing in the same ways.

Interact with these children based on emotional age:

Some children will be emotionally and socially delayed and whenever they are frustrated or fearful, they will regress. This means that, at any given moment, a ten-year old child may emotionally be a two-year old. Despite our wishes that they would 'act their age' and our insistence to do so, they are not capable of that. These are the times that we must interact with them at their emotional level. If they are tearful, frustrated, or overwhelmed (emotionally age two), treat them as if they were that age. Use soothing non-verbal interactions. This is not the time to use complex verbal arguments about the consequences of inappropriate behaviour.

Try to understand the behaviours - resorting to 'punishment' may reinforce the negative responses:

The more you can learn about attachment problems, bonding, normal development, and abnormal development, the more you will be able to develop useful behavioural and social interventions. Information about these problems can prevent you from misunderstanding the child's behaviours. When these children hoard food, for example, it should not be viewed as 'stealing' but as a common and predictable result of being deprived of food during early childhood. A punitive approach to this problem (and many others) will not help the child mature. Instead, punishment may actually increase the child's sense of insecurity, distress and need to hoard food.

Nurture these children:

Be caring to children with attachment problems. Be aware that for many of these children, touch in the past has been associated with pain, torture, or sexual abuse. In these cases, make sure you carefully monitor how they respond — be 'attuned' to their responses to your nurturing and act accordingly. In many ways, you are providing replacement experiences that should have taken place during their infancy — but you are doing this when their brains are harder to modify and change. Therefore, they will need even more bonding experiences to help them to develop attachments.

Children Learn What They Live

If a child lives with criticism, they learn to condemn.
If a child lives with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive,
If children live with pity, they learn to feel sorry for themselves,
If a child lives with ridicule, he learns to be shy.
But do not despair ...
If a child lives with tolerance, they learn to be patient.
If a child lives with encouragement, they learn confidence.
If a child lives with praise, they learn to appreciate.
If a child lives with fairness, they live with justice.
If a child lives with security, they live to have faith.
If a child lives with approval, they learn to like himself.
If a child lives with acceptance and friendship, they learn to find love in the world.

Dorothy Law Nolte

Monitoring and Reviewing ~ how the system works:

At The Linden Centre, a child's behavioural progress is considered a crucial element to any sustained academic progress. Children are assessed in key areas every session:

- Learning behaviour: Working in lessons and completing tasks.
- Social Behaviour: Good behaviour in session
- Emotional Behaviour: Handling your feelings and the feelings of others
- Personal Target: Achieving your personal target

See appendix A for details of desirable and undesirable behaviours

Children at Primary receive Dojo Points every day and are awarded with a certificate at the end of the week and gold awards enable pupils to go on a half termly reward trip:

Platinum Certificate	96-100%
Gold Certificate	90-96%
Silver Certificate	70-90%
Bronze Certificate	50-69%

Children at Secondary receive points for Learning , Behaviour, Appropriate Language and staying in the classroom to learn and are awarded with a gold certificate at the end of the week and gold awards enable pupils to go on a Friday reward trip:

Gold Award:

300 points for PEX pupils
190 for AM pupils
140 for PPM pupils

There are also Attendance Awards, Progress Awards and WOW - Work of the Week Awards along with Headteacher's Awards and Linden Centre Oscars given out each term:

There is no punitive element to the reward system. The Linden Centre's entire points system is designed to reduce our personal bias, frustrations and judgements regarding behaviour. We must have higher expectations, we must believe that we can change things with kindness and nurturing otherwise we make quite unfair judgements about these vulnerable children. High expectation does not mean we expect perfection it means we expect the children to make mistakes but to develop the capacity to learn from these mistakes and improve over time.

Strategies and Strategy Forms:

At The Linden Centre we use a variety of strategies to try and support children whose behaviours highlight the need for a greater level of intervention. Strategy forms [Appendix B] are used to help support a child who is having difficulty in school. A strategy form will outline the type and manner of support that a child will need paying particular attention to the child's negative behavioural triggers and positive behavioural influences. Strategies are usually in place for 2-3 weeks before they are reviewed and adapted based on successes or challenges experienced with the strategy. Strategy forms are developed in conjunction with parents/carers, tutors and SLT.

Use of IT for Social activities (Includes phones, hand-held consoles, MP3 players, tablets, PCs and laptops):

Please be aware this has been put in place because to avoid an over-use and reliance on gadgets as a form of behaviour management and for recreational purposes. The main reason why we have use ICT such as Clicker and Sumdog is to remove barriers to learning.

Exclusion:

At The Linden Centre we include pupils and we do not exclude them. However, exclusion from the school community can be used as the very last resort and only for the most unsafe behaviour. These behaviours might include:

- a) Extreme violence or assault against another pupil or a member of staff
- b) Sexual abuse
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

It is not a punitive measure but a planned intervention initiated by the Headteacher or, in her absence, the Deputy Headteacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child.

The length of the exclusion will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents/carers and the child to prevent exclusion and will only exclude under severe or extreme circumstances. The school will follow the Telford & Wrekin guidelines when imposing an exclusion. Parents/carers are advised of their right to appeal. This means that when a child is excluded, parents/carers will be notified by phone and letter. The class teacher will provide work for the day the exclusion is imposed for the child to do at home. Following an exclusion parents/carers are invited to attend a reintegration meeting.

Reintegration meetings:

We arrange a reintegration meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to The Linden Centre School.

At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school.

Both the parent or carer and the child should attend this meeting, which is usually held at The Linden Centre. Parents/carers are invited to bring a friend for support or someone who might help discuss the child's welfare e.g. someone from an advocacy group, an interpreter or a signer). Parents/carers are asked to let the school know who they would like to attend. Who else will be at the meeting?

The meeting will always be attended by the Headteacher or Deputy Head Teacher who will chair the meeting. In most instances the child's teacher or tutor or teaching assistant will also attend in order to support the child and also to be part of any strategy of target setting discussions.

We will also invite anyone else involved with the child's welfare to come along if they can (e.g. a social worker, educational psychologist, LA representative or Attendance officer).

Because it is very important to get the child back to school as soon as possible, we will go ahead with the meeting even if everyone can't be present.

What will happen at the meeting?

During the meeting we will:

Tell the parent/carer why we excluded their child (this will cover their day-to-day behaviour and particular incidents that led us to exclude them)

Ask for parent/carer views and those of the child

Discuss ways in which the child can change his/her behaviour

Agree targets with parents/carers/carers to help the child return to school successfully

We appreciate that many of our children will struggle to communicate feelings of remorse or take responsibility for actions. This will be particularly difficult in room full of adults. The possibility of the child experiencing anxiety in this environment may make the process counter-productive. Our main aim is to ensure that the child can return to school and so both the venue and the process will be subject to change if the child and parent/carer struggle with the formal process. The meeting may take place in a place where the parent/carer and child feel comfortable. This may be at home.

If a child does not engage in the process and/or refuses to give their views or show remorse, this must be taken in the context of the child's particular emotional needs and will not usually prevent the process from being judged as complete. So if a child storms out of the meeting or refuses to accept the strategies proposed, the school will still attempt to complete the process with those present. If it is judged that the child poses a threat to health and safety (violent behaviour, use of weapons, sexualised acts) strategies MUST be agreed by child and parent/carer before the child will be allowed to return to school. Alternative arrangement for that child's education may need to be made before the child will be allowed to return to school.

Details of the child's exclusion that are kept on record:

Copies of the following letters will be kept in the child's file:

- the exclusion letter
- the letter outlining the agreements made at the re-admission meeting about the child going back to school

What if the parent/carer can't attend the re-admission meeting? If the parent/carer can't come to the meeting, they are asked to please phone the school as soon as possible so that we can arrange another time.

What if the parent/carer doesn't attend the re-admission meeting? If the parent/carer doesn't attend the meeting, the child may not be allowed to return to school. If this happens, we will:

- Write to the parent/carer with a date and time for another meeting.
- Keep copies of this letter in the child's file

Risk assessment:

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. For this reason risk assessment is knitted into school practice. We constantly monitor and assess our children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.

If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking pace; running after them could jeopardise the child's safety. This enables us to supervise the child until they have calmed down and are able to return.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities we manage potential risk so that we can involve them in educational opportunities that could otherwise be closed to them. The process for children to take part in educational visits is one of continued risk assessment and involves careful planning.

Physical restraint:

We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, if physical restraint may be required required:

1. Where there is an imminent risk of injury to the child or another person.
2. Where there is a developing risk of injury by significant damage to property.

Procedures for how to deal with such incidents are found in the school's "Positive Handling Policy"

Problematic sexual behaviour that requires intervention:

All staff working at The Linden Centre School have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms, sexual behaviour referral forms and phoning Family Connect.

Searching children:

If a member of staff suspects that a child is in possession of a prohibited object the child may be searched using 'the wand'.

This search of a child should be conducted by the Headteacher or a member of staff authorized by the Headteacher. The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from children. If consent is refused, the child will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the child may be searched without their consent. Advice should be sought from the Headteacher if this is the case.

Searching the child's possessions includes searching a child's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to inform parents/carers/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil's parents/carers or guardians will be contacted.

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

- 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

We will always aim to inform parents/carers if we have to search their child.

Appendix A

Desirable and Undesirable Behaviours		Learning Behaviour
Is attentive and has an interest in schoolwork The child: <ul style="list-style-type: none">• is attentive, listens to the teacher and is not easily distracted from the task in hand;• should not find it difficult to work when others around them are talking at a reasonable level;• shows an interest in most schoolwork;• gets started on tasks without delay and has the motivation to carry them through;• generally gets enjoyment from school tasks and consequently completes them without complaint.	Undesirable behaviours A child may show verbal off-task behaviour, lack interest, not finish work, not listen or hear, have to be reminded again and again, have trouble paying attention, find it hard to sit still, not concentrate on tasks, have a short attention span, be easily distracted, fail to maintain interest in their work, give up easily, have a negative approach to school work in general, be lazy, respond negatively to school, be frequently absent or arrive late at lessons, arrive late at school, not have ambition, not be keen to achieve.	
Has good learning organisation The child: <ul style="list-style-type: none">• competently copes with individual learning situations;• produces tidy work, at a reasonable pace;• seems to have a good grasp of how to organise learning tasks so that they can be successfully completed. This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.	Undesirable behaviours A child may be forgetful, copy, have trouble organising schoolwork, rush into things without thinking, appear confused about learning tasks, be slow/inaccurate, worry about things that cannot be changed, get overly occupied with one activity, get easily frustrated, have difficulty in making choices, be fussy, have messy schoolwork, fail to meet targets/deadlines, complain of not being able to cope with schoolwork, not be prepared for lessons.	
Is an effective communicator The child: <ul style="list-style-type: none">• will show good communication skills;• should be able to communicate effectively with adults and peers;• is coherent, knows when it is appropriate to speak;• is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, e.g. eye contact, stance, distance;• should be able to organize communication in both individual and group situations. This item refers to using or ignoring social communication, rather than to medical problems, such as stuttering.	Undesirable behaviours A child may answer before a question is finished, not attempt to furnish information when requested, answer without stopping to think, not use language to communicate, have repetitive or incoherent speech, avoid looking others in the eye, have difficulty communicating, have a speech difficulty, have limited non-verbal support of speech, have difficulty planning behaviour and feedback and responding to feedback, have limited non-verbal communication of attitudes and emotions, talk constantly.	
Works efficiently in a group The child: <ul style="list-style-type: none">• works well in a group situation;• works collaboratively with others and is an effective communicator in group discussions;• listens to what others have to say and consequently adds positively to group discussions;• is willing to take on responsibilities in a group context.	Undesirable behaviours A child may refuse to share with another pupil, have trouble waiting their turn, refuse interactive games or tasks, not be willing to work collaboratively.	
Seeks help where necessary The child: <ul style="list-style-type: none">• seeks attention from the teacher when appropriate;• works independently unless a problem arises that cannot be solved without the teacher's help.	Undesirable behaviours A child may be unable to work independently, constantly seek help, make excessive demands, persist and nag, not seek information appropriately or ask relevant questions.	
Social Behaviour		
Behaves respectfully towards staff The child: <ul style="list-style-type: none">• respects the teacher and is cooperative and compliant, responding positively to instruction;• does not talk back to the teacher or aim verbal aggression at the teacher;• interacts politely with the teacher;	Undesirable behaviours A child: may respond negatively to instruction, talk back to the teacher, be uncooperative with the teacher, be impertinent to the teacher, aim verbal violence at the teacher, swear in the teacher's presence, answer the teacher rudely, be quarrelsome with the teacher, deliberately annoy the teacher, interrupt the teacher, think it is funny to make the teacher angry.	

<ul style="list-style-type: none"> will not be quarrelsome or deliberately try to annoy the teacher and will not interrupt or answer the teacher rudely. 	
Shows respect to other pupils The child: <ul style="list-style-type: none"> respects other pupils and uses appropriate language, e.g. not swearing or calling them names; treats other pupils as equals and does not dominate them by intimidation or abuse; respects the views or rights of other pupils and avoids bullying or intimidation. 	Undesirable behaviours A child may aim verbal violence at other pupils, use psychological intimidation, show social aggression, be scornful with other pupils, call other pupils names, tease, try to dominate, use unethical behaviour (e.g. inappropriate sexual behaviour), blame others, push ahead in queues.
Only interrupts and seeks attention appropriately The child: <ul style="list-style-type: none"> does not seek to attract inappropriate attention in the classroom; acts in a manner appropriate to the classroom situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom; does not display attention seeking behaviour; does not unnecessarily disrupt or interrupt other pupils who are working; does not verbally disrupt the class and keeps unauthorised talking to other pupils to a minimum; does not disrupt other pupils by physical disruption such as nudging or poking. 	Undesirable behaviours A child may hum, fidget, disturb or disrupt others, talk to other pupils when not authorised to, seek attention, make the rest of the class laugh, pass notes in class, be verbally disruptive, throw things about during lessons, often talk when someone else is talking, climb on things, run around classroom, tap their foot or pencil, call out in class, eat, suck or drink inedible substances, behave like a clown, be loud, get into everything, be hyperactive, act smart, show concern for immediate rewards, need excessive adult contact, be excitable, do dangerous things without thinking, talk about imaginary things as if they were real, shout in class.
Is physically peaceable The child: <ul style="list-style-type: none"> does not show physical aggression towards adults or other pupils; does not physically pick on others; is not cruel or spiteful to others; avoids getting into fights with others; does not strike out in anger, have temper tantrums or aggressive outbursts. 	Undesirable behaviours A child may fight, aim physical violence at other pupils, often lose their temper, yell and throw things, bully, aim physical violence at staff, force other pupils to do things against their will, be deliberately cruel, pick on others, try to get even, be spiteful.
Respects property The child: <ul style="list-style-type: none"> respects the property of others, e.g. takes care of school property; does not take part in acts of wilful damage or destruction; does not steal from others. 	Undesirable behaviours A child may have poor respect for property, destroy their own things, destroy others' things, damage school property, steal things
Emotional Behaviour	
Has empathy The child: <ul style="list-style-type: none"> is tolerant and considerate towards others; understands how others are feeling and tries to act in a way appropriate to the situation, e.g. the pupil may try to comfort someone who is upset or hurt; displays emotions appropriate to the situation and is not emotionally detached; does not laugh at someone who is upset or injured. 	Undesirable behaviours A child may lack the ability to take on the role of others, be intolerant of others, be emotionally detached, be selfish, have no awareness of others' feelings.
Is socially aware The child: <ul style="list-style-type: none"> who is socially aware will be conscious of, and understand, the social interactions happening around them; interacts appropriately with other people both verbally and non-verbally; is not socially isolated and does not spend long periods of time sitting or standing alone; has friends among their peers, and is not a loner; 	Undesirable behaviours A child may daydream, stare into space, be inactive, be passive, be aloof, be out of touch with reality, be withdrawn and unresponsive to stimulation, not participate in class activities, not be accepted, not be well liked, lack accurate perceptions of others, say or feel they do not have any friends, stare blankly, be listless, show bizarre behaviours, lack self-awareness.

<ul style="list-style-type: none"> • is not frequently daydreaming and staring into space; • is actively involved in activities within the classroom; • does not seem aloof, inactive, passive or withdrawn. 	
<p>Is happy</p> <p>The child:</p> <ul style="list-style-type: none"> • appears happy by smiling and laughing when appropriate; • should be able to have fun; • is generally cheerful and not tearful and upset; • is not discontented, sulky, morose or miserable. 	<p>Undesirable behaviour</p> <p>A child may be depressed, discontented, unhappy, distressed, talk about not wanting to live, be prone to emotional upset, be unable to have fun, be tearful on arrival, cry easily, be sullen or sulky, be serious or sad, be self-harming, be pessimistic.</p>
<p>Is confident</p> <p>The child:</p> <ul style="list-style-type: none"> • is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence; • is not afraid of new things and does not fear failure when taking on new tasks; • is not self-conscious or shy in most situations and does not feel inferior to other pupils; • is willing to read out aloud in class and put their hand up to answer or ask appropriate questions; • is typically forthcoming in group/ class discussions. 	<p>Undesirable behaviours</p> <p>A child may act as if extremely frightened to the point of crying, be anxious, tense, fearful, upset by new people or situations, be reticent, suck their thumb or bite their nails, lack confidence, fear failure, have feelings of inferiority, worry about things that cannot be changed, be negativistic, be afraid of new things, feel unable to succeed, lack self-esteem, be self-conscious, be overly submissive, be cautious, be shy, not take the initiative.</p>
<p>Is emotionally stable and shows good self-control</p> <p>The child:</p> <ul style="list-style-type: none"> • remains relatively emotionally stable and does not frequently swing from positive to negative moods; • soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody; • shows good self-control and is able to manage their feelings and actions to suit the situation; • is not easily frustrated or flustered and does not show signs of being touchy or uneasy; is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time. 	<p>Undesirable behaviours</p> <p>A child I may be touchy, display inappropriate emotional reactions, have difficulty expressing needs and feelings, have frequent or strong mood changes, be irritable, be tough-minded, stay disappointed for a long time if a favourite activity is cancelled, be unable to delay gratification, be easily flustered, be sensitive, have little self-respect, over-react to normal situations, not accept punishment or praise, instigate poor situations, be unable to accept responsibility.</p>

Appendix B: Strategy forms



The Linden Centre
Assessment & Intervention
Short Stay School

Strategy Form

Child Name:

Staff Responsible:

Aim of Strategy:

Details of strategy (including consideration of strengths and interests):

Date of Implementation:

Review Date:

Communicated to:

Review:

Appendix C: New approach in the classroom for the developmentally traumatised child

A new approach in the classroom for the developmentally traumatised child: The developmentally traumatised child benefits from an individualised approach to helping them participate in school life to the best of their potential.

This is likely to involve trying strategies, which are different to traditional, behavioural based techniques that work for some children but not those who have experienced developmental trauma.

The following table compares the traditional view versus the new proposed approach:

TRADITIONAL VIEW	NEW VIEW
Consequence based	Regulation of the child based
Rewards and incentives create motivation	Relational influence creates motivation
External controls (star charts, removal of privileges, detentions)	Internal controls (sense of self, sense of accomplishment, self acceptance, self-love)
Time-out	Time-in
Expectation based on chronological age	Expectations based on emotional/ social age
Behaviour management	Stress management
Individual focus	Community/ family focus
Performance/ outcome based	Process based
Intervention	Prevention
Major transitions identified	All transitions identified
Child to fit into the environment	Environment to fit the child
Behaviour is a matter of choice	Stress drives behaviour

The above table is adapted from 'Help for Billy- A Beyond Consequences Approach to Helping Challenging Children in the Classroom' By Heather Forbes (2014).

Appendix D: Use of Language

Phraseology for the adopted child in the classroom to help them more regulated and feel 'held in mind':

- Use simple instructions -"first this, then..."
- "I'll be thinking about you...I'm just going to be over here with....then I'm coming back".

Containment through phrasing behaviour differently:

- Of course the child does need to learn that there are natural consequences for actions but it must be applied in a non-shaming way. Time-in is a consequence.
- "I know you are going to find this playtime difficult so I am going to sit with you and we'll...." rather than-
- "You have kicked another boy so you will miss playtime..."
- "I do understand how difficult things can be sometimes, and I know it's good to show you are feeling angry or scared at times so other people can see how hard it is to manage. How can I help you with this?"
- "I'm not going to be in the classroom today, and I know you often find that difficult. How can I help you to manage today?"
- "I know you find this very hard. You have two choices....either you....or you can... Do you need help in choosing?"

Specific Praise:

- "I like how you managed to sit through assembly today".
- "I'm so pleased you managed well in the playground this morning..."
- "I can see this has been really difficult for you, let me help you..."
- "Let's take a short break outside of the classroom as you have been working really hard"- build in habitually as part of sensory breaks.
- "I can see you aren't quite ready yet..."
- "I can see your body really needs to move, let's go outside for 5 minutes" (or alternative as deemed appropriate).
- "I can see your arms really need to move but that swinging your bag isn't safe for you or your friends, let's do some wall press ups instead".

Avoid use of good and bad in language:

- Comment on his actions so the child can feel good about something he has done, rather than thinking about whether he is intrinsically good or bad.

Comment on decisions and choices:

- "I noticed you were really kind when Sam fell over".
- "You did well in the playground, good on you".
- "That was a good decision not to fight with Peter; I can see that was hard to do".

Parts language acknowledges that we're all people with many different parts that overlap and weave together. Some can be fun to be with, some less so, but all are valid. It's a huge task for a young child to "behave" or "be nice" or "keep your hands to yourself". Examples of parts language:

- "Oh, I can see you're expressing your angry part. That's really hard. Everyone has an angry part, and everyone has a happy part too."
- If the anger is becoming violent, direct works best: "I see you want to use your hitting me part. Please use your keep your hands to yourself part instead."
- "Sam, you are using the hitting part of your angry part. It is okay to be angry. It is not okay to use your hitting part. Can you find your calm part or your using your words part or do you need me/us to help you?" (Parts language concept from Holly Van Gulden's work)

Object Permanence is often missing in the traumatised child. This stage typically is developing between the ages of 5-9 months. Babies are learning that Objects (parents/carers) continue to exist even when out of sensory contact. However babies at this age can't 'hold' that knowledge that the parent exists out of sight, as they have not yet developed object permanence. Therefore babies need transitional objects (blankets, teddy or pacifier) to soothe the anxiety they feel when they are "out of touch" with the caregiver. Holding, smelling, rubbing and tasting the transitional objects helps to soothe the baby's anxiety.

Transitional objects evoke sensory responses that mirror the baby's experience of safety, security, comfort and warmth when the parent "holds" them. In the classroom, the traumatised child will often benefit from use of sensory-based transitional objects (beyond the chronological age that might be typically expected).

Examples of classroom friendly transitional objects:

- ✓ Ribbon tags sewn into uniform, parents/carers can also draw a kiss on the tags.
- ✓ Chewy tube/ Chew gem on lanyard/ necklace.
- ✓ Fidget items –often attached to belt loop or inside pocket so harder to lose/ irritate others with.
- ✓ Picture of child with adoptive parents/carers, may be kept in bag.
- ✓ Mohdoh aromatherapy dough

Constancy means the child's ability to feel that the parent's love, safety, comfort, warmth, value and joy are still available - even when the parent/teacher is angry, frustrated, disappointed, or irritated. Constancy helps the child maintain a sense of self (as a complex, multi faceted person) in the face of frustration.

What helps these children?

- Regulation of the nervous system first as a priority will help them to access their executive functioning/ higher level thinking skills.
- An empathic approach, understanding that the behaviour exhibited is the only language they can use to show what is going on for them.
- A reflective approach to questioning a situation "I can see it looks like you have been really struggling, maybe this would help you..."
- Being aware of possible triggers, for example:
- a loud voice can engender the same feelings experienced as a tiny baby who had an impatient caregiver who raised their voice in disgust at a soiled nappy.
- being left alone as a consequence of behaviour could give bodily memories of lying in a cot not knowing when he might next get fed or changed.
- saying goodbye to a parent in the morning
- will Mum come back to get me at the end of the day? A child's fear is very real to them.

Recommended Reading and Resources for schools:

- ❖ Help for Billy- A Beyond Consequences Approach to Helping Challenging Children in the Classroom' Forbes, H. (2014).
- ❖ Inside I'm hurting: practical strategies for supporting children with attachment difficulties. Bomber, L. (2007).
- ❖ What about me? Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day. Bomber, L. (2011).
- ❖ Settling Troubled Pupils to Learn: Why Relationships Matter In School Bomber, L. & Hughes, D. (2013)
- ❖ The Scared Gang box set. (Bhreathnach, 2011).
- ❖ Calmer Classrooms downloadable resource.

With improved arousal regulation in the context of a safe relationship, children show:

- Better identification and expression of basic needs (e.g. thirst, touch)
- Greater cognitive organisation

- Improved verbal communication
- Increased symbolic play in younger children
- Improved problem solving -Greater expression of feelings
- Greater self-observation
- Increased social engagement
- Greater empathy
- Greater awareness of the mind of others

Strategies for Regulation in School:

Many children with a bias towards being ‘under regulated’ find that activities, which give opportunity for enhanced proprioception can help them to feel calmer in their body and more regulated. In turn, this can help them to access their thinking skills. Examples of activities:

- wall press-ups
- chair press ups
- weight bearing through arms
- pulling exercise band
- carrying heavy books
- wearing heavy backpack
- weighted lap pad or vest
- chewy snacks
- chewy tubes
- hanging on monkey bars
- zoom ball

Children with a bias towards being ‘over regulated’ find that activities, which give opportunity for movement can help them to feel calmer and have greater ability to connect. Remember every child is unique and there may be times that they exhibit fluctuation between under and over regulation, therefore a range of strategies should be explored and trialled accordingly to ascertain which will work best for the individual.

Movement Breaks:

- Purposeful movement breaks built into the routine; encourage carrying of heavy items, deliver books to office etc.
- Crawling through a pop up tunnel before school or at end of lunch breaks or other transitions, may help as crawling is regulating (due to flexion of body).
- Move’N’Sit cushion –wedge shaped cushion which can enhance posture as well as provide movement that the child may benefit from.

Grounding and Orienting:

- When the child is in a heightened state and seems to not be able to hear you, try to orient him by asking him to name 3 things of one colour, or point out 3 things that are rectangular shape etc. This helps to bring him back to the ‘here and now’.
- Winding down to come back into class from lunch break:
- Moh doh –aromatherapy dough, try ‘Calm’ or ‘Unwind’, good for squeezing and moulding, less crumbly than playdoh and firmer to squeeze, could use at end of lunchtime.
- Consider regulating snack 5 minutes before end of lunch break, particularly something that is crunchy or chewy.
- Consider smoothie drink at end of lunchtime (sucking a drink through a straw can be regulating). Parents/carers are regularly happy to send these in for the child.
- Empathically supporting the child in the classroom

Transitions: the adopted child is sensitive to change and has not yet learnt that change can be safe.

Provision of structure, routine and predictability during these times will provide the external stability that the child lacks internally.

Moving classrooms and other transitions around the school:

- The traumatised child is not able to distinguish between some transitions as being ‘good’; they will apply a blanket rule that ‘all transitions are bad and scary’.
- Greet the child by name –connecting and relating to the individual ensures that the child feels seen and important.
- A warm welcome with a message that they are in a safe and familiar place, with adults who are going to keep them safe is just as important in school, as it is at home.
- Prepare the child for the transition, give additional time to help them
- Provide assistance to reduce the level of potential overwhelm.
- Support the child by having an adult available at the lunch break.
- Reconnect and check in with the child at the end of break.
- Give structured options at unstructured times (such as at outdoor break).
- Direct them to activities, which may be more regulating such as use of playground equipment involving muscle effort (versus football which may be hyper arousing for some children as they so easily go into a fight-flight response).

Nonverbal Communication	
Tone of voice	When a teacher raises her voice, most children understand she is frustrated. The traumatised child believes he is going to get hurt.
Posture	A posture of certainty and confidence conveys to the traumatised child that the teacher can handle them, creating a lot more emotional safety than a defensive and angry posture, which conveys, “I don’t know what to do with you”.
Facial expressions	The traumatised child struggles to read facial expressions and will tend to misinterpret subtleties of facial expression in a negative way.
Gestures	If the child has a history of physical abuse, abrupt hand gestures will signal that they are about to get hit.
Intensity of response	Variations in the pitch and volume of speech will greatly influence if the message from the teacher is interpreted as help or as a threat.
Timing and rhythm	When a child is stressed, they typically need more time to process language. If the teacher can slow down their speech and use rhythm and melody in her voice, the child is more likely to respond positively.
Proximity	Standing too close or in the child’s personal space may evoke a defensive response from the child as they perceive a threat (even if the teacher’s intention is to be near to soothe).
Touch	Gentle touch on a shoulder or arm may create a reactive defence response if the child has had experiences where their touch boundaries have been abused or if they have heightened sensory sensitivities.

The above table is adapted from ‘Help for Billy- A Beyond Consequences Approach to Helping Challenging Children in the Classroom’ By Heather Forbes (2014).