



BENSHAM MANOR *School*

BEHAVIOUR POLICY

Date	Review Date	Behaviour Lead	Nominated Governor
SEPT 25	SEPT 26 Updated JAN 26	Robin Barwick	Sheila Batchelor

CONTEXT

At Bensham Manor School we see behaviour - positive and negative - as a communication of need, and when an appropriate response is offered positive outcomes follow.

MISSION STATEMENT

Bensham Manor School is a **SAFE, READY** and **KIND** community.

We strive to effect positive

change to equip our students with the academic, social, emotional and moral skills to be positive members of society.

‘Bensham Manor school is a diverse, inclusive environment that aims to empower students to become lifelong learners, independent and confident young adults so that they are able to take control of their own future and wellbeing.’

VALUES

SAFE – Bensham Manor is a safe community where both staff and students are expected to adhere to a code of conduct that keeps us all safe. This is based on mutual respect and understanding, and working with each other to make positive choices.

READY - At Bensham Manor we encourage all our students to be ready for whatever the day may bring, being ready with equipment, being ready in lessons and developing those adaptive skills necessary for adult life.

KIND – All the members of the Bensham Manor community strive to demonstrate unconditional positive regard at all times. The Six Principles of Nurture are being developed in our curriculum and practice. We strive to meet the needs being communicated through the child’s behaviour and make them feel heard and valued.

SAFEGUARDING

Bensham Manor school has a rigorous safeguarding culture. Transparency and collaborative working between the school, families, other professionals and external agencies ensures we keep our community safe.

Bensham Manor School is a safe, caring, happy and positive community, dedicated to supporting the individual needs of our children. We work for effective improvement in learning and social behaviour, so that our children can make the right choices in the wider community and are ready to take their next steps with confidence, moving to becoming contributing adults in the 21st century.

We are committed to safeguarding and promoting the welfare, both physical and emotional, of every child both inside and outside of the school premises. We implement a whole school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

To ensure the safety of our students the following items are banned from the school site for students and if a student is suspected to have any of these items then the headteacher or a staff member that they authorize can carry out the relevant searches:

Banned items could include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

The member of staff should always try to get the child's cooperation before searching them. If the

child does not cooperate, the staff member may still search them if there's a risk of serious harm.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. For clarity our approach based on a profound understanding of our children and the social contexts they experience, is IF IT DOESN'T SEEM RIGHT, IT PROBABLY ISN'T: REPORT IT - RECORD IT.

Our community's safety is confirmed by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.

- Teaching children how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- If any child is missing from education that all usual systems are followed and external agencies are contacted as and when appropriate
- Ensuring that members of the Governors, the Headteacher and staff members are alert to and understand their responsibilities under safeguarding legislation and statutory guidance, and know to refer concerns to the Safeguarding Team.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The Designated Safeguarding Lead is Kirstie Byrne.

The Deputy Safeguarding Leads are Fiona Robinson, Matthew Keane, Robin Barwick, Barrie Murphy, Anne-Marie Abalo and Amy Clarke

Stella Bryan is the Safeguarding Governor.

AUTISM, ATTACHMENT AND TRAUMA

Autism

Over half of our school population has a diagnosis of Autism on their EHCP, this will normally coincide with a co-morbidity of one or more of the following: ADHD, ODD, Social Communication Difficulties, Speech and Language Difficulties, Sensory Processing difficulties.

Bensham Manor School is sensitive to these needs and makes all reasonable adjustments to ensure that these children are able to succeed within our community.

Attachment

Many of our children have an attachment need, this may or may not be formally diagnosed.

Our children require connection before correction.

Positive relationships are at the heart of everything we do.

Trauma

“If you can’t say it, you behave it.”

Trauma could be described as an emotional response to something that is or was an overwhelmingly painful and / or stressful event, where there was no one to help you. The most effective protective factor when working with trauma is emotionally available adults, showing unconditional positive regard.

Quality Relationships = Quality development

Protect, Relate, Regulate, Reflect

(Trauma Informed Schools)

PUPIL EXPECTATIONS

All children need to demonstrate a desire to engage in the Bensham Manor community. High expectations with regards to behaviour and conduct are taught and modelled and then adhered to, to enable the students to realise their potential and keep our community safe.

The Rules

- Safe
- Ready
- Kind

STAFF EXPECTATIONS – Providing good attachments/ Emotionally Available Adults

The adults who **CHOOSE** to want to work within this school **MUST** be able to:

- Have feelings/ empathy/ respect as well as intellect
- Show integrity
- Be a role model and enrich the lives of others
- Be consistent and calm even when faced with extreme stress and adversity
- Maintain a firm but not rigid moral compass and principles
- Be appropriately social and have a good sense of humour
- Can be a self-reflective and critical practitioner
- Show unconditional positive regard and care even when being the target of behaviour
- Maintain a curiosity regarding the students, especially when negotiating challenging situations
- Willing to participate and contribute to meetings as required

Staff at Bensham Manor School should strive to foster transparent and nurturing relationships with the children, making themselves emotionally available to work alongside the young

people in our care.

The routines and boundaries of the school are designed to make the children feel safe and secure, so a mutual level of trust can develop to support learning and develop academically, emotionally and socially.

P.A.C.E (Playfulness, Acceptance, Curiosity, Empathy (Dr Dan Hughes)

1.1 Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when story telling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience what is positive in their life, one step at a time.

Sometimes a troubled child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Some children don't like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

1.2 Acceptance

Unconditional acceptance is at the core of the young person's sense of safety.

Acceptance is about actively communicating to the young person that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, their inner life. The young person's inner life simply *is*; it is not *right* or *wrong*.

Accepting the young person's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The adult may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the young person learns that while behaviour may be criticised and limited, this is not the same as criticising the young person's *self*. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents, carers nor themselves.

1.3 Curiosity

Curiosity, without judgment, is how we help young people become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents, carers or therapist. Curiosity is wondering about the meaning behind the behaviour for the young person. Curiosity lets the young person know that the adults understand.

Young people often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand *why* and to help the young person with understanding. The adult's intentions are to truly understand and help the young person, not to lecture or convey that the child's inner life is *wrong* in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: *"What do you think was going on? What do you think that was about?"* or *"I wonder what...?"*

Staff will use the open questions, statements and responses to engage the young person.

I wonder....

I notice....

1.4 Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with her and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone.

The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most.

The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

The routines and environment within the school have been carefully designed to support individual needs of our young people.

We aim to provide a therapeutic, supportive and nurturing environment. The routines within the school are designed to provide boundaries and structure to enable our young people to feel safe and alleviate the stresses and anxieties of the unknown.

Transitions and change are carefully planned and supported.

The Six Principles of Nurture: (The Nurture Group Network)

- **Children's learning is understood developmentally**
- **The importance of Nurture for the development of wellbeing**
- **All behaviour is communication**
- **The environment offers a safe base**
- **Language is a vital means of communication**
- **The importance of transition in children's lives**

MANAGING BEHAVIOUR – Reflective, Reparative, Restorative

ALL BEHAVIOUR IS COMMUNICATION

All children need firm and consistent boundaries of conduct, and to be supported when they find it difficult to stay within these boundaries.

At Bensham Manor we have a policy of 'logical consequence' to behaviours displayed. There is not a sense of equality, that all students are treated the same, but of equity, where all students receive the support they need. Bensham Manor recognises that we need to adapt a graduated response and appreciate additional needs.

Reflective Consequence

- Time away from the group / Activity.
- Name what has gone wrong and the effect it has had on them and others.
- Model ways it can be repaired.
- Two minute chat at the end of the lesson.
- Short conversation at break / lunchtime

Restorative Consequence

- Making it better.
- Support and enable them to apologise when appropriate.

- Supporting them through feeling bad and modelling how they can make it better so they feel better.
- Taking responsibility for their actions, words and behaviour

Reparative Consequence

- Community payback.
- Fixing something they have broken.
- Completing a task or activity that is unfinished
- Replacing something they have damaged/broken.
- Tidying any deliberate mess, they may have caused.

Staff at Bensham Manor will be consistent, insistent and persistent in their expectations of behaviour for young people.

Creating a positive environment where all students can learn and develop.

‘Meet and Greet’ - Every lesson teachers meet each individual at the door and greet them by name. This *may* be enhanced by appropriate physical contact that both adult and child are comfortable with e.g. fist bump, high five/elbow, hand shake, pat on the shoulder, shoulder nudge etc. It should be clear that such physical contact may only take place with the child’s consent and that they always have the option to decide what form it takes or to discreetly refuse any physical contact at all.

Noticing the positive behaviour first and rewarding good effort and behaviour with merits and collectively class points. Positive notes will be sent and phone calls made to home for all children to recognise whatever positive behaviour they have displayed. The class tutor and teaching assistant should divide this work load so that *every* child in the class receives one note and one phone call home per term.

Using the Positive Recognition Board to recognise students’ positive behaviours.

Low level behaviours in class will be addressed using a short, simple script which supports the young person to feel psychologically safe.

1. Give children a reminder of the rules
2. Explain the consequences if the behaviour is to continue
3. Use the script and give the child take up time.

I notice that....

It is the ____ rule that you are finding difficult.

Remember last week when you.....

That is the person I need to see today. Thank you for listening (give the student take up

time)

If a student is dysregulated or in crisis then a call will be made for pastoral support.

Pastoral support can provide additional staff support in many ways such as:

- a walk and a talk
- taking a student for an appropriate movement break, such as the trampoline or the swing
- to creatively express what they are finding difficult
- to spend time in the sensory room, or Think Tank, coregulating with an adult

Incidents of behaviour are recorded so that the behaviour of the young person can be monitored and meetings can be arranged to create Positive Behaviour Support Plans as appropriate.

The concern will be allocated to the form tutor so that they are aware of the incident and can support the child further.

This may involve:

- a conversation with the child regarding their behaviours
- a phone call home to parents and carers
- a meeting with the parents and carers and the child
- placing the child on report to encourage positive behaviours

The form tutor will then record their actions in the incident log on My Concern.

Children can also be supported by their Head of Year which may involve some of the above actions.

5 Things Staff **Will do** when a child is distressed

1. Listen
2. Stay Calm
3. Give the child time / space and a change of face if needed
4. Use the script (if appropriate)
5. Speak 'Slow and low', use positive language

5 Things Staff **Will not do** when a child is distressed:

1. Use a raised voice / Shout
2. Humiliate a child / make it public - be discreet
3. Use negative body language / show anger through body language
4. Don't ignore the child in distress
5. Use negative language

Please see Appendix 3 for other suggestions from staff of what to do when a child is distressed

Bensham Manor recognised that at times a young person might become dysregulated to the degree that it becomes unsafe for the individual or the community as a whole. At these times it may be appropriate to physically contain and hold the individual to make a dangerous situation safe.

- Always a last resort
- Minimum amount of time
- Sensitively deployed with a sound rationale (trauma, autism)
- Dignity and safeguarding maintained
- Not for compliance
- Debrief always offered
- Maintain relationships
- Record and inform parents/carers

Physical Intervention

Team Teach trained Practitioners:

Robin Barwick, Anne-Marie Abalo and Kelly Bidwell

Team Teach Tutors:

Anne-Marie Abalo

Robin Barwick (until March 2026)

All significant incidents involving the use of force, restraint or seclusion will be recorded and reported.

The expectation is that each significant incident is recorded as soon as practicable and no later than the same day, wherever possible.

Records should include:

- the pupil and staff involved
- date, time, location and approximate duration
- relevant pupil needs (including SEND)
- what happened, including triggers and de-escalation attempted
- why the intervention was necessary
- any injuries or medical attention required
- follow-up actions and support

Reporting to parents:

For significant incidents involving force, schools must also ensure parents are informed:

- as soon as practicable, and
- no later than the same day, wherever possible

This should normally be done **in writing** (for example, by email) with an accompanying phone call .

The reporting of the incident will be recorded in My Concern in the profile of each relevant pupil.

Child on Child Abuse /Sexual Harassment

In Bensham Manor, we take a zero tolerance approach to sexual harassment and violence. All staff are expected to challenge inappropriate behaviours between peers that are actually abusive in nature, specific examples are listed below but there are others.

Staff will not downplay such behaviours; for example dismissing sexual harassment as “just banter”, “having a laugh”, “part of growing up” or “boys being boys” . This can lead to an unsafe environment for children and/or a culture that normalises abuse leading to children not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying e.g. racist, sexist, HBT)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos also known as sexting or youth produced sexual imagery. Bensham Manor staff will consider carefully that due to the learning disabilities of the children there may be an imbalance between the respective understanding of children which can lead to abuse. This may occur between children of similar age or even that a younger pupil may be able to take advantage of an older one.
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals. This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

SHORT TERM SUSPENSION / PERMANENT EXCLUSION

Please see Bensham Manor Suspension and Permanent Exclusion Policy

**THIS POLICY IS A WORKING DOCUMENT AND IS CONSTANTLY MONITORED TO ENSURE THAT
BENSHAM MANOR SCHOOL IS AT THE FOREFRONT OF BEST PRACTICE AND RESEARCH**

Punitive vs. Restorative Approach to School Discipline

Punitive	Restorative
Misbehavior is defined as an individual choice to break school rules or to deviate from established behavior expectations.	Misbehavior is defined as harm done to one person/group by another as a result of a breakdown in community relationships and/or unconscious attempt to meet needs.
Focus is on what happened, establishing guilt, and fairly dispensing punishment to the wrongdoer(s).	Focus is on understanding feelings, needs, and responsibilities of <i>all</i> impacted individuals and exploring ways to bring about community healing.
Discipline interventions are focused on making the harmful behaviors stop, using increasingly restrictive and/or exclusionary consequences.	Discipline interventions aim to understand root causes of misbehavior and offer relational support for positive changes in behavior.
Discipline interventions decided on by one or more authority figures.	Discipline interventions emphasize collaboration with direct victims and other impacted persons regarding how their needs can be met.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm and prevent future harm.
Imposed punitive consequences have the effect of shaming and stigmatizing students who have caused harm.	Restorative processes offer an opportunity for students who have caused harm to understand the source of their behavior, take responsibility for their choices, and to learn and grow from the experience.

Appendix 2

Examples of PACE in practise
Alex is refusing to engage in his tasks. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says that there is no point in doing it because he can't do it, he hates you, the work and the school. He says he doesn't care what you say or if he gets in trouble.
Playful response: "Oh my goodness, look at that worksheet Alex, it looks like a little mouse has nibbled right through it. I hope he's not going to eat my secret sweetie stash too. Are you ok Alex? You look really sad and upset. Why don't you come over to the comfy corner and we'll see what we can do - we're a pretty good team when we work together."
Accepting response: "Oh Alex, you're right, work can sometimes be really difficult and it's so rubbish when we feel like we can't do something. It's horrible when you feel rubbish at something. Sometimes I feel rubbish at things too and when I can't do something I get angry with everything and I just want to scream. It's a really awful feeling."
Empathic response: "Oh Alex, look how really upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how to make things better for you. I know things can feel really awful and tricky sometimes but if we work together we can find another way for you to let me know when you feel rubbish. What do you think?"

Appendix 3

Suggestions of how to treat a child who is distressed

What to do when a child is distressed:

- Deep breathing / Take a breath
- Be positive
- Don't blame the child
- Speak with them 1-2-1 kindly
- Ask the child if they are ready to speak
- Ask what support you need? Fidget tool, walk... How can I help you to regulate?
- Speak in a quiet voice
- Don't make restorative requests whilst a child is still distressed
- Allow the child time to vent / take time to cool down
- Recognise positive change in behaviour
- Reinforce expectations if it is relevant
- Refer to zones of regulations / tools

- Assess the scenario and be observant
- Empathise
- Use simple language
- Re-integrate when the child is regulated
- Listen and respond
- Encourage the class to be mindful

What not to do if a child is distressed:

- Be confrontational / get angry
- Panic
- Don't tell a child to "pull themselves together"
- Don't overlook or disregard a child
- Do not comment on a pattern of negative behaviours
- Do not use too many verbal instructions
- Do not talk over a child
- Do not minimize how they feel
- Do not rush them
- Do not use physical intervention
- Don't bring up past events
- Don't name and shame
- Don't make threats
- Don't make demands
- Don't tell others about their behaviour
- Don't challenge them
- Don't laugh at them
- Don't catastrophize
- Don't walk away
- Don't dismiss what they are saying
- Don't embarrass the child
- Don't interrupt
- Don't judge

Appendix 4 - Boundaries and Containment

What is emotional containment?

Emotional containment is essentially about providing children with space, support, safety and clear and consistent boundaries to allow them to express their emotions but also to keep them and others safe.

- Children and adults crave containment and the feeling of safety provided by consistent responses to behaviour.
- Inappropriate, dangerous, racist, sexist, transphobic and homophobic conduct **MUST** be challenged and named, and healthy alternatives taught, this involves the adults “being in charge” and actively creating a culture of curiosity, acceptance and diversity.

WHAT ARE BOUNDARIES?

Within Bensham Manor school, boundaries are about clearly defining and agreeing, as a community what is acceptable with regards to:

- Emotional (we show them in healthy not destructive ways)
- Relational (no imbalance of power)
- Behaviour and conduct (manners, respect, responsibility)
- Professional (policy and procedure)
- Environmental (where I can and can't go)

Boundaries are put in place to keep our community safe; they demand effort and commitment from all of us. These are regularly revisited during INSET training and with the students during assemblies, tutor times and the student council.

THE BOUNDARIES DO NOT CHANGE AND ARE NOT OPEN TO INTERPRETATION (we all do the same).

We follow the PRRR model from Trauma-informed schools:

Protect – Creating a sense of physical safety, clear application of the rules, Meet and Greet, Positive Noticing.

Relate – Emotionally available adults (EAAs), Attuned Empathic Listening

Regulate – PACE, Attachment aware - training to be completed in January, Sensory needs

Reflect – Restorative practice

CONTAINING DANGEROUS BEHAVIOUR

At times of major dysregulation and distress, some of our students may display some behaviours that challenge that are directed towards the staff or their peers. These may be due to medical conditions, trauma, attachment or communication difficulties.

These may include but are not limited to:

- Hitting, kicking, pinching, scratching, biting
- Spitting
- Throwing objects
- Destroying
- Stripping off clothing
- Self-injurious behaviours
- Putting themselves at risk (mental health crisis)

Sensitive and safe containment is the key to managing the above with clear and prescriptive guidance from specialists (such as external agencies) to ensure consistency and avoid any triggering language and situations.

EFFECTIVE COMMUNICATION – Eliminating the Unknown

- The child's (education, trauma, SEN) history needs to be understood and communicated so needs can be prioritized to ensure progress and attainment.
- Staff relationships are key to providing emotional regulation and safety cues ensuring good healthy boundaries for each child.
- Staff should work together positively with parents and carers, so there is a feeling that the child is 'held in mind' and all parties are invested and talking.