

NUDGE

EDUCATION

Trauma-informed

Behaviour Policy

November 2022

Review Date: November
2023

This policy has been written with understanding and reference to:

Behaviour and Discipline in Schools – DfE January 2016

Attachment Aware Principles as documented on <https://www.attachmentleadnetwork.net/>

This policy should be read in conjunction with:

Nudge Education Child Protection and Safeguarding

Policy Nudge Education Restraint Policy

Nudge Education Expert Code of Conduct

The responsible people for the implementation of this policy are the Chief Executive Officer, Managing Director and the Education and Intervention Manager.

INTRODUCTION

Most guidance and regulations written for maintained and independent schools and academies state it is a legal requirement to have a written policy to promote good behaviour within an educational setting.

Although Nudge Education is an interim education provider that provides bespoke interventions which makes a ‘whole school’ policy unsuitable, we do recognise that the basic tenets of current written guidance can be applied in some way to our interventions to ensure that positive behaviour is praised and challenging or negative behaviours are addressed appropriately.

This policy draws on good practice from other settings that have a focus on SEND, SEMH or Behavioural Support as the majority of the students that Nudge Education receives referrals for will have additional needs outside of academic coaching.

The purpose of this policy is to focus on the following principles:

- A consistent approach to behaviour management.
- Strong organisational leadership.
- Intervention management.
- Rewards and sanctions.
- Behaviour strategies and the teaching of good behaviour.
- Professional development, training and support.
- Student support systems.
- Liaison with parents/ carers and other agencies.
- Managing student transition.
- Organisation and facilities.

SEMH difficulties is an overarching term for students who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Students and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

At Nudge Education, our remit is to make sure that every child achieves a life worth living and that we eradicate chronic disengagement from education, one child at a time. The majority of students that are referred to us often have mental health difficulties and are accessing support from services such as CAMHS.

We also support a large amount of students who have social care involvement (68% of our students in 2020-21 had a social worker or early help team liaison.) This often is linked to additional barriers to learning such as learning disabilities, difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

We are also aware that young people who live within a care setting may struggle to make an attachment or engage with education.

Some students and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), Foetal Alcohol Spectrum Disorder (FASD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or schizophrenia or bipolar disorder.

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address the context of these underlying needs / difficulties. It is crucial to identify, understand and

then address/support the underlying factors that impact on students and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

Some inappropriate / disturbing / challenging behaviours can be avoided or significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. Nudge Education tolerates a wide variety of behaviours but does not accept them as inevitable and unchangeable.

All systems, teaching and management of the organisation focus on the promotion, establishment and internalisation of socially acceptable and appropriate behaviours for example, the Nudge Education Expert Code of Conduct and bespoke targets and reward structures for each intervention that we deliver.

We have a 360 degree approach to creating an inclusive and positive ethos around behaviour. We place a strong emphasis on the emotional health and wellbeing of all members of our communities and networks. SEMH needs are central to the effectiveness of our interventions and an Attachment Aware approach to our Behaviour Policy.

The NHS and DfE established a National students and Young People's Mental Health Taskforce in September 2014 and produced the report: 'Future in Mind – promoting, protecting and improving our students and young people's mental health and wellbeing'. This was published in March 2015. This document recognises that attachment relationships have a direct bearing on students's capacity to succeed in school. It emphasises that relationships and a sense of belonging are key to good mental health for all, but are essential for students who have experienced multiple relational losses and trauma.

Government guidance, 'Keeping students safe in education' (Updated 2021) states that.there are also duties on providers to ensure students with additional educational needs, including those in relation to mental health, are provided with adequate support to learn. This builds upon the guidance set out in, '[Special educational needs and disability code of practice: \(2015\)](#)

AIMS AND PURPOSE OF POLICY

AIMS

- To allow Nudge Education to promote the spiritual, moral, cultural, social, mental and physical developments of students and prepare students for the opportunities, responsibilities and experiences of their next permanent setting or destination be this school, college, apprenticeships or employment.
- Behaviour is contextually appropriate
- Our approach is adaptive to the needs based upon trauma-informed practice
- Some behaviour may be seen as challenging but some young people will have experienced trauma or have additional sensory or emotional needs.

- To ensure that physical intervention should be the absolute last option considered when supporting students.

- To support all staff and associates as well as members of the public who come into contact with students during our interventions.

- To establish a positive environment in every intervention and in which every child is encouraged to respond with socially acceptable behaviour to situations which they encounter and that they are comfortable with those situation
- To allow both students and staff/associates to develop an awareness of self and progress towards a high level of emotional literacy
- To allow students to develop their own strategies in order to manage their Mental Health and wellbeing as effectively as they can moving towards independence and building resilience

PURPOSE

- To provide a positive environment that acknowledges and rewards socially acceptable behaviour whilst discouraging inappropriate behaviour.
- To view students as individuals with individual histories, circumstances, needs, views and responses.
- To demonstrate a contextually appropriate response to behaviour in every intervention
- To provide a secure and predictable structure in every intervention in which students can work to develop personal behaviour management and self-esteem.
- To provide a welcoming environment in which the students feel safe to develop emotionally, with the support of caring and understanding professionals.
- To provide a wide range of opportunities, real life and social situations for the students to experience and feel that they belong
- To provide opportunities which are equivalent within other forms of provision.
- To talk openly about thoughts and feelings and encourage young people and staff to gain the confidence to achieve this within the right environments and at the appropriate time.

These aims can be achieved by being **attachment aware** in the following ways:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Understanding that behaviour is a form of communication.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We need to reflect on the feelings and emotions that may drive a certain behaviour rather than the behaviour itself.
- We need to understand that our students are vulnerable and not 'badly behaved'. We need to find out what is making them vulnerable and put the appropriate strategies in place.

- We need not to take some behaviours personally and question why a young person is struggling and how do we help through this distress.
- Maintain clear boundaries and expectations.
- We need predictable routines and responses to behaviour which are modelled appropriately in response to each student's identified needs.
- Certain behaviours should be made explicit and rewards and sanctions an expected response.
- Understand that not all behaviours are a matter of choice and not all behaviours are within a young person's control.

PROHIBITED SANCTIONS

- Corporal punishment.
- Deprivation of food or drink.
- Withholding medication, medical or dental treatment.
- Wearing distinctive or inappropriate clothing.
- Any sanction with intent to humiliate or ridicule.

RESTRAINT - see also Restraint Policy in line with CPI Safety Intervention™ guidelines

Restraint should only be used to prevent the young person from harming him/ herself, others or from damaging property. Sections 550A of the 1966 Education Act allows teachers, and other persons who are authorised to have control or charge of students, to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do any of the following:-

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the student's own property).
- Restraint should involve minimum reasonable force and should seek to avoid injury.
- Restraint should not be used if there is a likelihood of staff injury.
- Restraint should only be used with professional judgement
- Whenever possible try to ensure two or more members of staff are available.
- Restraint should be entered on the Restraint Reporting Form,

Considerations relating to behaviour:

When making any decision around behaviour support or restraint, the following aspects should be considered:

- Any information from the Student's EHCP or Pen Portrait that may indicate a certain type

- of physical intervention is inappropriate, such as physical trauma in the student's history
 - If there are any alternative options to safely de-escalate an incident

Every intervention will have its own individual rewards and sanctions where appropriate that are based around the student's personal interests and motivations.

This policy will not give an exhaustive list but some examples are listed below.

Rewards: Public/Private Praise, 'Golden Time', Stickers, Report back to parents/carers, reward/incentive chart

Sanctions: Private/Public reprimand, loss of activity/"Golden Time", Report back to parents

GENERAL PRINCIPLES OF BEHAVIOUR MANAGEMENT

- Mutual respect and role modelling is the expectation of the entire organisation. By staff G associates showing respect and demonstrating social codes, students will form a positive habit of repeating these and performing them on their own.
- The concept of **PUNISHMENT has not been found to be effective in altering patterns of behaviour** in students with Social, Emotional and Mental Health Difficulties. This is unadulteratedly prohibited from any Nudge Education intervention
- We work with those students and/or those who care for the student to find out the most contextually appropriate response
- Our alternative is to use sanctions that are a logical consequence of unacceptable behaviours in order that the child may begin to take responsibility for their own actions
- Similarly, acts of good behaviour need to be recognised and positively reinforced during our interventions with students,
- Such strategies are not guaranteed to succeed. They take a lot of patience, require an appropriate timescale and flexibility of implementation, but have an optimum likelihood of altering unacceptable student behaviour

The formulation of positive strategies is dependent in many variables and is under constant review. Some 'logical' strategies fail whilst more 'unorthodox' one's work. So, it is important to appreciate the unpredictable nature of a child's reaction when deciding which strategy to employ.

On some occasions there may be unforeseen adverse reactions to a considered strategy. Strategies are more likely to succeed if they are agreed with the student, fully understood by all concerned, undertaken against an appropriate time-scale, have an easily achievable objective and are evaluated and rewarded with praise to enhance self-esteem. Pastoral times often address the issues.

- We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling.'
- We want students to be able to be themselves and often act out being 'a child' in a safe environment where they are free to become who they are.
- We should never blame others when we feel stuck and support understanding everyone is doing the best, they can at the time with the resources they have. We should consistently review practice and support each other with the young person at the centre of everything we do .

MANAGEMENT OF VIOLENT BEHAVIOUR

Aspects of behaviour common in students who have become chronically disengaged from education:

Some students experience extreme mood swings which may involve a range of behaviours that demonstrate an emotional fragility. Re-engaging in education is recognised as being a potential trigger for anxiety in a chronically disengaged student. At such times students can react to their circumstances with increasing hostility and aggression, or withdrawal.

Disruptive behaviour is often a symptom of fear, failure or frustration. Frequently, students do not identify the true cause of their anxiety or emotional distress but fixate on an alternative "supposed" cause. Real or imagined slights, minor disruptive incidents, or tensions within the teaching group, can provoke triggering incidents which invoke hostile responses in an emotionally fragile student. With or without staff support to defuse the student's tension and frustrated behaviour, the child may display an outburst of violence.

PRINCIPLES OF POTENTIALLY DISRUPTIVE & VIOLENT BEHAVIOUR MANAGEMENT.

We utilise the Crisis Development Model™ (www.crisisprevention.com) as highlighted in the table below:

Behaviour	Staff
Levels	Attitudes/Approaches
Anxi	Support
etv	ive
Defens	Direc
ive	itive
Risk	Physical
Behaviour	Intervention
Tension	Therapeutic
Reduction	Support

Below are the following steps we advocate in the various stages of behaviour

escalation: EARLY STAGES- INTEGRATED EXPERIENCE

- The level and nature of appropriate staff support, or intervention, will wherever possible depend on the attitude and behaviour of the student.
- When the staff observe tension, the initial approach should be low key and appropriate. Behaviour influences behaviour so professionals should be seen to model the behaviour we wish the student to portray
- The student's response determines the route by which staff manage the child's difficulties. In many cases it is possible to divert the child away from violent outcomes. By ensuring that alternative

options are planned and accounted for in risk assessment.

- In some cases, the student will dismiss all alternative options, suggested by staff and persistently escalate to venting, confrontation and a possible physically violent action.
- During an escalation staff should decide whether to summon support to take other measures to safeguard the health and safety of all present.

OUTCOME RESOLUTION

Many of the principles below come from the training we provide for staff working with students that have displayed disruptive or violent behaviour in the past. The elements of physical intervention in particular draw on topics from “Pivotal- CPI Safety Intervention ” the details of which can be found here:
[https://www.crisisprevention.com/en-GB/Our-Programs/Pivotal-CPI Safety Intervention /Course-Topics](https://www.crisisprevention.com/en-GB/Our-Programs/Pivotal-CPI-Safety-Intervention/Course-Topics)

- It is essential that staff, when managing disruptive students, should remain objective and calm, in both speech and actions. It is not possible to effectively manage students when one becomes subjective and “heated” by the circumstances.
- It is important to listen and respond quietly to the student, rather than overwhelm the child with loud and insistent directives (loud, nagging demands).
- If no immediate solution is obvious, ask, if appropriate, if one may deal with the difficulty at an agreed later time. Imposing an immediate “solution” may not dispel the student’s frustration, or defuse unacceptable behaviour, whereas time-distancing problems can (sometimes) do.
- Avoid attitudes becoming polarised. Staff should keep their position flexible for as long as possible, without losing their objective. One should rarely push towards a confrontation.
- Always “clarify” options and consequences, rather than impose directives or make unachievable “threats”. Students must be made aware that it is they who make the decisions and that those decisions have obvious consequences. They make choices.
- Create “diversionary” displacement activities, involving other people in order to dispel the student’s aggression. Resist becoming “cornered” in an argument, one becomes defensive very easily, avoid it. It takes two to sustain arguments.

- When support is available, remove the student from an “unhelpful” environment. Don’t allow negative peer group “encouragement”. Withdrawal can often enable staff and students to focus more clearly on difficulties and resolve them through two-way discussion or conversation.
- Staff must assess the risks, promote physical safety and do everything possible to prevent injury. Reference should be made to student-specific risk assessments provided during referral and initial assessment stages
- When students display aggressive behaviour and escalate confrontations to a violent outcome, staff, as far as possible, should promote physical safety for all people around. This may require restraint as the last resort, in the least restrictive method, for the least amount of time possible.
- No management strategies, including restraint, which involve the deliberate ill-treatment of students by staff are acceptable (e.g. pulling hair, punching, emotional abuse, etc).
- Violent students may be positively handled by being held by the forearm, withdrawn, if appropriate, or seated until calm. The Pivotal- CPI Safety Intervention methods will always be used.

In exceptional circumstances with students showing forceful aggressive behaviour it may be necessary to employ the use of Pivotal- CPI Safety Intervention high level holds.

- Later when calm the student should be asked to be seated, if they so wish, and discuss the reason for the outburst. Discussion should include other, more acceptable, options or decisions through which the causes of the violent outburst could have been resolved. This follow up action is the crucial element of support for violent students. It is essential that staff devote enough time to this aspect of management of violent behaviour. A reflection log may be used to “de-brief” the child.
- Any injury should be examined, treated and recorded by the qualified First Aid staff.

IT IS CONSIDERED THAT ACTION UNDER THIS HEADING WILL NORMALLY ONLY BE NECESSARY IN A VERY SMALL NUMBER OF INSTANCES.

Prior to exercising containment, the staff should advise/warn the student that this is about to happen.

- If it becomes necessary to physically contain/ hold a violent student to avoid injury, the amount of force used must be the minimum necessary to hold the student safely. Any offensive act towards a child such as punching, hitting or slapping is totally unacceptable. Sudden violent pushing which results in the child/ young person falling over is also unacceptable, whereas a steady push or pull to separate the aggressor from the victim might be appropriate. Staff will be operating within the specified guidelines and their actions will be evaluated in this context after any incident of violent behaviour.
- The length of time a student is contained/ held, and the degree of force used will be the minimum necessary to achieve the immediate objective of regaining control of the situation. As soon as it is safe, Restraint should be gradually relaxed to allow the child to regain self-control.
- In a 1:1 intervention where physical escalation occurs, the session should be ended early and a reflective activity undertaken at the next appropriate session. In 2:1 interventions, using the risk assessments as a basis, physical intervention can be deployed.
- Throughout the exercise of containment/ Restraint, the student should be spoken to in a quiet and soothing manner to encourage the speedy return of calm and self-control. The staff holding should make it clear that the student will be released as soon as calm is restored.
- At no time during or after Restraint must clothing be forcibly removed from a student.
- Footwear may need to be removed to prevent damage/ injury.
- Data analysis of records will be made at regular intervals and appropriate evaluations discussed with all staff. This will include restraint logs.

A situation should be made safe and where possible Pivotal- CPI Safety Intervention Restraint Methods used.

- In some circumstances a small child can be held sufficiently to calm down by an adult putting an arm around the child holding the child's arm or shoulders. Care is needed if arms are held since a struggle could result in an arm being wrenched or broken. The risk is minimised if the other arm is held. Generally, the most useful form of Restraint is to hold the student with both arms in a "wrap".
- The above method of Restraint may not be suitable for an older child or young person, but the Restraint applied should not extend beyond holding with both arms engaged and employing controlled use of the weight of the body. At no stage of Restraint should there be any offensive behaviour towards a student/child. The Restraint should be applied in order to defend a student from harming himself/herself or others.
- Training on Pivotal- CPI Safety Intervention Restraint does not include techniques which rely on grips to joints of the body, which cause pain or risk of injury if the person under Restraint resists. On no account should a student be held by the neck. Techniques should rely on mechanical advantage and power (biomechanical efficiency) of the staff imposing the Restraint to prevent the child or young person moving his arms and, where necessary, legs. The most appropriate form of Restraint should be used with the minimum of physical contact.
- Members of staff who are attacked by adults should not try to restrain them. The member of staff concerned should attempt to isolate him or herself from the aggressor and call the Police.

CONFISCATION OF INAPPROPRIATE ITEMS

Taking a common sense approach, if a staff member becomes aware of any of the following prohibited items on a student's person, steps should be made to inform the commissioner, or where it becomes an emergency, the police should the student not willingly hand them over:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Education Expert to decide if/when to return a confiscated item.

ANNEX A: BEST PRACTICES FOR INTERVENTION MANAGEMENT

General good practice	
Do	Don't
<ul style="list-style-type: none"> - Good intervention control is an integral aspect of effective work with our students. If there is no order to intervention functioning individual objectives cannot be met - Start and finish on time. This sends signals to students about the importance and value that you place on the activity/ lesson and makes colleagues' tasks easier - Be efficient. The more efficient you are the better you feel, the higher your level of confidence and the better things are likely to go - Clearly state the expected task which must be relevant to the ability and interest levels of the students - Check that you have been understood - Be clear, consistent & decisive - Address and resolve situations - don't let them drag on or escalate without attention - Be alert to what is going on and ensure that your attention is distributed across the group - Ensure effective deployment of support staff where available - Be aware of student triggers listed in Pen Portrait, EHCP and other documents 	<ul style="list-style-type: none"> - Be unclear and hurried in speech and actions - Overreact - Issue complicated instructions - Provoke by ridicule or sarcasm - Have inappropriate expectations - Belittle effort or endeavour - Adopt a standardised approach for all students you work with
Attitude and Approach	
Do	Don't
<ul style="list-style-type: none"> - Appear calm and collected (even if you don't feel it!) 	<ul style="list-style-type: none"> - Be clear and firm about boundaries of acceptability

Be fooled into thinking you should always be able to deal with any situation

- Be insensitive

<ul style="list-style-type: none"> - Demonstrate a non-biased nature - Be prepared to listen - Know when the situation is in stalemate; don't create a win/lose situation without it being a calculated decision - Be flexible in thought and response - Spontaneously provide a range of roles from dominance to reflective support; - Value people as individuals - Be a sensitive, objective observer - Trust others and perceive them as being able to solve their own problems 	<ul style="list-style-type: none"> - Be unfair or hostile - Emphasise the situation out of all proportion - Allow yourself to become personally involved <ul style="list-style-type: none"> - Continue with a course of action regardless of consequence - Use unnecessary peer group pressure
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<p>Non-Verbal Behaviour: The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly but frequently. Non-verbal signals can also be used to de-escalate at a very early stage, or to signal a very low status adult involvement. If these signals are sent there will usually be a response.</p>	
<p>Do</p> <ul style="list-style-type: none"> - Look at an individual when you are making an important point - Be aware of the signals which you give out by your body position and posture - Try to sit down - Nod your head to indicate attentiveness - Smile to show agreement - Be aware of the physical distance between yourself and others - Raise your eyebrows to question 	<p>Don't</p> <ul style="list-style-type: none"> - Use physical contact as reassurance if appropriate

- Use hand, shoulder, and whole body gestures to support discussion

- Invade personal space
- Use staring threatening eye contact
- Stand over students in a threatening manner
- Appear to lack confidence
- Appear tense
- Be oblivious to signals within the environment
- Retaliate with physical gestures
- Use inappropriate physical contact with students
- Appear intimidated
- Remain static

<ul style="list-style-type: none"> - Seek signals that your message has been correctly received 	
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Verbal Behaviour: Verbal communication is the most important skill staff have in helping students towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess.

Do	Don't
<ul style="list-style-type: none"> - Acknowledge the existence of a problem - Give reassurance and offer support - Be aware of voice quality, pitch and power. Make good use of pauses - Paraphrase what is being said and check back with the child that it is accurate - Present facts or issues which may not be known to the child - Use personalisation and former relationship factors - Put the onus on the child to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the child an 'escape route' - Use the word 'we' in discussion and explain that the solution can be a 'together' solution - Offer "If I were you It's up to you" scenarios, if appropriate; and 	<ul style="list-style-type: none"> - Put the child in a position of no escape - Use destructive criticism - Remind the child of previous situations that were not successful - Use personal details of a child in front of the group - Make unrealistic threats - Make insensitive remarks - Lose your temper - Use "You will" statements - Get involved in "You did - no I didn't" arguments - Become involved in disagreements with other staff members in the presence of students - Try to reason or investigate until crisis has de-escalated

- Identify the options with the child

Anger Management

Aggression is the cause of many incidents of problematic behaviour. In society in general aggression is considered to be disruptive, and often harmful and a response that should be constrained. However, it is important to be aware that aggression which is generally a physiological response to a threat or perceived threat can be elicited in a number of ways, not all of which are considered to be negative. For example, the aggressive defence of oneself during an attack or a parent's defence of offspring is generally regarded positively rather than negatively. Also, an aggressive approach to sport is often applauded. Therefore, whether or not aggression is appropriate needs to be judged within context.

Students with social, emotional and mental health difficulties often have a fragile self-esteem and are more likely to be sensitive to situations which are perceived to threaten this. Consequently, they are often perceived as having a 'short fuse'. Such students also often have few strategies available to manage threatening situations in alternative ways. The potential for frustration induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue.

The signals of aggressive behaviour are easily observable.

Facial Expressions;	Voice;	Movement;
Dilated pupils Unblinking eyes Eyebrows raised Chin pushed out	Unusually very loud or quiet Breathlessness Clenched teeth Rapid speech	Forward movements with aggressive gestures can signal threat Clenche d fist Pointed finger Hands at face level Repetitive hand movements

Aggression can inadvertently be triggered by staff, and a conflict cycle established. This is likely to occur when staff understand the student's feelings but mirror their behaviour (shout back, use sarcasm etc). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when the member of staff is angry.

Coping with one's own anger, staying calm, and not projecting negative signals to students in distress is facilitated by:

Use the "I" expression; starting sentences with 'I' rather than 'you' helps to prevent us from saying unhelpful remarks to the child. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.

- Letting off 'steam' to a colleague; and if necessary taking time-out from the Situation.
- Trying to give one 'thinking time'; responding rather than reacting.
- Being aware of the source of the anger; knowing ones triggers helps avoid
- responding in anger to a child trying to provoke. It helps to be aware of what is going on and therefore enables one to be better prepared to deal with it.
- Avoiding exaggeration and over involvement; trying to stay objective and remembering that we are the 'adults-in charge'.
- Sticking to the issue; the rule that has been broken or the inappropriate behaviour.
- Not making it personal or taking it personally. Not getting into an exchange of
- personal insults or reminding the child of earlier experiences where they have become involved in expression of inappropriate behaviours.
- Staying in control; in order to help students control themselves and their emotions,one must first accept and then control one's own feelings.

Managing student's Anger

Unmanaged anger often escalates into aggression. It is important that staff

working with students prone to anger outbursts:

Remain calm;

- The more you take it personally the worse it will get
- Avoid power struggles
- Leave students a way out
- Acknowledge student's feelings;
- Denying and/or trivialising emotions fuels anger
- Use solution type questions;
- Remind students of past success
- Use time out;
- Enable the child to withdraw and become calm
- Divert attention; Use an alternative task to distract a child
- Encourage active relaxation;
- Train students in relaxation techniques.
- Look to work on emotional intelligence building exercises
- Work to Nudge Education's five key cornerstones of Movement,Nutrition, Creativity, Reflection and Rest

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the child. Skilled staff can still play a dynamic role in enabling students to regain self-control. Here we would look to deploy training from the principles of CPI Safety Intervention.

Staff should

consider: Posture;

Keep hands and palms visible and unclenched Do not tower over a child; attempt to sit or at least bend down (if a dynamic risk assessment ensures it is safe to do so).

Proximity;

Be aware of personal space

Eye contact;

Excessive eye contact is challenging G confrontational

Voice tone;

Speak calmly but firmly allowing students time to answer

Challenging Misbehaviour-

Most undesirable behaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any environment seeking to establish and maintain a secure, stable and caring environment for students and particularly one where student's self-controls are often only emerging, clear limits need to be set. Even in the most considered environments sometimes the behaviour of students is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to use sanctions, and occasionally controls.

Whatever the intervention, it is fundamental that it is accomplished in such a manner that the respect for the individual child is not lost; it is the behaviour which is unacceptable not the child. A reprimand embodies a warning aimed at stopping misbehaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by students as nagging and to be ineffective. The effectiveness of reprimand used will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:

Correct targeting;- The child reprimanded should be the one who instigated or engaged in the misbehaviour

Criticism of the misbehaviour not the child;- The reprimand should emphasise disapproval of the act, not the child; "I don't like it when you shout across the room" is more effective and appropriate than "You're nothing but a loud mouth and a nuisance"

Firmness;- A reprimand should be clear and firm avoiding any suggestion of pleading for cooperation

Mutual respect;- The member of staff must treat the child with respect in order for his/her disapproval to matter

Positive emphasis;- The reprimand should be applied consistently in all situations to all students

Consistency;- Reprimands should be applied consistently

Additional cues;- Accompany the reprimand with appropriate non-verbal cues, such as eye contact, to increase the emphasis of the exchange.

Avoidance of idle threats;- If a reprimand embodies an implied threat of a sanction it should be carried out. If it cannot be carried out it should not be made.

A quiet word;- Quiet and private reprimands can often be more effective than loud, public interventions.

A raised voice;- At times it may be necessary for staff to use a raised voice – to interrupt dangerous behaviour, prevent or interrupt an inappropriate act or to highlight an important point. The member of staff should be in control at all times and should discontinue if the child became distressed.

Conclusion

By applying Attachment Aware principles to our Behaviour Policy, we aim to encourage an inclusive approach which achieves better outcomes for our students. This will empower staff to respond in a way that is empathetic but boundaries, firm but kind. We should not confuse empathy with sympathy or condone/avoid consequences for negative behaviours. When young people feel heard, understood and cared about they begin to express emotions in a more positive way. This benefits all.

If there are any further questions about the behaviour management, we would advise practitioners to refer to their CPI Safety Intervention Training, or seek to undertake this training.