



## Behaviour Management Policy

Staff Covered by this policy	All
Approved by and date	<i>[Signature]</i> 07/11/19
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Signed	<i>[Signature]</i>
Date	07/11/19

An Interim Executive Board is fulfilling the roll of the Governing Body of the school, any committee that is required is drawn from the IEB members or others seconded to it by the Local Authority to fulfil that function.

<b>Category</b>	Behaviour Management		
<b>Document Name</b>	Engagement & Mood Management Procedure		
<b>Approval By</b>	Skills School Governing Body		
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## Our Mission

To build better futures for our students and their families, by working together to overcome barriers to emotional, social, and academic development. We will deliver an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our students with the skills and experiences needed to embrace life-long learning.

### The Teacher

*“I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child **humanised** or **dehumanised**.”*

**Haim Ginott**

## Introduction

Engagement and Mood management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organization and also what we do not do, contributes to behaviour and indeed mood management. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins. This procedure includes the **‘Prevent’** strategy of violent extremism. Any incidents that arise will be notified to the Local Authority.

The reason for having a protocol is to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with our students every day, to support as positive and safe a response as possible. We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun are of paramount importance, for everyone.

We believe that for effective learning, teaching an interesting and engaging curriculum, enhanced by teaching a clear programme of ‘emotional intelligence’ and the development of SMSC, including drugs education, is essential to building resilience among young people.

This sits alongside our commitment to further develop our anti-racist curriculum and targeted, personalised support for students.

Note

- Physical Interventions (PI), serious incidents, incidents of bullying and/or racism are logged on Sleuth within a timeline of 24 hours and discussed with SLT.

**Any Engagement and Mood Management (Behaviour Management) procedure will only be as effective as the work of the staff that put it into practice.**

**Logging of engagement using the grading scale Red to Gold in every lesson is a non-negotiable as parity for reward and consequence is essential for all students. This data is also essential to demonstrate impact in all key action areas in relation to behaviour, safeguarding, attendance and safety.**

As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the student receives and the quality of teaching and environment that will ultimately affect their behaviour and sense of emotional well-being for good or ill. So any procedure has to be applied with humanity, sensitivity and consistency.

### **Shared Values And Beliefs About Behaviour – The Skilts Way**

We believe the management of student's behaviour and mood should reflect the values of the school. We choose an approach and procedures which enhance the quality of the adult - child and child - child relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures for complaints. The formation of healthy relationships is one of our main goals and the basis of much good behaviour and mood management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

**We never sacrifice the long-term well-being of the child to our own short-term wellbeing.**

**We state our values clearly. The Skilts way is listed below and the key focus areas are highlighted in yellow for this academic year so the students are clear regarding expectation:**

<b>The Skills Way – Our Ethos</b>	
<b>Social communication</b>	We listen to others We take turns
<b>Learning</b>	We're ready to learn We do our best We allow others to learn
<b>Behaviour</b>	We're in the Right place, right time We ask for help We make good choices We're safe
<b>Emotional wellbeing and community</b>	We show support We celebrate success If we're worried or bullied, we tell someone We're resilient We look after our environment

**Pupils have:**

- the right to feel happy and enjoy our time at school;
- the right to have fun and enjoy each other's company;
- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- justice and a sense of fairness;
- the right to reflect and debrief after incidents, sharing feelings in regard to how incidents are managed by staff;
- the right to make reparation;
- equality of opportunity and accessibility for everyone.

**We believe that:**

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;

- good discipline can be clear and firm, yet supportive; we describe this as ‘firm but fair’
- When we feel happy and enjoy, we learn far better.

**We aim:**

- to create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with students with social, emotional and mental health difficulties and review our practice regularly;
- to promote in all students a sense of self-discipline and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all students, staff and visitors and a proper concern and respect for the school environment ;
- to help students change their anti-social behaviour that causes them so much unhappiness and to learn ways of solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviour;
- to create an environment that is safe, physically and emotionally, for everyone in the school;
- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the students, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children’s behaviour and needs;
- to develop self-aware and organised thinking skills;
- to facilitate an environment of infectious positivity and happiness.

**Procedures**

The school’s ‘Engagement and Mood Management’ procedure deals with all areas of the students’ intrinsic development, alongside the school’s positive handling, touch and safeguarding policies.

**Life Long Learning**

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of life-long learning. Routines

also give a sense of security and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train staff and students to observe these routines. This helps to maintain boundaries and support the development of good habits.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.
- We recognise that well planned, interesting lessons which are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

### **Classroom Rules**

We have classroom rules that set out our basic expectations of students' behaviour and are all included in THE SKILTS WAY . The grading system is displayed in all classrooms with mood boards and will be visible to students on the white board within the lesson. They should be referred to and used as a preventative strategy in the positive management of students' engagement in learning and applied consistently by all staff.

#### As adults:

- We must reflect on our own behaviour, evaluate our practice and examine our attitudes, to ensure we follow the school's mission statement and the guidelines set out in whole school procedures;
- We must have high expectations of ourselves, each other and student; be committed to high standards and raising pupil achievement.

Staff must be confident about using the required skills and techniques to keep students on task and learning appropriately by:

- being fully aware of students needs
- use appropriate behaviour management styles to engage students in their learning
- encourage students to take part fully in lessons
- meet, greet and correct all students in every facet of the school day, whether this is the collection and transfer into the dining room, at breakfast time, in the corridors, on arrival at school or walking in-between lessons
- be at the door at lesson changeover to monitor students' movement

### **Good practice and non-negotiables**

#### 1. Praise in public

Students thrive on praise and this must be commonplace throughout the school, staff are to promote positivity and reward pupils for improvements in positive behaviours and engagement by Green & Gold in class and raffle tickets using the set criteria displayed to promote positivity and achievement

#### 2. Reprimand in private

If students disengage in learning, correct the 'issue observed' and ensure the student has clarity, so relationships are built and very clear, firm but fair boundaries are formed

3. Own the problem

When a student scores a maximum of Red or Amber in the lesson, staff must attend the relevant catch up to complete the 'time owed' and explain to the student the reason for the consequence. This reflection is essential and students will learn to appreciate that disengagement from learning will result in 'agreed and fair' consequences

4. All Catch up sessions will be supported by Teachers & Pastoral staff if required

This ensures consistent practice resulting in the students understanding that every member of staff are willing to challenge disengagement and implement the necessary consequences

5. Catch the students being positive.

Engage in 'purposeful' conversations so the students are aware that all principles are focussed on positive engagement and these are rewarded by getting Green and Gold grades in lessons.

6. Positive Phone Call/Text Home/postcard /email/certificate

Please record the information on Sleuth to evidence the contact with home and the frequency of the event "positive engagement with home" and essential to evidence improving communication and information sharing

**Do Not give on the spot consequences for behaviours at a time when the child is still in crisis. This is likely to escalate the challenging behaviour. Buy yourself some time, discuss if necessary with a member of the pastoral team and think carefully about an appropriate consequence and how it will be managed. Consequences should be seen as opportunities to reflect and learn appropriate positive alternative responses to similar situations.**

**Remember it is not the severity of the consequence which matters most but the certainty it will happen.**

**Students will respond more positively to learning when:**

- staff stimulate their interest from the start of the lesson
- staff use appropriate learning styles and activities to promote active learning;
- staff set learning targets that are realistic and achievable;
- staff ensure students receive appropriate support to achieve these targets.

**All staff should avoid:**

- personalising the behaviour;
- making threats or promises that cannot be met;
- over reaction;
- Being inconsistent and unfair.

## **A focus on learning**

Some students find lessons and learning a difficult experience that reinforces their already low self esteem. Many have developed a sophisticated armoury of skills aimed at hijacking the learning process. It is therefore important to assert our role in the classroom and not become diverted by students' techniques. We must continually model the behaviour we desire from students.

## **Promoting Positive Behaviour**

It is very important for staff to intervene quickly when unacceptable behaviour starts. If the behaviour can be quickly diffused, the lesson / activity may be able to continue without any other action being taken.

- stay calm: in a dispute between staff and student it is the staff member who is the adult role model and is expected to demonstrate self-control;
- be fair and be prepared to justify the action taken even if the student is unable or unwilling to accept the explanation;
- ignore secondary behaviour and discourage other students from "reporting" it;
- be assertive - call on Pastoral support only if necessary to avoid ongoing serious disruption
- be confident to challenge and own the behaviour displayed by attending the relevant catch up so students know that all staff will challenge with consistency
- separate the student from the audience; talk quietly and privately within the classroom or let the student know you will see them later; making this clear to the student and the rest of the class;
- Acknowledge the success you have achieved with individual students and promote the positive.
- Use the rewards assembly as a tool so every student can witness the success and progress achieved by this certificates, prizes or rewards. This is a celebration of positive engagement throughout the week.

## **Functionality that is displayed on Sleuth includes:**

- All lesson grades for week
- league table for term
- most Golds in the week
- All serious incidents
- All physical interventions
- Class and pupils specific data
- VIP status

## **Preventative Strategies**

Even in the most positive and purposeful classroom, disengagement and challenging behaviour does occur. The following strategies will equip us with the skills required to deal

with many situations whilst maintaining a relationship with the student than can, if necessary, be rebuilt at a later stage:

- meet/greet and positively suggest an alternative approach
- have the grading system visible on the white boards when positive grades are being given, some consideration for the public showing of red and amber might be necessary for children with particularly low levels of self esteem.
- focus on positive engagement and praise
- be conscious of physical proximity
- Non-confrontational techniques: how can I help you??(off task) is everything all right there.....(pupil unfocused). Non-verbal skills : thumbs up, please take a seat
- routine, routine, routine : seating plan, hands up, hand in air to gain attention
- connect with pupils so they can relate
- What could you be doing now?
- power of choice but consequence will happen if they do not make right choice
- diversion - agree and refocus if student is struggling
- bring the curriculum to life – work and learning is done when it's fun
- name/eye contact/pause/body language/thank you/move on
- confidence is crucial - students can 'smell' fear , eye contact/own the class/
- walk around/clear voice and smile
- Positioning is key - "what are the students doing"?
- don't turn your back on the class to focus on one student
- encouraging words/gentle discipline/use support staff well

### **Reflective Listening**

This approach gives student a language to express their feelings because they are hearing it from the adults around them. We want to avoid confrontation and help student to see that talking about what has happened and understanding how other people feel can help them understand themselves and their actions. Reflective language can be used in every situation and is another tool we have to ensure students follow the rules and learn to take care of each other before we apply sanctions.

### **Please remember:**

- put yourself in students' shoes to avoid SRS (sensory response scenarios)
- avoid habitual responses, for example; 'calm down'
- avoid questioning 'what did you do?' do not order pupils to do things.
- reflect feelings, by making reflective statements that mirror back emotions
- verbalise on students' behalf - we become their spokesperson.

### **For example:**

*I can see you are angry because...*

*I am not surprised you have done that*

*It's not what I am going to do about it- it's what we are going to do together to solve the issue*

*You feel angry because he was abusive towards your mum*

*It's ok to have these feelings. All of us have these feelings.*

We value our partnership with **parents/carers** and encourage involvement in all aspects of school life including engagement, attendance and students' progress.

**We aim to:**

- Welcome parents into school regularly and make them feel valued.
- Develop good communication between parents and school in the form of emails, phone calls, postcards, certificates and texts
- Ring/engage with parents/carers on a daily basis using various means of communication via Sleuth
- Parents are under a legal duty to ensure that their child receives full time education and attend school

Gold	Green	Amber	Red
<p>I go <b>above and beyond</b> in my lessons.</p> <p>I have produced by best possible work, which is well presented.</p> <p>I have shown a 'have a go' attitude to learning.</p> <p>I have welcomed a challenge or extension.</p> <p>I use my mistakes to help me learn.</p> <p>I have been <b>kind, considerate, polite and helpful to others.</b></p>	<p>My Learning behaviour is good.</p> <p>I have completed all of the tasks set and my work is neat.</p> <p>I have tried hard with my learning.</p> <p>I have shown a positive attitude to my learning.</p> <p>I have listened to and followed instructions.</p> <p>I have stayed in the right place.</p>	<p>My work is incomplete, messy or rushed.</p> <p>I have graffiti on my work or property.</p> <p>I have not listened to or followed instructions</p> <p>I have shouted out</p> <p>I have moaned, made silly noises and disrupted learning.</p> <p>I have left the room</p> <p>I have laughed at my friends</p> <p>I have been rude, snatched or swore</p>	<p>I have caused property damage</p> <p>I have used racist language</p> <p>I have been verbally abusive</p> <p>I have used threatening language</p> <p>I have been physical</p> <p><b>I have repeatedly not followed instructions and disrupted learning.</b></p> <p><b>I have been hands on at play / free time</b></p>

### Staff Recording on Sleuth

- Data recording is paramount to capturing the behaviour displayed by the student to inform change through positive intervention.
- The input of all facets of engagement and disengagement witnessed is the responsibility of all staff as we collectively 'own the behaviour'.
- Analysis can only be consistent, accurate and fair when we have a full picture of every student in regard to their daily engagement in learning, be it positive or negative.
- Input of students' grades is paramount to ensure the system is fair and consistent

- if students' scores are not recorded, there will not be parity in regard to merits, raffle tickets nor the weekly league table.

**Accurate Recording lesson by lesson is an essential part of the 'Performance Management' process**

**Lesson by Lesson grading criteria in regard to Engagement & Behaviour ( 6 x a day)**

**All Staff must:**

- Record students' points on Sleuth for every lesson
- Grades must be on the system for 3.30pm so the pastoral team can analyse and meet with SLT
- Red and Amber need to be on the system on a lesson by lesson basis with a description, so consequences and calls home can be organised by Teachers and the pastoral team
- All serious incidents/Bullying/Physical intervention need to be inputted immediately as they trigger emails to the SLT so the issue can be investigated and resolved promptly

**Headteacher weekly meeting at 4p.m with the pastoral team so high level incidents are dealt with fairly with the full information present to assess**

- The league table for all pupils grade that week
- Serious incidents that may require exclusion
- Classes requiring additional support
- Planning for the following day
- Catch up sessions
- Morning mentoring sessions

**Golden Tickets**

Given to children who have six sessions of gold in one day and have positive playtimes and lunchtimes . A member of the SLT or the Pastoral Manager will deliver these to the children who have earned them in classes each day taking the opportunity to praise and encourage children who nearly made it. They will encourage children to try hard.

There is a list of experiences that is updated from time to time detailing what rewards children can earn in the school and out. Children will be encouraged to save their tickets and cash them in for the experiences they wish to access. Tickets earned in one school year can be used in the next school year but children must have earned at least half of the total number required to access an experience in the current year.

### **Enrichment Days**

- All classes will identify a number of Gold Tickets that must be achieved in total to earn a shared class reward enrichment activity. This will be within the usual class budget allocated, or through special request to SLT to use the reward budget allocated. All children will feel they have contributed as a team member to a whole class achievement regardless of how many tickets they have personally contributed. Risk assessments will have to be completed prior to any off site enrichment day and individuals who pose a higher risk supported throughout to enable them to enjoy the experience. Additional staff may be required to ensure safe participation for all the class.

Occasionally a Double Bubble Day or opportunity to earn 2 tickets one for the morning and one for the afternoon will be offered to classes where an additional incentive is needed to boost opportunities.

### **The Catch Up System – Consequences**

On occasions, the most skilful management will not prevent or stop disruptive behaviour / disengagement in learning. However, to take no action not only condones the disruptive behaviour within that particular lesson, it also undermines, through lack of consistency, the efforts of other colleagues who are conscientiously attempting to maintain a positive environment that supports engagement in learning and a productive work ethic.

- The system is based on an accumulation of reds
- Red/amber/serious slips are monitored daily by the Pastoral team and the SLT

Each Red scored, is an automatic catch up.

- Reds can only be completed at break & lunchtime or with prior agreement with SLT and parents / carers after school.
- If a student scores 2x reds they will have to complete this catch up time during lunchtime play. Students may have **their lunch away from the dining hall** due to the disengagement and negative behaviour displayed

The aim of 'Catch Up' is to:

- make students aware of the reason for their disengagement
- asking students to reflect on how the catch up could be avoided
- asking students what rule they broke
- Ensuring students think about how they can avoid catch up again.

Each student starts each day with a clean sheet as all issues from the previous day have already been discussed and resolved.

Recording each student's Reds enables:

- an analysis of who has catch up each day
- How many catch ups individual students accumulate a week, a term and a year.
- The comment box also gives additional clarity if the Teacher/TA who has recorded the incident arrives to catch up after the student e.g example of inappropriate language used.
- These categories will also be used to set pupil weekly targets in regard to most prevalent disengagement

The monitoring also identifies which students have accrued Headteachers catch up. The identification of students who continue to accumulate 'catch up' will be analysed and scrutinised to a deeper level in the 'Intervention Strategy Meeting' chaired by the Headteacher, every Thursday morning. Risk Reduction Plans will be reviewed, with targets set and agreed with the student and parents.

The Reds catch up system is in place to support positive engagement in learning by providing:

1. A deterrent (when other more positive means have failed)
2. A consequence for unacceptable behaviour / disengagement in learning
3. A system that enable Teachers and TA's to report negative behaviour
4. A means of monitoring the engagement of students
5. Ways of helping students understand what they have done is unacceptable

**Clear reminders are given to the students relating to positive engagement:**

- Name(s) on the board
- regular self-reflection (Red-Gold )

***Important Note: Students will be asked within the lesson what score they believe they should gain against the set criteria***

- If a warning is given to students in a way that all other students hear and understand, then all students have had their warning; their scores 'may' decrease Gold/Green, Green/Amber, Amber/Red
- Students will be given the chance to turn around disengagement e.g. "please use appropriate language as this will affect your score - if the task remains incomplete you will only score a Amber".

- If a student is disengaged from learning, they have a 5 minute turnaround time to speak to Pastoral staff, If they engage with learning within this timescale they can still obtain a Green for this lesson if all work is complete.
- If the student comes back into the lesson and again disrupts the flow of the lesson, they will automatically be awarded an Amber/Red.
- No student is to be **'placed outside'** the classroom unsupervised.
- A **supervised time-out of no more than 5 minutes** may be used especially at the beginning of the lesson in the various rooms available which include the sensory rooms.

***The student causing a problem will remain in the classroom unless there is a risk to health and safety and class staff will exhaust all strategies***

***The first aim of 'support' will be to keep the student in the lesson before pastoral support is required and called for.***

**All these behaviours must be challenged and consequences given for consistency, fairness and parity**

In the first instance, classroom staff need to 'own the issue'.

If this is prolonged, the next 'stage' is for additional pastoral support so the student remains in the class.

Pastoral Staff will liaise with SLT relating to an incident, so quick and cohesive responses are given to serious incidents.

Serious incidents may warrant modification of the 'Risk reduction Plan'. This decision will be made by the Head Teacher/SLT/Pastoral Team once a full account of the incident is on the system and recorded.

## **Physical Intervention**

We recognise that, at times, some of the students may significantly deviate from the Engagement Procedure. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The first line of paragraph of the Children Act 1989 in the UK stated that the welfare of the child shall be the paramount consideration. Therefore when physical intervention is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force.

It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the student and be based upon an assessment of the risks associated with the intervention. All staff need to follow set guidelines on handling students

and should be trained. Physical intervention should avoid contact that might be misinterpreted as sexual and respects the cultural expectations of the individual.

Physical Intervention is permitted and will only be used in order to stop students:

- causing injury to themselves
- causing injury to other pupils
- damaging property
- having a negative impact on good order

### **Reporting and Monitoring**

If a Physical Intervention takes place it is the staff members' responsibility to:

- Complete the slip on 'Sleuth' which is time and date stamped and save as it immediately.
- This must be completed within 24 hours along with a full written account in the Physical Intervention LOG.
- This MUST be completed with a member of the SLT or DSL present to ensure appropriate quality assurance
- Offer the student the ability to comment in a debrief on the PI; this will be logged on the slip; if they refuse, use the relevant tick boxes
- Make contact/Ring the parent/carer of the student prior to them arriving home that evening
- The forms will be scrutinised by senior staff & the DSL
- Risk assessment & Risk reduction plan will need to be revisited depending on the severity of the incident

### **Instances of such behaviour must always be completed on Sleuth and referred to SLT without undue delay**

We appreciate that one of the best rewards for a student is **genuine praise**. We praise students for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a student at every opportunity '**catching them doing the right thing**'.

We try to make our praise authentic and precise. We look the student in the eye and say seriously something like, "**Robert, I like the way you did not retaliate when provoked, that shows strength of mind. Well done.**"

Through our interactions with each other, we model positive and respectful relationships for the student. Language and listening skills are key elements in this.

**Communicating verbally** – we strive to show an interest in the student's work and interest, listening, decoding the language of the student's responses, sharing appropriate personal interests.

**Communicating non-verbally** - we adopt non-threatening stances, smiles, physical proximity, non-threatening physical touch, awareness of positive postures.

***Relating to students in an empathic and positive way*** – we are willing to engage in activities with the student, maintaining a non-punitive stance. We maintain straight dealing, building trust, giving opportunity to make reparation and by our reflective approach to difficulties.

We recognise and honour without judgment the importance of the young person's family system, and their place within and loyalty to these. We take opportunities to foster positive relationships by using a positive tone of voice, our facial expressions, our reactions to their achievements and difficulties. We recognise that there are many opportunities in the course of the day to develop this aspect of relationships. We use touch proactively, appropriately and positively to reassure and calm, provide guidance and support and to model appropriate touch. We continually reflect on how we respond to individuals on a personal level. We celebrate all birthdays where appropriate within cultural context, valuing each student's place in the world.

### **Keeping Positive**

*"There is neither good nor bad but thinking makes it so."*

Shakespeare

### **Keep Smiling**

Smiling may be a good habitual behaviour to develop. Smiling triggers an automatic response in other people, causing them to smile in return. It also makes other people feel subconsciously better disposed towards the person who is smiling. It communicates confidence and openness and also stimulates the production of natural opiates and boosts the immune system. At Brantridge School, we truly understand the importance and impact of smiling.

### **Fear of Failure**

***"To change one's life: Start immediately. Do it flamboyantly. No exceptions!"***

William James

Some people are disabled by the fear of failure, which prevents them from taking risks when they are presented with opportunities to learn new skills or form new relationships. People, who have been hurt in the past when they tried something new, learn not to risk failure. Instead of feeling excited at the prospect of a new opportunity or a new relationship they experience anxiety at the threat of being hurt or humiliated once more. Some students have been repeatedly failed, hurt and humiliated. They find it increasingly difficult to commit to a new relationship. Instead, they test new relationships to destruction, or sabotage their attempts to learn a new skill, creating a self-fulfilling prophecy and reinforcing their suspicions of new people and new things. When an experience has been painful in the past, people respond to similar situations with anxiety. That is why some students often respond to judgmental praise by destroying the piece of work being praised.

### **Inducing Moods**

People can be guided towards more positive emotional states. Guided imagery involves asking a person to remember or imagine that they are in their favourite place, or recall the best day of their lives. By mentally adding sounds, colours and smells the image can be

made stronger and the feelings evoked more powerful. This exercise can bring about positive mood change, but only if the person can be persuaded to try out the exercise. Like all other forms of exercise, mental gymnastics / yoga takes effort and practice. It is not enough just to join the gym, you have to go and do some work. By practising and working on the positive image, people can create a tool to help them change the way they feel when they are under pressure.

### **Mood Resources**

At Skilts School we build up a collection of sensory toys, mood thermometers, books, music and videos that put us all into a good mood. If polishing up happy memories improves the way people feel then it might be we encourage students to keep photographs, audio and video recordings of positive experiences. Physical exercise is a proven method of changing the way people feel. It stimulates the production of endorphins. Just raising the arms in the air can increase blood flow to the brain. Sometimes a change of scenery helps too. It makes sense to encourage physical exercise and invest in the equipment which encourages people to do it. At Skilts School we encourage our young people to do something, rather than just sitting and wondering why they are not feeling better.

### **Summary**

Our Engagement and Mood management along with Team Teach training is designed to minimise risk and help young people to build and maintain positive relationships. All staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure people who are anxious, offer boundaries and choices when people challenge, with safe and effective physical intervention strategies as a last resort. We can also help people to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. Skilts School is a safe setting, without fear. It is a place where staff members go to work, not expecting to be hurt.

It is a place where young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. How our staff respond to our students, as opposed to the behaviour, can build the bridges which lead to positive change.