



Behaviour & Relationships Policy 2021-22

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Behaviour & Relationships Policy

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Relationships & Behaviour Policy

At Green Meadows Academy every member of our school community will feel valued, respected, welcomed and safe. We achieve this by holding relationships at the heart of school. This approach will lead to improved outcomes for pupils, ensuring they are prepared for adulthood. We believe that positive behaviour, appropriate communication and skills in self-regulation need to be learnt and rehearsed and that pupils learn best through supported reflection, restorative conversations and understanding natural consequences to their actions.

Purpose

This policy outlines how we will promote positive behaviour and resolve difficulties when they occur. Effective behaviour management means that our pupils will be able to cooperate with others and make the right choices. Our school recognises that behaviour can be an indicator of abuse, bullying or mental health difficulties and this policy is therefore embedded in a whole school curriculum and the school's approach to safeguarding and mental health and wellbeing.

Theory and Research

Department for Education Mental Health and Behaviour in Schools (2018)
Keeping Children Safe in Education (2021)
Louise Michelle Bombier and Daniel A. Hughes , 'Settling to Learn', (2013)
Daniel J. Siegal and Tina Payne Bryson; 'No Drama Discipline' (2015)
SEN Code of Practice (2014)
Dr. Bruce Perry

Developing Relationships

All staff in school will:

- Prioritise building positive relationships with pupils and their parents or carers as soon as a child arrives in their class. See appendix 1 for strategies.
- Listen to pupils and report concerns following the school's safeguarding and anti- bullying policy
- Implement the school's belief in Unconditional Positive Regard for all pupils
- All pupils who have experienced Adverse Childhood Experiences (ACEs) will have a key worker who will check in and out with them each day and who may carry out specific mentoring with the child as required.
- Ensure positive behaviour is reinforced through verbal praise, appropriate rewards and communication with parents.
- Implement a zero tolerance approach to sexual harassment, sexual violence, racism and bullying.

- Endeavour to remove any barriers to learning and social inclusion through carefully planned and differentiated lessons and break times and through the annual review process.
- Refer to the SENCO and Designated Safeguarding Leads if a child is finding an element of school challenging and the barriers to learning and social inclusion are not being overcome through Quality First Teaching.
- Ensure the voice of the child is always heard.

Responding to Pupils

We believe that all children are individuals. Some pupils find it difficult to communicate their needs and frustrations verbally and use gestures, facial expressions and noises instead. We understand that frustrations and unmet needs are difficult for a child to identify and communicate and that this can sometimes lead to a child being in crisis. All staff have Team Teach Training and are able to physically intervene if it is reasonable proportionate and necessary. Being pro-active and consistent will ensure physical intervention is a last resort. This will include the following:

- All pupils will have a 'Lite' Personal Support Plan (PSP Lite) which will outline what works and does not work for each child.
- All pupils who may demonstrate dangerous behaviour or who have medical needs will have an Individual Pupils Risk Assessment (IPRA)
- All pupils will have a completed sensory assessment
- All pupils who have experienced Adverse Childhood Experiences (ACEs) will have a key worker who will check in and out with them each day and who may carry out specific mentoring with the child as required.

All staff will:

- Understand that behaviour is a form of communication and our job is to understand what each child is trying to communicate.
- Be trained in Team Teach
- Challenge behaviour that is not in line with the school's ethos of being 'Ready, Respectful and Safe'.
- Ensure there are clear structures and routines throughout the day.
- Ask for help if they are struggling to manage a child's behaviour.
- Support children to regulate through using their training in Team Teach, implementing co-regulation strategies with pupils and providing appropriate space for a child as needed.
- Ensure a child is regulated and calm before discussing challenging behaviour.
- Record all behaviour incidents on the school's behaviour monitoring system, Behaviour Watch.

- Ensure physical interventions are recorded as such on Behaviour Watch and the class teacher is informed.
- Challenge and address any bullying, including cyberbullying, discriminatory bullying and prejudice based bullying as per the school's Anti-bullying policy.
- Challenge any sexual harassment and sexual violence, taking a zero tolerance approach.
- Record all incidents of sexual violence and harassment on cpoms.
- Use positive reinforcement eg 'do' rather than 'do not'
- Use calm voices and clear language at all times.
- Ensure rewards earned are not then taken away due to other behaviours

Teachers will:

- Ensure disruption or conflict in the classroom is managed effectively through providing alternative space to learn and problem-solving with the child through a restorative conversation. This must be documented in a behaviour plan and shared with parents.
- Ensure they have a 'Code of Conduct' in their classrooms, written with and agreed by all members of the class, following the school's ethos of being 'Ready, Respectful and Safe'. This will be on display and referred to within the school day through praise, reminders and prompts.
- Create a reward system in their classroom that promotes positive behaviour. This will be in line with the expectation that all pupils should be 'Ready, Respectful and Safe' and will be appropriate to the needs and developmental level of the pupils in the class.
- Develop plans with individual pupils under the direction of the SENCO to support positive behaviour for individual pupils when needed.
- Ensure pupils have time within their timetable to self-regulate and relax following their understanding of each child's sensory needs and Education and Health and Care Plan
- Listen to and respond to each child's needs in line with their Education Health and Care Plan
- Adapt their approach to teaching to ensure are pupils are included and engaged in their learning
- Ensure that low-level disruption is addressed appropriately and managed effectively in their classrooms. This may require asking for assistance from other members of staff at times.
- Ensure parents are informed of any physical intervention that has taken place by sending a letter home and speaking to parents on the day the physical intervention took place.

Repairing and Restoring

At Green Meadows Academy we believe that every interaction is a learning opportunity. Our curriculum, in particular lessons in Oracy, PSHE and RE ensure pupils learn about diversity, equality, tolerance, understanding and methods of resolving conflict. All our staff role-model this throughout the day with all members of the school community and in school council meetings, assemblies, and through celebrating focus months such as Black History month, Refugee Awareness Week and Anti-Bullying week.

Staff are expected to take part in daily de-briefs as a class team to ensure all staff reflect on all interactions and learning opportunities that day in order to ensure they build on the successes and try something different when things go wrong. Successes and challenges will be shared with parents through telephone calls or communication in the home- school diary.

When things go wrong, our children will understand that there will be a fresh start and new opportunities, following the principle of Unconditional Positive Regard.

Please see Appendix 2, 3 and 4 for procedures following a behavioural incident or conflict in school.

Should a specific type of behaviour continue in school following the effective implementation of the above procedure, the class teacher will refer to the SENCO. In agreement with parents, a Strengths and Difficulties Questionnaire will be completed and subsequent specific interventions to challenge beliefs, attitudes or anti- social responses to others may be implemented. This may be through one to one mentoring, social groups, behaviour interventions or a referral to external services for counselling or therapy.

Where a child is consistently struggling with the expectations in school and their change in behaviour continues to be a concern, the SENCO will refer to external agencies such as an Educational Psychologist, their social worker or the virtual school if the child is Looked After.

Staff Support, Wellbeing and Professional Development

As part of the Wellspring Academy Trust, our school has access to training and support from the Positive Regard Team and other schools within the trust for training and support. We also offer training and support from experienced individuals within our own staff team.

All behaviour incidents recorded on the school's behaviour system, Behaviour Watch, will be monitored by the Behaviour Support Worker and reported to the Assistant Principal responsible for Pastoral care on a half termly basis.

Our school understands that in order for staff members to be able to support pupils in regulation, they need to be regulated themselves. We acknowledge that there are days that can be very emotionally and professionally challenging and support our staff in the following ways:

- Senior Leadership Team have an 'open door' policy for all staff
- Access to external counselling and support through the Wellspring Academy Trust
- Daily de-briefs for each class team
- Supervision for all staff working directly with pupils in a pastoral role
- Half- termly group supervision for staff led by middle leaders
- Implementation of the Performance Management process for all staff to ensure they feel challenged and valued and achievements are recognised.
- The school has two staff members who are Wellbeing Champions and who work as part of the Wellspring Wellbeing Committee in developing a range of wellbeing opportunities for all staff members.
- Termly peer coaching opportunities.

Equality Impact Statement

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In the development of this policy due regard has been given to achieving these objectives, further to which we will champion equality in all its forms, in keeping with our values.

This policy will be reviewed in January 2023

Appendix 1

Top Tips for Building Relationships with Pupils

1. Listen to the pupils and respond to their concerns.
2. Plan to carry out collaborative tasks with pupils, for example, cooking, playing a game, going on a school visit.
3. Give the pupils a responsibility to show you trust them.
4. Take an interest in them and their interests.
5. Provide rewards and praise that is instant and meaningful.
6. Use a restorative approach and conversations when things go wrong.
7. Create 'Happy Books' with each child so that they can share the things that make them happy, and can refer to them when they are unhappy.
8. Do not shout at a child.
9. Implement the Emotion Coaching approach when talking to pupils. For example, 'I can see that you are angry because....'
10. Plan for fun activities that everyone will enjoy.
11. Have times when you are 'silly' with the children.
12. Redirect pupils from unwanted behaviour.
13. Ensure you catch every child being good.
14. Praise pupils who are doing the right thing rather than focusing on the one child who is not getting it right.

Appendix 2

Process for Mild or Low Level Disruptive Behaviour Incidents in the Classroom

Mild behaviour is isolated incidents of swearing, not sharing with peers, absconding from class or not following instructions. Low Level disruptive behaviour in the classroom is disturbing other pupils from learning by not remaining on task or by distracting others through talking.

1. Incident is witnessed and addressed appropriately by the member of staff
2. Either at the time or later the same day, the child involved will be involved in a restorative conversation with pupils or staff involved in the incident, and will repair the established relationships.
3. The person who addressed the incident will record it on Behaviour Watch.
4. The class teacher will inform parents as per the anti- bullying policy.

Appendix 3

Process for Severe or persistent Low Level Disruption in the Classroom

Severe behaviour includes incidents of aggression, shouting and swearing.

1. Incident is witnessed and managed appropriately by the member of staff present.
2. If necessary, proportionate and safe, physical intervention may be required.
3. The child is given appropriate time and space to calm and regulate without anyone discussing the incident.
4. At the appropriate time, a delegated member of staff will speak to the child about what has happened. This may be the class teacher, the Behaviour Support Worker or a different member of staff. The pupil involved will be listened to and the emotional, physical and if necessary, financial consequences of their actions explained to them.
5. At the appropriate time, but ideally on the same day, a restorative meeting will take place with the pupil and the member of staff or pupils involved. This will be chaired by a member of the Senior Leadership Team or a Phase Leader. The pupils involved will be encouraged to make amends for any hurt and distress caused. For bullying incidents, please refer to our Anti-bullying policy.
6. The member of staff who managed the incident will record it on Behaviour Watch and ensure the class teacher is aware.
7. The class teacher will inform parents of the incident.
8. If a physical intervention has taken place, this will be recorded by the person who carried out the physical intervention as such on Behaviour Watch, the class teacher will be informed, a letter will be sent home to parents and a phone call will be made to parents.
9. The class teacher will update the pupil's Individual Risk Assessment (IPRA) and Personal Support Plan Lite.
10. The class teacher will discuss with the pupil what changes can be made to prevent any subsequent behaviours.
11. A follow- up conversation with the pupils and staff involved will take place to ensure any agreements have been adhered to and that pupils feel safe and listened to. This may be led by the Behaviour Support Worker, mentor, Pastoral support or phase leader.
12. If the behaviours continue, the class teacher will ask for a meeting with the SENCO in order to plan next steps and possible additional intervention required.

Appendix 4

Procedures for the Implementation of Intervention Strategies

1. The class teacher will refer emerging issues to the SENCO and will be identified by the Behaviour Support Worker through their monitoring processes.
2. The SENCO and pastoral team will meet to discuss the referrals and agree the most appropriate person to implement the appropriate intervention. This may be an Early Help with the family, additional communication and interaction led by the Communication and Interaction Leaders, mentoring led by a named member of staff or a behaviour intervention led by the Behaviour Support Worker.
3. An appropriate assessment system will be completed by the delegated member of staff and parents will be informed of the intervention taking place by the named member of staff.
4. The intervention will be reviewed after 7 weeks through individual supervision meetings with the Assistant Principal and delegated member of staff. If it is felt at this meeting that more specialist support is required, the appropriate referral will be made to external services.