Brayford Academy

Positive Relationships & Behaviour Policy 2023-2024

Supported by Paul Dix's 'When the Adults Change'

This policy is underpinned by the relational approach described by Dan Hughes and using his PACE approach to interactions.

Interactions should be:

P – playful
A – accepting
C – curious/caring
E – empathetic

Contents

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1.AIMS

At TEAM Multi-Academy Trust, our primary goal is to ensure every member of our school community feels valued and respected, fostering a deep sense of self-worth and love. This guiding principle underpins our behaviour and relationships policy.

We recognise that children want to belong, achieve and contribute to their school community. They need high levels of nurture and empathy, support, structure and containment in order to feel safe. These fundamental needs are met through relationships with emotionally available adults who are active and deliberate in their actions

Furthermore, we recognise that certain life experiences may make it more challenging for some children to regulate their behaviours. With the guidance and strong support from key adults in their lives, we aim to help these children navigate these challenges effectively.

The Positive Behaviour and Relationships Policy is divided into three keys areas:

Developing relationships

- how we will build positive relationships

- supporting inclusion

- setting clear and consistent boundaries

Responding and Calming

- promoting positive behaviour

- regulating emotions and being calm

- managing crisis

Restoring and Repairing

- resolve conflict

- recognise and repair damage

- support long term change

- home / parent links

- responding to serious incidence

We aim to:
- Actively promote de-escalation strategies, reducing anxiety and promoting self- regulation in order to promote readiness to learn.

- Provide a consistent approach to behaviour management across the school.

- Manage behaviour in an age-appropriate way and consider SEN and disabilities.

- Remain calm and regulated in our response to behaviour.

- Have open communications with parents and carers so that all behaviours are shared.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Keeping Children Safe in Education

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Developing Relationships

The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils. All staff work to build relationships with the children in their care, with each other, with parents and with other community members and professionals connected to the school.

School staff will take deliberate actions in order to **build relationships** including:
- Getting to know the children well.

- Paying explicit attention to ensuring children know they are safe and protected from harm. For some this will be easily understood however some children will need more explicit explanation, regular reassurance and safety signals.

- Recognising and celebrating children uniqueness in both formal and informal ways

- Seeking their views on topics that matter to them

- Ensuring their needs for basic care, food, warmth and love are met

- Encourage a calm, purposeful and happy atmosphere conducive to good learning, to enable pupils to feel safe in our school.

- Build positive relationships with the children and know them well.

- Provide opportunities for children to learn and practise their developing social skills

We activity seek to **support the inclusion** of all children by:
- Understanding that a child's behaviour communicates something to us. We will understand this better when we listen to the child, their family, other colleagues and professionals relevant to the child

- Following the schools SEND process

- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.

- Ensure fair treatment for all

- Developing a broad and balance curriculum that ensure access to opportunities and curriculum enrichment for our most vulnerable pupils

- Manage change and stressful or exciting activities in ways that help children anticipate and be prepared for them.

- Provide calm and predictable environments, tasks and interactions to support feelings of safety and competence.

Our staff have **clear expectations** and set **consistent boundaries** for children's behaviour by:
- Expecting all children to achieve their potential in all aspects of the curriculum

- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.

- Being constant about the rules in place and how they keep children safe

- Regularly reviewing and discussing the rules and how they applied in each school at least once per term during a staff meeting

- Developing and applying a consistent approach and ethos for classroom management

- Developing and applying a consistent approach and ethos for playtime provision

4. School Code of Conduct

- **We will always give our best.**
- **We will be kind and considerate to others.**
- **We will move around the school sensibly.**
- **We will respect adults, children and property.**
- **We will use one voice in the classroom.**

5. Class / School Behaviour Management

The strategies used in the classroom to manage behaviour will avoid methods that are punitive and sanction based including those that involve publicly shaming or drawing attention to individual children's behaviour.

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

Gathering a class or larger groups back together

We operate a very clear approach to how we can gather a class back together/ larger groups together quickly.

A range of strategies used by all staff will consist of:

The following process is to be used by all staff.

Raise your hand and say 5,4,3,2,1

Then say EVERYTHING DOWN (wait for all pupils)

Finally say EYES ON ME

As this system becomes more embedded in school we may simply raise our hand and children will know what we expect and react accordingly. It may be pertinent to thank those children who have stopped straight away.

When everyone has stopped, thank the whole group for being ready.

Coming into school

How the day starts sets the tone for the rest of the day. At Brayford Academy, we recognise that the initial interactions and environments experienced each day play a pivotal role in setting the tone for everything that follows. We are dedicated to ensuring that every child is met with a genuine, warm greeting as they arrive in school.

1. Morning Welcome:
● A dedicated staff member from each class will stand by the entrance doors every morning to greet their students with a heartfelt 'hello' or 'good morning'.
● In the event of a teacher's absence, the Support Staff linked to the concerned class will fill this role.
● We aim to facilitate a brief window for parents and children to share any critical information with the class teacher at this time.

2. Movement within the School:
● Moving sensibly – All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.
● Children are expected to behave appropriately whether with an adult or not.

When moving in and around the school children will be taught the importance of doing so quietly and in an orderly fashion. Staff will also ensure that during important times of the school day when children gather for assembly and lunch in the hall that they are reminded about the importance of being reflective and quiet when asked to do so.

At play time

All children will be escorted to and from the playground by an adult and a member of the teaching staff will be outside to monitor along with members of the Support Staff.

Five minutes before the end of break the 'tidy up' bell is rung. At the end of the break the bell is rung for a second time – all children stop what they are doing and stand still. They line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class ON TIME, bringing them into school in an orderly manner.

Playtime Supervision

A minimum of two staff members are required to supervise playtimes. When on duty, staff should circulate and take the opportunity to engage with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

POSITIVE BEHAVIOUR

At Brayford Academy we use our 'Learning Hero's' to promote positive behaviour and help build resilience. (Curious Cheetah, Thinking Tortoise, Persevering Parrot and Working Together Walrus).

Throughout the week staff will look for opportunities to praise children and relate their behaviour to one of the learning Hero's. At the end of the week a celebration assembly is held and children are chosen to receive a certificate where they have displayed behaviour related to one of the Hero's. This is communicated to the children and their parents' through our weekly newsletter.

Teachers look for positive behaviour and good learning throughout the day which is reinforced verbally by the class teacher. We also look for opportunities to discuss how children are feeling, noticing when they are calm or when they are becoming dysregulated. We use an emotional thermometer with the children and notice the different emotional states and react accordingly, (Appendix 1).

6. Responding and Calming

Our aim is to promote high levels of desirable behaviour throughout the school day. We recognise this is not always easily achieved and the need to respond to disruptive behaviour is an active way that helps children return to a calm

and controlled state as quickly as possible, causes the least disruption to the learning or others and does not increase the trauma experienced by the child.

We will **promote desirable behaviour** by:

- Noticing and drawing attention to those behaving in a desirable way with appropriate praise and recognition for this without drawing attention to any not behaving in this way. We avoid explicitly shaming children when praising the behaviour of others.

- We remain calm and deliberate in our request for children to comply with our instructions

- We check to ensure that instructions have been understood

- We make explicit reference to our belief in the child's ability when requesting they comply

- Naming and acknowledging our own emotional state and explicitly teaching children to understand how they can escalate and escalate between calm and aroused states using the emotional thermometer which is displayed in every classroom and at other key places around school

- Exploring behaviour and consequence through our structured PHSE curriculum

- Promoting positive learning behaviours using building learning and learning power animals

- Modelling appropriate social skills and emotional regulation.

We support children to **regulate their emotions and be calm** by:

- Understanding how children can become dysregulated drawing on our knowledge or neuroscience, fight, flight and freeze responses.

- We are explicit in acknowledging and naming emotions for children at the earliest opportunity when they are becoming over aroused.

- We understand and meet the child's emotions with calm and soothing responses

- We do not attempt to address restoring and repairing a situation while the child is dysregulated.

When children are dysregulated and not controlling their behaviour we will endeavour to **manage the immediate crisis**, keeping other children safe and protecting the child from further trauma as a result of our actions.

- Adults remain calm in their interactions, offering reassurance and co-regulation

- Children's emotions are recognised and acknowledged – staff make simple statements such as I can see you are very upset; I can see you are angry. Simple, concise language is used.

- Suggestions are offered including indicating a safe space where the child can go – an adult remains with them or very close by to ensure ongoing co-regulation and support. Children are only moved away from their classroom when it is in their best interest to do so to allow them time to regulate their emotions and to ensure they do not cause harm. On these occasions it should be clear that this is to help the child and that an emotionally available adult accompanies them to provide the required co-regulation. Adults may initially accompany a child but enlist another clam adult to assist or take over to ensure the child is supported.

- Other children present are reassured, adults support them to be cared for and offer co-regulation. They may be calmly asked to move to another area

- Where a situation needs to be conveyed to another adult this is done without further shaming

For some children their experiences make controlling their emotions and behaviour more challenging. When this is the case or if particular behaviours are unmanageable, cause harm to others, ongoing disruption to learning and distress to the child a Behaviour care plan will be developed in conjunction with the SEN or pastoral teams. The behaviour care plan will give further strategies and individual responses for children. The provision for the children to calm and regulate including identifying safe spaces to go and calming, regulatory activities will be included in the behaviour care plan. These will ensure consistent approaches across the team in responding to the child. Where appropriate a co-regulation plan will also be considered to prevent escalation of behaviours to unacceptable levels.

The child's SEND needs will also be considered to ensure they are able to access appropriate and meaningful learning opportunities.

7. Repairing and Restoring

We recognise the importance for children and our school community of repairing the damage done when children have acted in ways outside of the normal behaviour expectations. Furthermore, we recognise that the concept of repair gives a child the opportunity to restore their place in the community and gives the community a chance to forgive and welcome the child back. These concepts require us to act using cognitive skills that are not accessible to us when dysregulated and so should always be enacted after a child has experienced co-regulation and is truly calm and supported.

We will support children to **resolve conflict** by;

- Listening to and understanding their views and the things that are important to them
- providing then with the language, understanding and support to see others views and know the impact their actions have on others in order to repair these relationships.
- explicitly us language of repair rather than of shame and blame
- Where children do not have the skills to reflect on their actions we will use the **WINE model** to reflect these to the child

W – I wonder if… I – I imagine that was… because N – I noticed that… E- Empathy, that must have felt…

Adults will help children to identify the impact/consequences of their actions. We recognise that **consequences** should relate directly to the action or behaviour for example not completing your work results in work that still needs completing, being unkind to another damages that relationship and make the friendship uncertain, throwing things causes damage or mess. It is these 'real' consequences that we will help children to address and **repair.** This might be:

- To apologies or make amends to a person affected by your actions
- Completing unfinished work
- Tidying or repairing an area or damaged item

To avoid further trauma to the child we will focus on the language of repair and fixing things that went wrong.

Adults will support the child to **make longer term changes** to their behaviour by:

- Continuing to know they are valued, cared for and we believe in them to do the right thing.
- Helping them to see they are able to fix, repair and change circumstances – situations are nether fixed nor hopeless.
- Acknowledging and accepting a child's feeling attuning and validating their experience without judgment
- Reflecting to them the impact of others and real consequences of their behaviours
- Supporting their emotional growth and understanding through co-regulation until they are able to regulate without support.
- Continuing to use both the PLACE and WINE models throughout these difficult interactions.

8. Working in Partnership with Parents & Carers

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Positive aspects of children's behaviour are reported to parents through reports, parent evening consolations and face to face or telephone conversations. Where a child has been struggling with their behaviour, staff will seek specific opportunities to share examples of the child's actions that have been desirable.

Any behaviour incidents that need to be communicated with parents will be done face to face at the beginning or end of the school day or by telephone.

If a parent/carer wished to discuss a behaviour incident, in the first instance this will be with the class teacher.

When a Behaviour Care Plan or Relational Plan is written for a child parents will be made aware of the content of the plan and able to contribute to this process should they wish.

9. Responding to serious and harmful behaviours

Disruptive behaviour especially behaviour which infringes the rights of others' will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'restore and repair' following the principles outlined in this policy.

Wherever possible incidence will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the CEO.

10. Serious Incidents
We recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms.

This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2023).

There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Head of School.

The school's approach to these matters is clearly articulated in the Child Protection Policy under 'Child on Child' abuse. Central to any action we take is the duty to keep all children safe and to place the best interests of the child or children involved at the heart of any decision making. The school may choose to apply the most appropriate sanction, which can extend up to and include exclusion (either for a fixed period or permanently). We acknowledge exclusion as the ultimate form of rejection and are deeply aware of the damage it can inflict on individuals and our school community as a whole. Only the head of school, or the Trust CEO, can exclude a pupil from school. An exclusion will be taken as a last resort and will only be taken by the CEO. In accordance with our exclusion policy the decision to exclude a pupil will be taken only:

· In response to serious or persistent breaches of the school's behaviour policy,
· If allowing the pupil to remain in school would seriously harm the education or welfare of others
· When all attempts to manage and address the behaviour have been exhausted.

11. Use Reasonable Force
Incidences where the use of physical restraint is needed are extremely rare. We recognise that the use of force on a child will cause them harm which can be long term and is distressing for all involved. Good practise guidance for

physical restraint is outlined in the Physical Contact and Restraint Policy and is recognised by all as a last resort used only when to not to restrain the child puts them at risk of harm.

12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Each school within the Trust will have a designated person (normally Heads of School in consultation with colleagues) who will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.   The TEAM SENCO may be invited to contribute and sign posts for external support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint when necessary. Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the CEO and Heads of School and the TRUST safeguarding representative annually.

16. Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Safeguarding policy

Appendix 1 – Further reading

When the Adult Changes Everything Changes by Paul Dix

Building the Bonds of Attachment: Awakening Love in Deeply Traumatized Children, 3rd Edition
by Daniel A. Hughes

The Kindness Principle: Making relational behaviour management work in schools
by Dave Whitaker

too fast — mad/angry, over excited, terrified, out of control

faster — frustrated, worried, silly/wiggly/fizzy, excited

just right — happy, relaxed/calm, okay, focused

too slow — sad, bored, tired, no energy

Positive Behaviours	Behaviours that challenge	Triggers	Positive strategies	Strategies to avoid	Scripts To provide consistency between us use these scripts

Appendix 2
Behaviour Care Plan

Name: Date:

Notes:

Appendix 3

Co-Regulation Plan   Name: Date:

My regulating adults are:
Remember support staff, cover and break times.

Stage of Regulation	Potential Displayed Behavior(s)	How the adults need to "Be" Protection, Connection, Understanding and Care	
		Verbal	Non-verbal
Adult as detective, modelling for child	*What does this look/ sound like.*	*What are you going to say at each stage to support?*	*What will you be doing at each stage to support?*
5 **Crisis** Unsafe			
4 **Dysregulated** Mobilised / Immobilised			
3 **Mild Stress** Alert / Aroused / Agitated			
2 **OK** Distracted / Disengaged			
1 **Calm** Safe / Socially engaged			

Appendix 4

<u>Reflection Sheet</u>

Name…………….

What was happening before the event?

Date…..

What has happened because of the event?

What h

How I felt after the event.

What I was feeling.

How this has affected others.

What others were doing or feeling.

What did I do that isn't the right thing?

1……………………………………………………………
………………………..
2……………………………………………………………
………………….
3……………………………………………………………
………………….
Things I can do to put this right.
………………………………………………………………
…………………….
………………………………………………………………
…………………….
Things I can do to stop this happening again.
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What are the consequences?

15

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………………………