

# Behaviour and Relationship Policy



## Rationale

Building strong and positive relationships is at the heart of Yarborough Academy. Our relationship policy has an unwavering focus on positive behaviours and intrinsic motivation. Just like our curriculum prepares each individual child for their real and future lives; through active participation, purpose and application, so should our relationship education. We are a community that nurtures and supports every child; values everyone's unique worth and contribution; empowers every member to achieve and open up a world of opportunities. We are a safe place where high expectations are accompanied by high support and care to build self-esteem and self-belief.

We understand that all behaviour is communication, so we reframe difficult behaviour as an expression of need.

Punishments don't teach, they create more distance between teachers and students; they make children become compliant and lead to feelings of anger, shame and humiliation. So instead of reflection, children learn to plot how to avoid detection next time, learn to look after just themselves and learn that they should exert power as a way of getting what they want.

We therefore use restorative practices which represent a positive step forward in helping students learn to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness.

Restorative practice repairs the harm done to relationships, over and above the need for assigning blame and giving punishments. It fosters an awareness of how others have been affected by actively engaging everyone, separating the deed from the doer. This is done WITH the children and not TO them.

Relationships and communication between all adults and children will show respect, cooperation, tolerance, encouragement and praise. They will reflect the underlying principles of nurture, restorative practice and be trauma informed. Real positive relationships mean that it is harder for students to act defiantly or disrespectfully towards adults who clearly care about them and their future.

'When a flower doesn't bloom, you fix the environment in which it grows, not the flower itself' Alexander Den Heijer.

'For a person to 'grow,' they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.' Carl Rogers.



## Aims

To promote positive behaviour through the Academy values.

To create a consistent environment that encourages and reinforces good behaviour.

To create a valuing relational environment where we: greet, smile, care, listen etc.

To embed the use of Restorative Practices in all aspects of school life.

To enable children to develop a sense of self-worth and a respect and tolerance for others.

To help children with their need to be regulated in order to learn.

To understand that every interaction is important.

To ensure everyone has an equal opportunity to feel safe, secure and happy regardless of their circumstances.

To aim for an environment that is free from disruption or upset by others.

To provide a curriculum where children – want to, choose to and love to – learn.

## Restorative

The approach is used if a child is having difficulties with a particular value, during conflict resolution and where relationships have been damaged.

Restorative conversations are structured conversations which use open ended questions that help individuals learn about the effects of their actions with an opportunity to make things right.

We use PACE to help structure our Restoration:

### Restorative Questions

To respond to challenging behaviour

-what happened?

-what were you thinking about at the time?

-who has been affected by what you did and how?

-how do you think (name) felt when you did that?

-what do you think you need to do to make things right?

-what have you learnt to help you make the right choices next time?

To help those harmed by others actions

-what did you think when you realised what had happened?

-what have been your thoughts since?

-how has this affected you and others?

-what has been the hardest thing for you?

-what do you think needs to happen to make things right?



### Natural Consequences

Wherever possible, we try to use natural consequences. These are different from punishments as they are logical and linked to the behaviour. They are the inevitable result of a child's own actions and aim to establish cause and effect. They are closely tied to the behaviour, so give the child a chance to learn what happens when they do not behave in the expected way. It separates the deed from the doer and it does not shame the child. It is concerned with present and future behaviour and helps children learn to be responsible for their own actions. The goal of natural consequences is to help students learn that their behaviour has an impact on themselves, others, and their environments. It is one way to teach behavioural responsibility.

### Awareness of distressed behaviour.

There are many reasons why children may have difficulties with relationships, following rules and the ability to cope with their emotions.

These can include:

Children with Special Education Needs,

Children who have or are still experiencing Adverse Childhood Experiences (ACEs),

Children who have experienced Toxic Stress,

Children who have experienced disrupted attachment,

This can lead to:

Children being unable to talk about their feelings,

Children being in a constant state of fight or flight,

Problems in children's brain development and functioning,

Problems in children's emotional development, mental and physical health,

Children who struggle to link cause and effect,

Children finding it harder to think, explore, reflect, develop, regulate and process information.

It is our responsibility to repair and heal through our positive relationships.

## Tier One – Universal – All children

Intervention	Implementation	Benefits
Shaky Hand Gang	Every morning children are welcomed by the teacher into the classroom. Choose from: High Five. Fist Bump. Wave. Hug. Own Choice.	Greeting students at the door sets a positive tone and can increase engagement and reduce disruptive behaviour. Spending a few moments welcoming students promotes a sense of belonging, giving them social and emotional support that helps them feel invested in their learning and in the relationships with their teacher. The type of greeting is guided by the pupils and not by the adults to ensure the pupils feel safe – hugs are only ever given if requested by the child.
Morning Meeting	Every morning children in a circle. Greeting Activity. Move This World. Group Activity. Morning Message.	A way to start each day, build a strong sense of community and set the children up for success socially and academically. They provide a sense of trust, allows all students to feel important, helps regulate emotions, boosts empathy and team work, separates home from school and prepares for the day's events.
Move This World	Part of the morning meeting and an embodied relaxation at the end of each day.	A social and emotional learning programme that has been developed to encourage, enhance and build safe and supportive learning environments. Through the video exercise, students develop social skills and strengthen emotional intelligence through the Emogers and Emotional abc.
Peace Corners	Retreat, Regulate, Reflect, Relate, Return. Worry Monster, Hugging bean bag, blanket, Mini nest and nest egg with regulating resources, well-being posters, information and positive messages.	A safe and nurturing space for when children may feel overwhelmed, stressed or angry or just need some time to be alone to regulate their body and mind. Consistent regulation resources throughout the school so they can be accessed by everyone. Less time spent out of class as children have this safe space to go to.
Restorative circles	Whole class or small group circles which support healthy, caring interactions and pro-social behaviours.	Time given to develop, repair and restore relationships. Often used to resolve conflict where everyone has an equal opportunity to speak, and be listened to. No judgements are passed instead we seek to understand why the conflict happened, how it affected others and how it can be resolved.
GLO-Mo Show	GLO circle as part of morning meeting to recognise the GLOs in the children – from the children. One child chosen who's GLO they want to share with the whole school community.	Public recognition for children who have gone over and above in the school values. Nominated and congratulated by their peers. A sense of real pride and celebration which ends with special treat with the headteacher during GLO time.
GLO Recognition	Character linked to each value. Sticker for children to recognise going over and above in that value.	Public recognition and communication home that the child has gone over and above in that particular value. Everyone around school can ask the child what they have done to receive this special sticker. These GLO moments can be used in the GLO circle too.
Notes home	Use of postcard home if a teacher wants to communicate a GLO with the child's parent.	Recognition and positive, strength based communication. Particularly good if the child would find it difficult to explain to their carers how they have GLO-ed.

Written comments in work	As part of marking and feedback, teachers recognise the values that the children have used.	Positive affirmation makes children feel valued and will therefore be more likely to continue to go over and above.	
Work on display	Celebrate values through displaying work in the classroom and around the school.	Public recognition and sense of pride. Children know that their efforts of going over and above are appreciated and recognised.	
KAGAN	Collaborative learning structures.	Increased academic achievement, improved social skills and social relations, improved thinking skills, reduced discipline problems, acquisition of leadership and employability skills, improved self-esteem, liking for school and content, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up.	
Brain Education	Termly Brain week.	An understanding of the different parts of the brain – Brainstem, Limbic Brain and Cortical Brain, and the part they play in our emotions, reactions and behaviour.	
Extra Responsibility	Within the classroom	Trust is recognised through the giving of responsibilities.	
Extra Responsibility  In the wider school community as an Ambassador	Academy Council	Elected by peers	Regular meetings - pupil voice, running meetings in class, actioning school change,
	Empathy Heroes	Nominated by teacher	To work on the playgrounds during break and lunch times. Trained in restorative practices, organising games, recognising and supporting individuals who need help.
	Equality Ambassadors	Nominated by teacher	Regular meetings Trained to become Barnardo's Equality Ambassadors (BEAMS). Promote and support the school in equality.
	Digital leaders	Nominated by teacher / Computing School Improvement Team	Regular training in technical issues, online safety, new apps etc. Train and support teachers, help in class, promote online safety.
	Welcome Ambassadors	Nominated by teacher	To welcome and show visitors around the school. Experts in our curriculum.
	Lunch Ambassadors	Nominated by teacher	To work in the dining room to help and support children to make their lunch experience a positive and enjoyable time. Help with healthy eating, using cutlery, table manners etc. as well as conversations, praise and encouragement.
	GLO buddies	Organised by teacher	Individual peer mentor to check in and check out where a child has specific GLO targets that they need help with.
	Lunch buddies	Organised by teacher	Individual peer mentor to support a child who finds unstructured time difficult.

## Tier Two – Targeted

Intervention	Implementation	Benefits
Behavioural Health Lead.	Referral through YA CARE.	School based interventions run by a PhD researcher Psychologist which include: Theraplay informed practice, Sunshine circles, Worries and Wobbles, Happy to be me, Tall Trees, Calm Club, Blue Balloon group, Family changes.
Group Theraplay-informed practice	Referral through Behaviour and Health Lead.	Theraplay informed practice is a child and family centred set of activities for building and enhancing relationships, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction and is personal, physical, and fun.
Relax Kids	Sessions tailored to fit into the school day. Each session combines physical activity, yoga stretches, peer massage, relaxation breathing, affirmations and guided imagery.	Children report feeling calmer, less worried and happier. Staff say they view children more positively and see deeper, more focussed learning in the classroom.
The Nest	Dedicated regulation room	A purpose built space, grounded in neuroscience. The room has a range of features designed to support self-regulation and actively calms the nervous system. The room is a space for both children and families to build, celebrate and repair relationships.
Learning Mentor	Referral through YA CARE. Nurture groups, friendship groups, one to one work.	A trusted adult for all our children. The Learning Mentor is an integral part of our relational web. She provides a link between home and school, strengthening relationships and working collaboratively to solve problems, support attendance and encourage a lifelong love of our school community.
GLO targets	Individual targets linked to the values for children to work on.	Personalised targets for identified children to work on using a points system. Children taking ownership of their own behaviour.
GLO buddies	Another child to help with their targets with check ins.	Having the responsibility to help another child with their GLO targets has a positive effect for all involved.
Check ins and Check outs	Individual check in every morning and check out at the end of the day with an assigned person	Check in - Time to talk about their day ahead, any worries they have, their targets for the day. Setting up for a successful day. Check out – Time to resolve any issues, share the successes of the day. Going home with positivity.
FAGUS plan	Framework used by teacher and Learning Mentor.	A tool to identify, monitor and support children's emotional and social development. It allows the school to reflect on children's behaviour and what may lie underneath.
Read Yourself Well Library	Books linked to different areas of well-being.	Children have access to reading material that will help manage emotions, understand themselves and realise that they are not alone. These can be shared at home too.
Reflexology for parents	Referral through Learning Mentor	Reflexology is a non-evasive therapy that calms the mind and encourages the body to balance and heal itself. Parents feel that not only have the treatments improved their own well-being but have had a positive effect on their children and family as a whole.

### Tier Three – Intensive

Intervention	Implementation	Benefits
Young Minds Matter	Referral	An Emotional Wellbeing and Mental Health Service for children 0 -19.
Specialist Advisory Service	Referral	<p>This team is made up of Specialist Teachers who provide an advisory and assessment service to schools for children with severe and complex difficulties at the SEN Support level, and for those with Education Health and Care Plans.</p> <p>The team comprises specialist teachers in the areas of Cognition and Learning, Communication and Interaction and Social, Emotional and Mental Health Needs.</p>
Educational Psychologist	Referral	Work with children, carers, teachers and other professionals to promote positive change in a child's life. EPs have been specially trained to understand how children learn, behave, think, feel and get on with others.
Play Therapy (Internal)	Referral	Trained Play Therapist works with individual children to help them understand their feelings by using a variety of play and creative arts techniques to alleviate chronic, mild and moderate psychological and emotional conditions in children that are causing behavioural problems. It is an effective intervention in dealing with children's brain development.
1:1 Theraplay Informed Intervention (Internal)	Referral	Theraplay informed practice is a child and family centred set of activities for building and enhancing relationships, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction and is personal, physical, and fun.
VIG (Internal)	Referral	Video Interactive Guidance is an intervention through which a practitioner aims to enhance communication within relationships. It works by engaging children and their families actively in a process of change towards realising their own hopes for a better future in their relationships with others who are important to them.

### Records

Significant concerns around behaviour and relationships will be recorded on the CPOMS system.

### Behaviour Branches

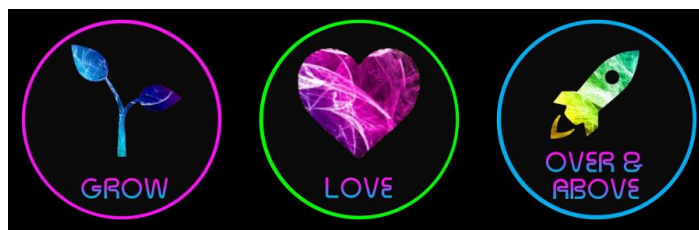
In order to have a clear and consistent approach, a series of detailed steps for staff to follow are organised in 7 tiers (branches). They are repair centred and focus on repairing harm caused through unkind acts. The branches are used as guidance to help staff, children and parents understand the level of distressed and dysregulated behaviour and the resulting work with the child. The branches are as follows: Branch 1 = Realigning; Branch 2 = Reaffirming the boundary; Branch 3 = Repairing significant harm; Branch 4 = Repairing complex harm; Branch 5 = Internal intensive support; Branch 6 = Breathing space (fixed term exclusion); Branch 7 = Permanent exclusion. These branches can be found in the appendix of this policy.

### Serious Incidents

Very occasionally, to keep a child safe, we need to use physical restraint. All of our staff are trained in Team Teach which is a positive handling strategy. If this is necessary, the full incident and actions will be recorded and parents will be informed.

Exclusions are used as a last resort and we will follow the Government guidance while keeping parents informed at all stages of the process

## Values



### GROWTH – OVER AND ABOVE

We are Determined	We are Brave	We are Inventive
Indicators could be...		
<ul style="list-style-type: none"> <li>- We try our very best</li> <li>-We work hard and push ourselves</li> <li>-We join in with enjoyment and dedication</li> <li>-We strive to achieve excellence</li> <li>-We challenge ourselves</li> <li>-We keep on going and don't give up</li> <li>-We are proud to do well</li> <li>-We show commitment and focus</li> <li>-We concentrate, listen and learn</li> <li>-We take pleasure in working hard and doing a good job</li> <li>-We love to carry on learning at home</li> <li>-We have high expectations of ourselves</li> </ul>	<ul style="list-style-type: none"> <li>-We try new things</li> <li>-We learn from our mistakes</li> <li>-We give things a go and take the risk</li> <li>-We give and receive critique and make improvements</li> <li>-We give ourselves time if we need it</li> <li>-We talk about our emotions</li> <li>-We are resilient and strong</li> <li>-We persevere even when it's tough</li> <li>-We reflect on our choices</li> <li>-We believe in ourselves</li> <li>-We show courage in the things we do</li> <li>-We restore our relationships when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>-We are curious and ask lots of questions</li> <li>-We are creative and innovative</li> <li>-We think of new ideas</li> <li>-We explore ideas</li> <li>-We are ambitious and find ways to get there</li> <li>-We inspire others</li> <li>-We imagine</li> <li>-We investigate</li> <li>-We look for solutions to problems</li> <li>-We show positivity</li> <li>-We find ways to manage our own emotions</li> <li>-We have ideas of how school can be improved</li> </ul>

### LOVE – OVER AND ABOVE

We are Kind	We are Trustworthy	We Stick Together
Indicators could be...		
<ul style="list-style-type: none"> <li>-We forgive ourselves and others</li> <li>-We show empathy</li> <li>-We care for each other</li> <li>-We are good friends</li> <li>-We are thoughtful</li> <li>-We help others to regulate</li> <li>-We appreciate each other</li> <li>-We listen</li> <li>-We nurture ourselves and others</li> <li>-We look after ourselves, our own health and well being</li> <li>-We show respect to others so they feel valued</li> <li>-We consider other people's feelings</li> </ul>	<ul style="list-style-type: none"> <li>-We are honest and tell the truth</li> <li>-We show respect</li> <li>-We are loyal</li> <li>-We have good manners</li> <li>-We keep each other safe</li> <li>-We think about our choices</li> <li>-We follow the rules</li> <li>-We are punctual and ready to learn</li> <li>-We are fair</li> <li>-We follow instructions</li> <li>-We are responsible</li> <li>-We walk around school calmly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>-We share</li> <li>-We help and support each other</li> <li>-We understand others</li> <li>-We include everyone</li> <li>-We treat everyone equally and accept them for who they are</li> <li>-We are welcoming</li> <li>-We encourage each other</li> <li>-We show interest in other people's ideas and points of view</li> <li>-We show pride in our school uniform</li> <li>-We respect other people's beliefs and individuality</li> <li>-We care about our relationships</li> <li>-We are proud of our school</li> </ul>

**Staff should:**


Ensure children are given the chance to learn from their mistakes and to restore any damaged relationships.  
Be calm, consistent and caring.  
Use a restorative approach, repairing harm wherever or whenever necessary.  
Be positive about behaviour at all times and to promote good behaviour through having high expectations, modelling, acknowledgement, support and praise.  
Encourage discussion to solve problems.  
Role model the core conditions of unconditional positive regard.  
Listen.  
Be non judgemental in our approach to supporting people, families and communities.  
Try to understand and empathise.  
Provide and support natural consequences.  
Deal with problems and challenges quickly.  
Provide strong boundaries.  
Create a safe and trusting environment.  
Seek strengths and show children you believe in the best of them.  
Have high expectations of all children through care and support.  
Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the children's development  
Be mutually supportive, empathetic, encouraging, challenging and tolerant.  
Act as positive role models.  
Never shout at or shame children.  
Model the model.  
Coach when necessary.

**Children should:**

Engage with the school values and aim to GLO.  
Show kindness in our words and actions  
Ask for help when you are struggling  
Use the Peace Corner when you are upset  
Follow instructions given by adults

**Parents/Carers should:**

Promote the values to use at home as well as school.  
Communicate any worries with school staff.  
Ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them.  
Work with the school to support in their child's positive behaviour.  
Act as positive role models.  
Communicate with school when necessary.  
Support our approaches and utilise them where possible at home to ensure consistency of messages.  
Share challenges which might be triggering distressed behaviours.  
Work with us to develop and implement plans to support your child's behaviour.

Policy written: Spring 2020	
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Signed: 	Date: 04/02/2020