

POSITIVE BEHAVIOUR & RELATIONSHIPS POLICY

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Policy Information:

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Policy owner:	Nicola Redhead	Date of next review:	Nov 2024

Updates made since the last review:

Review date:	Changes made:	By whom:
N/A	New Policy	Nicola Redhead – Headteacher

This policy will be reviewed in full by the Local Academy Council on an annual basis (or sooner if required).

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Context

Pupils attending The Heights Academy have an Education Health Care Plan and a primary diagnosis of Autism Spectrum Condition (ASC) and associated SEMH needs. We are a school for pupils in Years 3 – 11 of both sexes with a capacity of 116. Some of our pupils may display emotional dysregulation and challenging behaviours linked to their diagnosed condition.

We believe that “all behaviours are communication” and so we recognise and consider that behaviours which challenge happen for a reason and might be the only way a child can communicate with us. How a pupil behaves gives us important information about how they are feeling.

At The Heights Academy we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners’ difficulty to self-regulate. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage.

We believe our pupils want to behave well and that they are happy when their needs are understood and met. Staff will create positive relationships with pupils underpinned by Restorative Practice and a trauma informed approach.

To support our pupils, we will use our formal curriculum alongside our wider Life Skills package to educate them in the skills needed to become **successful learners, respectful citizens** and **confident individuals**.

Aims

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on key aspects of school practice.

- Consistent trauma-informed approach to behaviour management underpinned by:
 - Restorative Practice and evidence-based research.
 - Strong school leadership that is reflective and proactive in managing the specific needs of our pupils.
 - Continual staff development and support.
- To keep everyone emotionally and physically safe by
 - Creating a happy, secure and stimulating learning environment where everyone will be inspired to do their very best.
 - Using classroom management with clear behaviour strategies and expectations that support the specific needs of our pupils.
 - Clear organisation, resources and facilities that promote independence and resilience.
- Rewards and consequences that are relevant, timely and fair.
- Strong and effective pupil support systems and targeted interventions that:
 - Are pupil centred and individualised to each pupil.
 - Support the management of pupil transition.
 - Support pupils to self-regulate and manage their own behaviour.
 - Develop independence and self-awareness.
- Liaison with parents/carers and other agencies

Promoting Positive Behaviour

At The Heights Academy we aim to create a positive, happy and caring environment so that all pupils are able to make the most of their education and realise their full potential. We will have a positive relational approach to managing behaviour, promoting the use of praise and rewards. Within school we aim to provide a stimulating and supportive environment where high standards are set and even the smallest achievements are celebrated.

Our pupils will be taught to respect all members of the school community and their property. We recognise that the ethos of the school depends upon the quality of relationships and staff will be excellent models of behaviour, thus creating an atmosphere of mutual respect.

To promote and support positive behaviour and self-regulation The Heights Academy will provide:

- Small class sizes
- Highly trained and experienced staff
- Pupil personal support plans with staff trained to look out for early signs of dysregulation and triggers
- Personalised communication aids and teaching styles
- Use of quiet rooms for time out
- Use of specialised spaces for sensory breaks
- Sensory circuits and sensory diets, built into the structure of the day
- Use of multi-agency therapy and support
- Use of break out groups - intervention, therapy
- Strong and effective communication with family

The school will utilise a Team Teach Approach, all staff are therefore trained in all aspects of Team Teach. This will include training in de-escalation techniques of distraction, humour, deflection, change of face and environment, through to the use of legal restraint techniques that will only be used as an option of last resort when a pupil is at risk of harm to self or others (see Use of Reasonable Force Policy for more details).

The Heights Academy does not advocate the use of restraint except in the most significant of situations and all restraint reports are scrutinised by the Trust on a regular basis. The Trust uses independent consultants to review the practice and risk assessments of those pupils that are the most complex and challenging.

Trauma Informed Approach

At The Heights Academy staff understand that life experiences can affect how people respond to different situations and impact the ability to self-regulate; we will work with individual pupils to support them and develop ways to manage in these more challenge circumstances. We will implement strategies guided by our trauma and mental health informed staff to support pupils who are identified as requiring this additional support.

Research suggests that children and young people with SEND are more likely to experience a mental health need. All pupils at The Heights will have a diagnosis of Autism and many will have associated SEMH needs. Trauma-informed practice is not designed to treat trauma related difficulties / SEMH needs. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our trauma informed approach identifies a way of relating to pupils that supports them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school. An emotion coaching approach will underpin all communication and interactions that staff have with pupils across the school and they will naturally understand the impact of trauma, past and present, on our learners lives.

Reflective and restorative practice

The Heights Academy will endeavour to be a Restorative School. We believe that punitive punishments do not alter behaviours in the long term and as such will ensure that following incidents, pupils and staff are encouraged to reflect and engage in restorative practice.

At its most basic, restorative practices improve the quality of relationships we have. Using this approach can both avoid and minimise conflict and help us to manage it better when it does arise. More specifically, restorative practices have been found to reduce school exclusions, improve staff sickness rates, reduce tensions in the workplace, and give people greater confidence in managing difficult situations. Staff will use conversation and reflective sessions to deal with conflict.

Conversations are framed using the following questions:



Staff will build relationships with pupils and know them well enough to identify problems before they escalate both in the classroom as well as across the wider school – looking at triggers and signs of dysregulation. Staff will support pupils and each other following any incidents, using restorative practice frameworks. This means that pupils will be expected to engage with staff to discuss and reflect on their behaviours, how they feel and how others may have been affected; the focus of these sessions will be on how we can do things differently in the future to promote more positive behaviours.

Staff Training

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- All staff will also receive training on the needs of our pupils – e.g. how autism can impact behaviour and ability to self-regulate and respond to situations.
- All staff members are provided with sufficient training in de-escalation strategies including Team Teach training.
- Training will respond to the emerging needs of the pupils, following incidents or concerns.

- All staff members are trained in the approved methods of physical intervention (Team Teach).
- All staff will receive regular and ongoing training as part of their development.

Rewards and consequences

Rewards are used to help pupils make connections between positive behaviours and the consequences in order to promote good behaviours.

Some behaviours will incur negative consequences that will be relevant to the behaviour. These consequences will give pupils the opportunity to reflect and support them to restore any relationships that may have been affected.

Rewards

All pupils will have the opportunity to achieve DOJO points across the school day. Pupils will be awarded these points and recognised for demonstrating the school values.

Value	Example
Successful Learners	Trying hard in lesson Achieving a personal target Asking a good question
Respectful Citizens	Being kind or helpful to others Respecting others right to learn Communicating positively
Confident individuals	Demonstrating improved independence Using personalised strategies effectively

Pupils be awarded up-to 3 DOJOs per lesson (one for each value).

Each day, pupils will know how many DOJOs they have received that day and reflect on how this could be sustained / improved the next day.

Other reward systems are linked to individual pupil's personal motivations and may include:

Consistently applied phrases/words that convey praise

Praise assemblies

Pupil of the week

HT award

Positive recognition boards

Positively positive postcards

Access to favourite items and/or activities

Collectables – cards, stickers, magazines etc

Positive communication with home

Consequences and Restorative Practice

All behaviours have consequences, both positive and negative.

All staff are responsible for supporting pupils' behaviour. Positive reinforcement of expected behaviours will be used along with non-verbal and verbal prompts to remind pupils about our expectations and to address low-level concerns.

Pupils will have personalised pupil support plans which will identify triggers and early warning signs as well as strategies and interventions to support them. Staff working with pupils will know the

pupils well and will support them to use their strategies to de-escalate and regulate their behaviours.

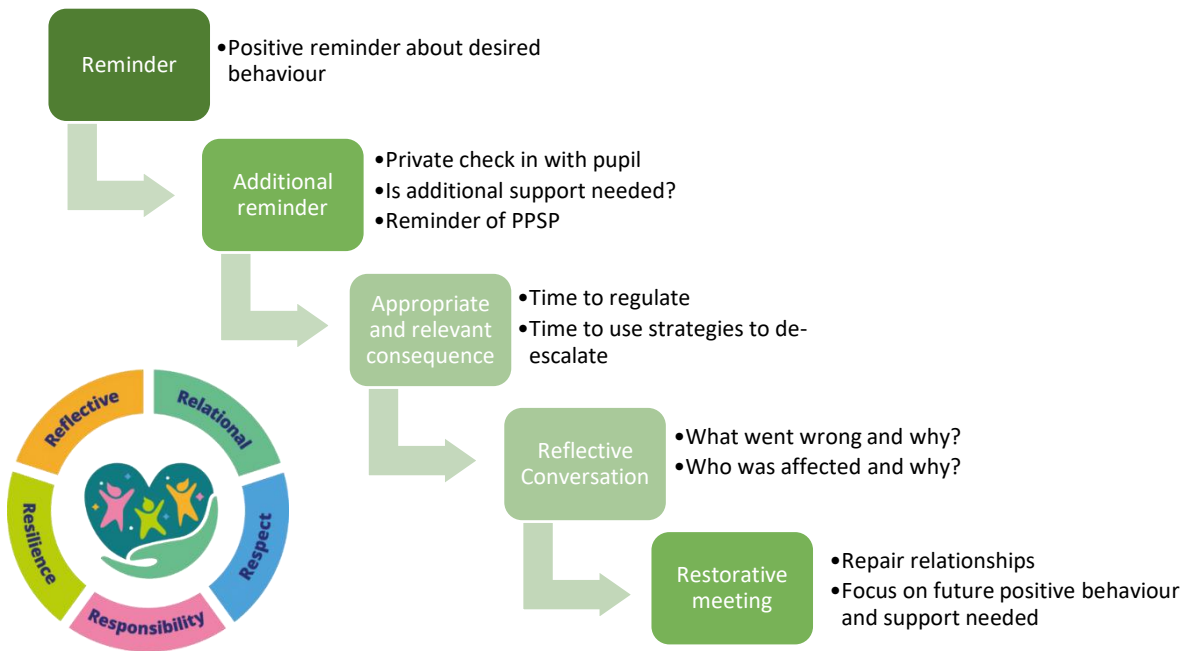
On occasions where behaviours do escalate, consequences will be timely and carefully managed focusing on supporting the pupil to reflect and promote positive future behaviours. This could include:

- Periods of 'time out' – to support self-regulation
- Withdrawal from activity/item to give time for reflection
- Reflection and restorative time
- Conversations and meetings with parents/carers

Wherever possible restorative conversations will be held by the staff members affected by the behaviour or who dealt with the primary incident. Support from senior leadership team will be available where necessary to ensure positive outcomes for the pupil. Following any incident, staff will endeavour to repair relationships with pupils.


On rare occasions some of our pupils will exhibit behaviours which put others at risk, and this may warrant suspension or permanent exclusion. (For further details please see the FET Exclusions and Suspensions Policy).

Annex 1 – Restorative Practice Flow Chart



Annex 2 – Restorative Conversation prompts



<h1>Restorative Conversation Prompts</h1> 	<ol style="list-style-type: none">1. Can you tell me what happened?2. What were you thinking/feeling at the time?3. How have you been thinking/feeling since it happened?4. Who do you think has been affected by your actions? How were they affected?5. What could you do now to help make things right?6. How can we prevent this from happening again in the future?7. What can I do to help you? <p>twinkl.com</p>
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Annex 3 - Resources to support our Relationship Policy:

Building Resilience is a primary school resource which explores ten tools that promote mental health and wellbeing. It engages pupils, families and staff in order to raise awareness and understanding of these tools.

The One Trusted Adult approach is an evidence-based intervention. This approach emphasises the importance of a dependable adult who can support and protect the mental well-being of a child and or young person. We have dedicated time for children to spend with their one trusted adult throughout the term as well as children having access to their one trusted adult if they need any help, support or someone to talk to.

Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. This approach will be integrated across the school and teaching approaches to develop pupil's own self-awareness and contains explicit cognitive behavioural practices to support them.