



Relational Behaviour Policy

Date of Policy: December 2023

To be reviewed: Annually

This policy should be read in conjunction with other relevant school policies: Sensory Policy, Communication Policy, Safe Space Policy and Transition Policy.

This policy applies to all adults and children in our school and we ask all our stakeholders to support this.

Overview

We are a Rights Respecting School and as such prioritise Respect for all;

- Between adults
- Between children
- Between adults and children and vice versa.

Respect is one of our core values and should inform all decisions and actions.

Respectful behaviour is central to all learning that takes place at Delamere School.

In addition, we are an attachment aware school which means we focus energy on developing positive relationships between children and staff and children with their peers in order to earn trust and maintain respect.

Delamere School has a holistic approach to education, valuing all learning in and out of the classroom.

This policy promotes Delamere's core values of Inclusion, Respect, Growth, Collaboration, Enjoyment, Trust, Optimism and Creativity.

Pupils' readiness to learn is promoted at all times and within every aspect of the school's life. Staff follow guidance given through the LA's Positive Handling & Behaviour Policy; the Steps for Supporting Behaviour Chart, Safe Space Policy and additional guidance for Supporting Positive Behaviour at Delamere School. All of the above are used to underpin and reinforce respectful behaviour and promote positive learning for pupils.

Our inclusive approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so that everyone can achieve their potential.

Staff at Delamere School are trained using Team Teach; a holistic framework for supporting positive behaviour.

Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life. (Team Teach, 2023)

School works in partnership with parents to ensure that they understand and agree with the school's values and ethos for supporting behaviour.

As a school we recognise that children may come to school with a range of needs and behaviours, we also recognise and understand that the underlying cause of any behaviour will be different for each child. All behaviour is a form of communication and negative behaviour can be seen as a signal for support.

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Delamere School safe and happy.

1. To commit to the emotional mental health and well-being of our staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.
2. To help children develop a sense of worth, to have self-confidence, high self-esteem, identity and achievement.
3. To help children to regulate their emotions in a sensitive and supportive environment. This will ensure that children are happy, secure and safe which will have a positive effect on children's learning opportunities.
4. To ensure that all children are treated fairly, shown respect and promote good relationships are promoted and enhanced through the Personal, Social and Emotional Development curriculum.
5. To build a school community which values kindness, care, respect and empathy for others. [To promote community cohesion].
6. For children to treat other children and adults with respect
7. For all staff to be aware of the guidance in section 5 Keeping Children Safe in Education [KCSIE].which is in relation harmful sexual behaviour. During this training it is stressed that sexual violence and sexual harassment can occur between two children of any age. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous)
8. To give children the knowledge of what to do if they feel unsafe including if they are being bullied or being subjected to abuse from a peer
9. To promote consistency of response to children's behaviour and communication.
10. To encourage the involvement of all stakeholders in the implementation of this and related policies.
11. To have consistent standards and clear expectations providing high levels of support for all children to achieve.

12. To welcome and work closely with parents and carers, listening and responding to their concerns and views.

Implementation

1. We use emotion coaching to support children to understand, regulate and reflect on their behaviour. We offer training for parents to use this approach at home.

Step 1: Recognising the child's feelings and empathising with them
Step 2: Label the feelings and validating them
Step 3: Set the limits on behaviour[if needed]
Step 4: Problem-solve with the child

We recognise that children may have had a number of adverse childhood experiences (ACE's). In order to support children who have experienced ACE's we gather information from families regarding their child's history and refer to our emotional well-being pathway if needed.

- ~~3~~.2. We are consistent in meeting the relational and developmental needs of the children as individuals.
- ~~4~~.3. All staff have a duty of care and model / reinforce good behaviour by their own actions when interacting with pupils at all times during the school day. Staff show empathy, patience and understanding for the reasoning behind pupil behaviour.
- ~~5~~.4. All staff use positive language when communicating. We don't shout, use revenge, fear, bribery, threats or humiliation.
- ~~6~~.5. All positive work will be recognised, acknowledged and praised by staff. This will be further reinforced within circle times/assemblies as appropriate. Recognition should be symbols of positive regard and may include, personalised systems, working towards charts and use of gold shakers. We want our children to become resilient and self-regulating so we do not build dependence on external rewards to motivate or encourage behaviour.
- ~~7~~.6. For pupils who show /demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the children learn alternative behaviours to support independent regulation. This enables children to access as many opportunities as possible for learning at Delamere and life in the community.
- ~~8~~.7. Children can be referred by staff or parents to Delamere's emotional well-being pathway. This may include a range of interventions, such as ELSA and holistic therapies.
- ~~9~~.8. Approaches relating to de-escalation, diffusion, and positive handling are taught alongside the theory underpinning Team Teach.
- ~~10~~.9. All staff will communicate with parents/carers/other professionals about their child's efforts, achievements and ongoing learning programmes.

~~11~~10. At Delamere we believe that the curriculum, routines and our learning environments all have a tremendous influence on learning and relationships. As the children require very different learning environments the classrooms are specifically tailored to meet their needs. The above ensures that all staff are using preventative methods to reduce any distressed behaviour. Adults should model self-regulation and provide calm and solution focused support.

~~12~~11. At Delamere we believe that a structured curriculum and effective learning are vital to the promotion of positive behaviour. This is achieved by thorough planning with clear objectives that are differentiated to meet individual needs, abilities and preferred learning styles. All are vital to engage, stimulate and motivate the children therefore developing positive behaviours and an active involvement in their learning. We believe that clear rules and boundaries help children to feel safe.

~~13~~12. Teachers will involve parents/carers at an early stage where a pupil is experiencing problems with emotional regulation / behaviour/communication. In this situation the “steps for supporting behaviour at Delamere School” will be used by staff to guide the process; when necessary an Individual Learning support plan [LSP] will be put into place in full consultation with parents. These are ongoing working documents to ensure consistency.

~~14~~13. The use of restrictive physical intervention is very rare at Delamere and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others. Any intervention used will always be necessary, reasonable and minimal in proportion to the circumstances of the incident. It will seek to avoid injury to the pupil. If staff risk assess that a restrictive physical intervention [RPI] may be necessary then a Trafford risk assessment is completed alongside the LSP. An RPI form must be completed with a member of management following a restrictive physical intervention and parents must be informed.

~~15~~14. Staff teams liaise with outside agencies such as CAMHS / Educational Psychologist, to further support challenging behaviour at home.

~~16~~15. All staff are highly skilled professionals and any new staff are given training as part of their induction.

~~17~~16. If there is a wait for this initial training then staff may receive training relating to personal safety. In-service twilights and full days training form part of the ongoing CPD school programme. Training reflects school and individual pupil needs. Team Teach Training is delivered by the intermediate team teach trainers in the school. It is the responsibility of the Headteacher to authorise training.

~~18~~17. All staff are encouraged to request a de brief when needed following an incident or series of incidents. A debrief is an open and supportive process for staff, so that in response to an incident, further actions can be acknowledged and addressed. This may take the form of an informal team discussion or a more formal request for support. This may be delivered alongside the completion of Trafford’s HS1 form. A RPI form may trigger the request for a formal de brief

sessions. Debriefs are completed by Team Teach Intermediate trainer or a member of the SLT and records are kept with the incident sheet. As a result optional training may be given in creating appropriate support strategies. This may also include the use of solution circles.

~~19~~18. Supervision may be provided to staff who are working with children who may have an insecure attachment style.

~~20~~19. Staff receive annual safeguarding training which includes recognising and reporting child on child abuse and harmful sexual behaviour; understanding the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.

~~21~~20. Relationships Education is delivered to all children and Sex Education in collaboration with parents.

~~22~~21. Staff will consider the level of development of the child when supporting following an incident.

~~23~~22. We consistently use “zones of regulation” guiding children to make choices, support their regulation and help everyone to feel safe.

~~24~~23. Where appropriate, staff will use restorative practice with children following an incident. This will include feedback to parents.

We follow the 6 step method:

Step 1: **Recognise**. At the right time and in the right environment communicate with the child about what has happened. Some examples of conversation starters....

“I can see you were in red zone”

“how are you?”

“ I want to talk to you about what happened....”

Step 2: **Realise**. Allow the child to talk about what happened from their perspective. Some examples of conversation starters....

“What happened?”

“Can you tell me more about _____.”

“What were you feeling?”

“Actively listen and then summarise what you have heard. ‘so what you are telling me is.....’”

Step 3: **Respond**. Identify what led up to the incident and why. Help the child gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour. Some examples of conversation starters.....

“It sounds like you felt/were in red zone _____. What made you feel that way?”

“What happened before it started/what zone were you in before it started?”

“What else do you think was going on with _____?”

“Has this happened before?”

Step 4: **Relate** Identify the impact. Help the child see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings. Some examples of conversation starters....

“What happened to you? To your friend? To your family?”

“What have you thought about since?”

“When I heard/saw _____, I felt _____ because I _____.”

“How do you feel now?”

Step 5. **Resist Re-traumatisation** address needs and repair harm. Help the child decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence. Some examples of conversation starters....

“What can you do to make things better?”

“If you were _____, what do you think you would need?”

“What do you need to help you do that?”

“What would you like to see happen?”

“What could you do differently next time?”

Step 6. **Repair**. Create an agreement of ways to move forwards. This will be bespoke for each individual child but could include drawing a picture, saying sorry, writing a letter or just moving on. Some examples of conversation starters....

“I'm going to check on you in a while to see which zone you're in and how you are.”

“Thank you for sharing with me! I'm so happy we can work together to make things better!”

Impact

This policy will help all children to feel physically safe, emotionally secure, and ready to learn.