

Behaviour & Relationship Policy

Review Date	November 2024	Next Review by Date	November 2025
Reviewed By	Headteacher		
Approved by Governing Body	November 2024		

Rationale

Pathways Education is committed to supporting the social, emotional, mental health and wellbeing of its community in all aspects of our provision, and to provide an ethos, environment and curriculum that facilitates this so that students can be themselves and be empowered to engage and be ambitious in their learning. Relationships are integral for this to occur. Furthermore, we recognise that understanding our emotions is a key aspect of regulating behaviour. This policy provides the framework to enable everyone to work together with the common purpose to encourage every individual to develop belief in themselves, to aim higher, to respect themselves and others and take responsibility for their decisions and actions. Our educational practices are evidenced-based to support the very best relational health between students, staff, parents, governors and external agencies.

Legislation and Statutory Requirements

This policy has been written based on DfE guidance: [Behaviour in schools advice for headteachers and school staff \(Oct 2022\)](#), [The Equality Act 2010](#), [Keeping Children Safe in Education](#) and [Use of reasonable force in schools \(July 2013\)](#).

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.

Aims

The aims of this policy are to:

- Promote and articulate the central values, rights and responsibilities, positive regard and respect between staff, students and other members of the school community.
- Maintain the effective and consistent management of behaviour through the right support whilst differentiating our responses to recognise individual student needs and complex behaviours.
- Ensure there are clear systems for rewards and consequences that support, promote and celebrate the expected behaviours at school
- Ensure that everyone has a clear understanding of their role in supporting good behaviour and engendering positive relationships
- Equip our pupils with the skills and self-regulation to be able to succeed and thrive personally, socially, academically and economically in the future

We strive to build strong relationships with all members of Pathways Education community. This helps create a stimulating, happy and safe learning environment which continues from school to home and the wider community, providing all our young people with the opportunity, through the school values, curriculum and culture to build on good morals, attitudes and beliefs. The trust, support and co-operation of parents/carers is fundamental to the continued success of our school. The young people, under our guidance, should leave school being able to make good choices for themselves, so that they succeed and thrive personally, socially, academically and economically, in the future.

All staff are responsible for the implementation of this policy.

Behaviour Strategy

As a trauma-Informed provision, we are guided by the overarching principles of Dan Hughes' PACE model - Attachment aware guidance. Our behaviour strategy is aligned with our school values. Strong relationships and careful planning can prevent difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and poor behaviour choices are reduced. We have developed an ethos which emphasises co-operation, responsibility, concern for others and self-respect. Staff are trained as appropriate and work with other professionals in a multidisciplinary manner to support the wellbeing of students and help them to make positive choices across the day. Students are encouraged to actively take part in developing the Behaviour Norms so that students agree acceptable standards of behaviour for the purpose of:

- treating others as a person in their own right.
- help when needed.
- make the day a pleasant one.
- be just and fair.
- respond appropriately in the face of poor behaviour choices.

We integrate a range of approaches as needed to support the daily life of students at school:

Zones of Regulation and Linked Emotions



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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PACE/PLACE

PLAYFULNESS: Creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE: Actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY: Wondering about the meaning behind the behaviour for the child.

Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY: The adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings

Rewards and Consequences

We aim to ensure our young people have clear boundaries reflected through agreed 'Behaviour Norms'. This is underpinned by the approach outlined in Appendix A with a system of rewards & 'natural' consequences and individual support.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Our rewards will be as bespoke and diverse as our curriculum but may include, amongst others:

- external visits
- treats
- positive notes for home
- certificates
- 'golden' time

These aim to promote confidence, competency, motivation, help students to develop growth mind-sets and promote prosocial behaviour.

It is critically important that staff working in Pathways Education develop high levels of personal resilience and have high expectations where the quality of personal & learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour choices, rather, they should attempt to understand it's communicative intent.

Behaviour reporting should be done through CPOMS and appropriate action taken by the DSL or the form teacher, if assigned by the DSL. Young people who require a structured approach will have a Positive Support Plan (Appendix B) drawn up, alongside parents and the young person which will be followed by all staff and reviewed regularly.

To support:

- A common language is used across our school community, providing consistent responses where behaviour is unreasonable.
- De-escalation techniques should be employed when the need arises.
- Restorative practices are adopted to enable children to repair and maintain any relationships that may have been damaged. Restorative conversations are important part of our 'making it right' principle and must be encouraged as follow-ups to incidences.

- Engagement of parents/carers is sought to deal with behavioural concerns as there is an expectation for parents to support the enforcement of the school's policy. Any concerns about management of behaviour should be raised directly with the school while continuing to work in partnership with them.
- Positive reinforcement by acknowledging and giving certificates to students for when they have demonstrated positive behaviour
- Behaviour contract post-incident signed by student and parent.
- External professional opinions may be pursued

We recognise that inappropriate behaviours that manifest in any situation are unique to our students, therefore the response will also need to be unique. The situation and the factors involved will be considered carefully and responses will be made following a professional's discussion including some/all members of the team around the child.

In most situations we will be able to implement the correct interventions and therapies required to help modify the young person's behaviour and reduce their anxieties. At other times, for the welfare of the young person we may provide them, in consultation with their family, to take some time to move away from the trigger/situation in order to help 'reset' the day for them. This will then result in a home visit to help address the triggers and find a resolution for the young person to move forward. However, there are some situations that will provoke a more severe response from school and could result in a fixed term exclusion. These incidents could include:

- Physical assault against a student or adult
- Verbal abuse / threatening behaviour against a student or adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Any illegal activities, e.g., incidents involving drugs, alcohol or sharps.

On the rare occasion when an incident is so serious that further action must be taken then the Headteacher, with guidance from the CEO, will liaise with 'people around the young person', including the Local Authority, to decide the best course of action.

In the case of an exclusion, parents and the LA Caseworker will be informed. Following exclusion, the students and parents will be called to a 'Reintegration' meeting and the student timetable, Positive Support Plan and additional interventions will be reviewed as appropriate.

In cases when our provision cannot meet student needs then consideration and arrangements may be made to provide alternative schooling (a managed move) leading to an early Annual Review for placement suitability. This will only happen in extreme circumstances and when all measures have been exhausted.

Throughout all our responses to behaviour, we recognise that our partnership with parents/carers, external agencies and LA Caseworkers plays a vital role in ensuring good outcomes for students. We will work, wherever possible, in agreement and consult fully on actions and next steps.

Bullying

Our Anti-bullying policy includes measures to prevent bullying, cyber-bullying, prejudice-based and discriminatory bullying. The Anti-bullying policy and Behaviour & Relationship policy together form part of our overall approach to the promotion of positive behaviour and individual responsibility.

Positive Touch

In exceptional circumstances staff may need to use physical intervention, such as when the safety of students or staff is at risk. All teaching staff will undertake training so that they have the skills they need to manage risk behaviour if it occurs. Built on the core values of care, welfare, safety and security, Positive Touch is part of the MAPA programme of skills and is an approved Surrey training course. Accredited by BILD-ACT and delivered by licenced MAPA trainers. (See Restrictive Intervention Policy for further details)

Off-site Provision

This policy is to be adhered to as best as possible for any activities beyond the school gates. When working with other professionals during offsite curriculum activities, staff will ensure the activity is adequately supported through a risk assessment and that the professional is provided with a student context sheet which provides an overview of all students so to ensure consistency in support and behaviour management.

Reviewing

Behaviour reporting will be done when the Headteacher's report is produced for the Governing Body.

This policy will be reviewed annually to scrutinise the effectiveness of the provision's approaches. It must be used alongside:

- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Attendance Policy
- Home School Agreement
- Staff Code of Conduct
- Home School Agreement
- Restrictive Intervention Policy

Appendix A

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. meet and greet at the classroom door.
- School staff trained in PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious (proven to shift young people out of fight/flight/freeze positions).
- School staff to ensure that interactions with young people are socially engaging not socially defensive, in order to decrease chances of young people relating defensively (fight/flight/freeze).
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically)
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know young people better on an individual basis e.g. what matters to them, who matters to them, their dreams, hopes. This is key to enabling young people to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable young people to have easy access on a daily basis to an emotionally- available adult, and these young people know when and where to find that adult.
- School staff adjusting expectations around vulnerable young people to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised young people in a kind and non-judgmental way from situations they are not managing well (e.g. young people who keep 'triggering' into alarm states in the classroom being given access to a separate calmer classroom).
- Provision for young people of a clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All school staff trained in emotional coaching and in relating to young people in terms of the four key relational needs for secure attachment: affect atonement, empathy, soothing and containment.

- A whole school commitment to enabling young people to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable young people with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable young people, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-young person interactions.
- The emotional wellbeing and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures)
- The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable young people who want to talk about their lives in order to empower young people to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), young people are to be provided with the means to symbolise painful life experiences through images, rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for young people, e.g. art/play/drama/music/sand-play/emotion worksheets)

- Curriculum content to enable young people to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future. PSHE embedded within the Wellbeing framework and informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions) relationship health: family, parenting, intimate relationships and tools for life and living.
- Staff trained to help young people move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self- referencing and help them to develop coherent narratives about their lives.
- Embedding of this policy in everyday school life, which is not based on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair. (e.g. restorative conversations).

Appendix B

Positive Support Plan

Name:		Created by:		Date:	
Review date:		Review date:		Review date:	

Please ensure this document is reviewed/revise after any major incident.

Student Strengths: What are they good at/enthusiastic about?	Student Concerns: What are the barriers to their engagement/learning?
•	•
Current Strategies and Support in Place: What happens when the above concerns arise? What is in place to prevent this?	
•	

SETTINGS	ACTIONS of YP	TRIGGERS/RESPONSE	POSITIVE STRATEGIES
Where and when does the behaviour most commonly occur?	How does the behaviour manifest? What does it look/sound like?	Why does they do it? What reinforcement are they gaining for the behaviour?	What do staff do to support them to replace undesirable behaviours with more positive ones?

Signed by Parent:

Signed by Student:

Signed by Teacher:

Appendix C:

United Nations Rights of the Child

Article 12: Children have the right to say what they think should happen and have their opinions heard.

Article 28: Discipline should respect a child's dignity.