



Behaviour and Relational Policy and Practice

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Values and Beliefs

At Colyton Primary Academy we recognise the important link between relationships and children's positive behaviour. It is our aim for all children to *aspire, flourish and achieve* and we believe that by building strong, positive and long-lasting relationships we can support all of our children to do this.

Having valued relationships and positive behaviour will ensure that there is effective teaching and learning in our school. It helps us to provide the best education to all our pupils, enabling them to succeed

Our approach has understanding at its very heart: understanding that pupils come into our school environment with different and varied experiences; understanding that our behaviours change when we are emotionally dysregulated; understanding that adults can help pupils to regulate and self-soothe.

Through our consistent, positive approach, focused on relationships, pupils develop strategies that support them in self-regulation, behaviour and self-control in a safe environment where new learning can take place. We strongly believe that, through consistently high expectations of behaviour, we are able to provide an equitable approach which acknowledges each pupil as an individual who has the right to be treated with respect and compassion

Relationships and positive behaviour must be carefully developed and supported to ensure we have an environment which is safe, feels friendly, and is always respectful and fair. We know that;

- Positive relationships develop appropriate high self-esteem and a sense of belonging;
- Self-esteem and belonging promote reflective behaviour choices;
- Reflection on behaviour promotes respect and fairness.

When children feel respected and understand their potential, and have their efforts and achievements rewarded, they can accept learning challenges and develop self-discipline. They need to feel safe.

At Colyton, we aim to create a school environment that promotes, enables and nourishes good behaviour and reflective choices. Our focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour and reduces the need for exclusions. Our positive, happy and caring environment helps all pupils behave with consistently high levels of respect for themselves, others and their community.

The relational approach provides a framework which;

- promotes pupil success; develops our learning ethos and sense of community;
- teaches values, choices and consequences, whilst promoting standards of acceptable conduct;
- and ultimately ensures all children make both academic and social and emotional development.

When we work with children, build relationships and develop consistently high levels of good behaviour we recognise:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication
- Taking a non-judgemental, curious and empathic attitude towards behaviour
- Putting relationships first
- Maintaining clear boundaries and expectations around behaviour
- Not all behaviours are a matter of 'choice'
- Behaviour must always be viewed systematically and within the context of important relationships
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupils SEMH needs

Why?

Theory and Research

Relational practice and policy is firmly grounded in theory, research and evidence based practice.

At Colyton Primary Academy, we believe that relationships are essential and at the heart of successful learning and classrooms. Relationships form the very basis of human interactions and we know that pupils will come into our school environment having had different experiences of positive relationships. Therefore, we see it as our mission to enable all pupils to develop positive and highly successful relationships with their peers and adults.

This guidance draws on this understanding and theory and research from the fields of Neuroscience, Attachment, Trauma, Adverse Childhood Experience, Intersubjectivity and Restorative Approaches. There are also a range of relational based approaches that have been shown to prevent the need for exclusion, public humiliation and shaming techniques to manage behaviour and consequences that do not help to restore relationships and behaviour.

All of our approaches are based on the understanding that all **behaviour is a form of communication**.

A relational approach and a positive focus on behaviour management are supported by the EEF Improving Behaviour in School study (2019) and drawing on these findings also supports this policy.

These include:

- A deep understanding of being '**trauma informed**' and that early experiences shape who we become later in life.
- We believe that '**connection**' between pupils, their peers and adults across the school enable us to work with pupils to help them understand their emotions and behaviour, and support them in learning from the experiences together.
- Whole school relational approaches based on **nurturing approaches** and principles, including effective learning and teaching which contributes to developing and maintaining good relationships and positive behaviour which supports inclusion.
- Targeted relational approaches for some children which provides additional focused support and **intervention**, such as the provision of safe bases, significant adults and nurture groups with our ELSA trained staff.
- Skilled teaching approaches which endeavour to understand behaviour in terms of the **underlying needs** that may lead to a child or young person to act in a challenging and distressed way and which aim to regulate the child's stress.
- Restorative approaches based on a philosophy which places **relationships, respect and responsibility** at the heart of effective practice which have been shown to be more effective in addressing issues of discipline and conflict than traditional approaches which use rewards and sanctions.
- Solution focused approaches to **support** both staff and children to identify the skills strengths and resources that they already possess, build individual capacity and effective problem solving skills.
- Child centred approaches which seeks to develop adults' knowledge, understanding and appreciation of children's rights and dignity, and how this can impact on their work with children and young people.
- This policy is formed from a deep understanding of being '**trauma informed**' and that early experiences shape who we become later in life.

Research also highlights the importance of leadership in prioritising, establishing and modelling relational principles, beliefs and values in order to develop a whole school culture and to empower others. In addition, building links with partner agencies and supporting parental engagement is an important factor in meeting student needs and enhancing wellbeing.

Our Key Learning Principles:

All stakeholders (Governors, staff, pupils and parents/carers) agree to our key learning principles and the expectations around them.

- We are caring and kind
- We are safe
- We try

At Colyton we also ensure we demonstrate Wonderful Walking, Super Sitting and Lovely Listening.

These help us to ensure a consistent and positive culture is established around behaviour and attitudes towards learning throughout the school day. The key learning behaviour expectations provide a reference point for stakeholders and act as a reminder of how we can all work together to ensure that our school is a great place where excellent learning takes place. We believe that our key expectations provide a deep understanding of how we can all be productive and contributing citizens that understand tolerance as an essential skill for life.

Tolerance:

Tolerance of others, built on mutual respect, is an essential component of our relationships policy. By building a respectful and tolerant community we believe that individuals are able to grow on a personal level and we develop a much deeper understanding of how we are all different and have different strengths and challenges.

Using our key learning behaviours and our Colyton Core values and skills to underpin our behaviour expectations, we aim to develop secure relationships that allow new learning to take place. When behaviours are not helping us to be 'ready' to learn we then have a shared collective responsibility to change this and we all have a part to play to ensure that our school is a place where amazing learning takes place.

The Window of Tolerance: (From September 2022)

The window of tolerance is a central resource that we use in the classroom to help us connect with our feelings and for everyone to understand that situations and circumstances can make us feel and react differently. We believe that understanding tolerance is a way to enable us to develop empathy and be compassionate to others, but is not used as a way of excusing or dismissing behaviours that prevent us from being 'ready' to learn. The window of tolerance allows us to connect as a community and support each other in understanding how we might feel or respond to a situation, as well as communicate how we feel in a structured way.

The window of tolerance is used at the start of the academic year for the class to explore and agree on the behaviours that sit within our tolerance and those that do not. Pupils are encouraged to use the window of tolerance to express how they are feeling and let an adult know. A pupil may place themselves within the window of tolerance which indicates that they are feeling settled and ready to learn. A pupil may put themselves outside the window which indicates that they are feeling heightened about something (top of the window) or feeling low (underneath the window). Whenever a pupil places themselves outside the window, an adult will co-regulate and explore their feelings with them.



How do we ensure our Key Learning Behaviours are successful?

We have the highest expectations for behaviour and believe that this is achieved through having strong relationships **with** pupils and enabling strong relationships **between** pupils.

Below is a summary of how we promote and celebrate our key learning behaviours and the actions that we take if a pupil is not 'ready' to learn.

Class and School Culture of 'Noticing'

Whether pupils are displaying our key learning behaviours or not, we notice and remain curious about the impact individuals are having on the rest of the class and community. The majority of pupils for the majority of the time will be ready to learn.

When this is happening we notice by...

- Verbal acknowledgment, naming the key learning behaviours or skills from our Colyton Core
- Giving out stickers, team points, praise notes or a 'Shout Out' in recognition of effort and attitude. These can be awarded for enabling a thriving classroom environment, for the individual learning completed during lessons and for demonstrating key behaviours outside of the classroom.

- Visiting a senior leader to share outstanding work or effort
- Awarding a certificate each week to a pupil(s) who has consistently demonstrated the expected behaviours linked to our Colyton Core skills
- Positive phone calls home
- Use of the class Recognition Board to notice when children are demonstrating a key chosen behaviour e.g. quiet transitions
- Each class also has its own recognition and reward system e.g. Marble Jars and raffle draws.

On the occasion that pupils are not displaying our key learning behaviours, we notice by...

- Providing a personal verbal reminder about our expectations – *identifying specifically the behaviour not being shown.*
- Offering 'time in' to discuss the barriers that are preventing key learning behaviours - *this is on a personal basis with a member of staff who remains non-judgmental and curious.*
- We offer attunement and co-regulation by providing a narration - *using mental state verbs: I know, I think, I wonder, that recognises the emotion with empathy.*
- Providing practical and helpful advice, developed through talking to the pupil in a compassionate way.
- Enabling the pupil to 'repair' relationships through mediation with other pupils and adults.
- Providing the opportunity for supported reflection – *using Trackit Lights Reflection Questionnaire*
- Issuing the pupil with a 'help' card with reminders of our expectations.
- Use 'natural and logical' consequences.

We recognise that sometimes, despite our approach, children's behaviour does not change and that they may become dysregulated or need further support to manage their complex feelings.

In this case we may;

- Complete part/all of their learning at a different time such as break or lunchtime or the work may be sent home.
- Ensure children with more complex needs or backgrounds have a detailed **Relational Support plan or Co-Regulation plan** that ensures all adults in the child's 'Team' have a deep understanding of their needs and can support them effectively.
- Support children to recognise these feelings and ask for support from familiar and unfamiliar adults and support their level of independence with this so that they can
- Work with outside agencies and parents to set manageable targets to change ingrained behaviours slowly.
- Use 'natural and logical' consequences.

Natural and Logical Consequences:

These types of consequences are just what they sound like: consequences that come about because of a natural progression of events. They are not arbitrarily applied, but are simply the "fall out" that occurs after a poor choice is made. They are connected to the "crime" in some fashion. They are applied in a very matter-of-fact (but not biting or retaliative) way in an effort to teach the child a school/life rule.

Natural consequences, as the word "natural" implies, are what happens without any input or interference as a result of an action or decision. Some good examples of this would be a child refusing to put on a jacket when it's cold outside and then not having anything to wear when they feel chilled or if your work is poorly presented it cannot be marked by your teacher and must be redone.

Logical consequences, on the other hand, are what are given to a child by a school adult when the child misbehaves or breaks a rule, and are ideally linked to the behaviour. For instance, a child who doesn't complete

their work during a lesson will have to complete the learning in their own time, or a child who does not respect school property will lose the right to use it.

Examples of Natural and Logical Consequences:

	Natural Consequence	Logical Consequence:
A child is late out to play/lunch	Less time outside for lunch/play time.	
A child does not complete their work during the given time	The learning is incomplete.	The child must complete the work in their own time.
A child repeatedly calls out during lessons	Peers become frustrated by the disruption to their learning.	The child may need to miss play/lunch to reflect on the behaviour and discuss how this can be changed in the future.
A child does not look after school property	The school property can no longer be used by pupils.	The pupil loses the right to use school property – temporarily and parents may be asked to pay to replace the equipment.

Relational Support Plans and Co-Regulation Plans:

A Relational Support Plan can be helpful in managing and planning for different aspects of support, ensuring that everyone is working consistently and predictably together and that the support given throughout the child's day at school is joined up.

A Relational Support Plan ensures that the child receives the consistency and intensity of support needed through well thought out and planned relational intervention.

The plan includes both details of any specific things to do that are supportive of the child's relational development, but also how adults should be in relationship with the child. It is through are way of being together that the greatest difference will be made.

The Relational Support Plan is a working and evolving document. The Core Team sits together to write the plan and then meets regularly (at least every 4 to 6 weeks) to revisit and update the plan in place, ensuring the views of the child continue to be captured during this process.

Relational Support Plans ensure that the four key components of a relational approach are understood and addressed for the need of a specific child; Protection, Connection, Understanding and Care.

Everyone in the child's team has a huge input in to the plan and this is what drives it's success.

A Co-Regulation Plan can sit alongside the relational support plan and highlights to all members of the team what potential behaviours are displayed in different states of regulation and how the adults in the team and the child can restore the calm before behaviour needs escalate.

Check In, Check Up, Check Out:

For some of our students we know that life can sometimes be filled with unplanned events and times of anxiety. When children are scared or unsafe we know that this can affect how they communicate and behave.

When this occurs we set up a system called Check In/Check Up/Check Out.

Children have a daily Check In every morning (with a specific person, at a specific place and time), label and discuss their feelings and then decide together what actions the pupil could take to move away from the negative and in to the positive. During the day the pupil then checks in to discuss progress and through a coaching dialogue can continue to make progress or reflect. This process is then repeated at the end of the day. Initially, this is done on a daily basis but will then move to a weekly process.

The concept is that the Check In/Check Out person provides the pupil with positive interactions to begin and end the day, with reminders of how to demonstrate appropriate behaviour. Throughout the day, children can solicit feedback from the teacher or mentor.

The role of the mentor is to encourage and remind the pupil of the positive behavioural expectations and comment positively when the pupil exhibits those behaviours.

Restorative Conversations

The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. They support the pupil developing a deeper understanding of the situation and behaviour that was deemed to be unsafe and/or not in keeping with being Key Learning Behaviours.

The conversations focus on repairing and nurturing relationships and move the focus away from the negative behaviour and focus on responsibility, relationships and supported problem solving. Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place.

Restorative conversations are a gentle teaching moment for some about what it means to belong to Colyton Primary Academy and to be a good citizen of Colyton and the surrounding area. It is also, for those who are able, a reflective moment. It is essential that the pupil is regulated and calm before this happens and, as such, may need to take place sometime after the incident.

The following format should be used for pupils:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions?
5. In what way were they affected?
6. What could you do to try to repair what's broken?

We support children with this using picture cues and social stories/comic strip cartoons or a Trackit Lights questionnaire.

Pastoral and Family Support

At Colyton we build relationships not only with children but also with their families. We have a dedicated Pastoral and Family Support Worker who meets regularly with children and families to address any needs or anxieties children may have. The link between home and school is crucial and we do all that we can to make sure that this is a positive one.

Our PFSW may work with families on an individual basis or in groups. We run courses such as Timid to Tiger and share many methods to support children with a range of needs both at home and school.

A Graduated Response

A graduated response will be used to support the children who are most in need including details of the Assess, Plan, Do, Review, Cycle.

By recognising early that children may have some additional needs we can ensure that SMART targets can help them to make good progress. We monitor this through Personalised Learning Plans. Sometimes these targets can link to Social Emotional and Mental Health needs, which we know can have a huge impact on behaviour.

For some children to access school we need to support them using part time timetables, alternative provision and in a very small number of cases through a move to a provision where more specialist support can be provided.

In all of these cases our aim is to assist the individual and their family so that any decision to move or to a specialist provision is done with sensitivity and support.