Green Lane School

Positive Behaviour and Relationships Policy

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Introduction:

Central to this policy is the well-being of all the children. This includes their physical safety, mental health and educational advancement. It both underpins and supports the positive ethos and the aims of the school.

This policy seeks to formalise:

1) Our intent in terms of the culture and learning environment we wish to create;
2) The implementation of this intent, namely the means by which we intend to support our attempts to establish and maintain a purposeful learning environment, in which the needs of our pupils are met on all levels, and where high standards of behaviour are encouraged;
3) The impact of this environment, for example how we measure our successes.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of Mobile phones in schools
- Working together to improve school attendance

It is also based on the special educational needs and disability (SEND) code of practice.

Staff should also refer to other behaviour support documents such as:

- Positive Behaviour Blueprint
- Behaviour support pyramid
- Crisis management support
- The 'Regulate, Relate, Reason' approach
- Establish, Maintain and Restore (EMR) approach

We recognise that:

- Pupil's emotions are rarely put into words; far more often they are expressed through other nonverbal cues
- Behaviour should be viewed as the pupil's attempt to communicate
- Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the pupil's developmental level

- It is constructive in nature, including such methods as sensory strategies, diversion and praise for appropriate behaviour
- There is positive encouragement for effort, separating the pupil from the situation
- Emotional intelligence should be used as a basis for defusing any behaviour situation.
- Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve

Aims:

We believe:

- The keystone of any organisation is the forming and nurturing of good, positive relationships;
- Good behaviour is an essential ingredient in our ethos and aims;
- Appropriate behaviour needs to be taught, just like other curriculum areas, so that our children learn and embed high standards of behaviour for themselves and others;
- All of us are responsible for promoting high standards of behaviour, staff in monitoring behaviour around school, children in their own standards and their understanding of what is acceptable and what is not and parents in supporting school in the promotion of our ethos and values;
- All of us are entitled to dignity and respect, every effort should be made to preserve this;
- Children value a structured and ordered approach, with clear expectations, limits and standards;
- A learning environment with high standards of behaviour is the best environment for learning;
- Expectations should be rigorously reinforced by staff, a "This is the way we do things here" / "The Green Lane Way", approach is to be encouraged;
- Staff should receive training in how to promote our ethos, this will take the form of in-house Team Teach training and other informal training sessions throughout the year;
- Instructions should be clear, simple and age and ability appropriate, taking account of levels of understanding, speech and language issues and other factors affecting processing;
- Behaviour should be intrinsic, doing the right thing should be a reward in itself. This is the aim for all our children though we recognise that rewards can play a part in helping to develop to a stage of self-reliance and self-restraint;
- Relationships are more important than systems, there is no one 'system' for managing behaviour, staff can use a variety of strategies to teach behaviour but good relationships is the single most important factor;
- When consequences are used, they should reflect the misdemeanour and focus on repairing the damage done by that behaviour;
- Physical restraint and or intervention should only be used to prevent a child from harming him/herself, others, or damaging property. At all times, staff actions must be Reasonable, Proportionate and Necessary. (See linked Positive Handling Policy for further information on this.)
- Incidents of positive handling, behaviour and extreme dysregulation should be recorded on Behaviour Watch, allowing us to monitor trends or patterns in behaviour, and take proactive measures to reduce risk;
- All procedures established and used in school should be kept under constant review, to evaluate their effectiveness.
- All of us are responsible for ensuring that students do not suffer discriminatory treatment on the grounds of ethnicity, religion, gender, disability or sexual orientation;
- All of us are responsible for ensuring that students do not suffer any form of peer on peer abuse.

We believe that:

- All behaviour is a form of communication, so every effort must be made to understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better ways.
- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

Relationships:

Connecting pupils to teachers who support their academic and individual development is critical to improving achievement. Learning necessitates effort, and connections with teachers are one of the strongest indicators of a pupil's effort and involvement with the curriculum.

Positive relationships and interactions between adults and pupils are required for effective teaching and learning. Positive attitudes such as respect and listening to one another are demonstrated by staff. This gives opportunity for pupils to develop empathy, compassion, relationships skills, and understanding. It allows pupils to feel respected and supported, which increases their likelihood of positive behaviour. Building trusting relationships with pupils, identifying triggers, establishing strategies, and de-

	Establish	**Maintain**	**Restore**
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with learner)
Strategies	➢ Set aside window of time to spend with learner ➢ Inquire about learner's interests ➢ Communicate positively ➢ Open ended questions ➢ Affirmations ➢ Reflective listening ➢ Validation ➢ Reference learner info ➢ Deliver constructive feedback wisely	➢ Positive notes home ➢ Greet learners at the doors ➢ Relationship check in ➢ Random special activities ➢ High ratio of positive to negative interactions (5:1)	➢ Reconnect, Repair, Restore ➢ Take responsibility for negative interaction ➢ Deliver and empathy statement ➢ Let go of the previous incident and start fresh ➢ Communicate your care for having the learner ➢ Engaging in mutual problem solving

escalating situations is the foundation of successful relational practice. The Establish, Maintain, and Restore (EMR) approach entails actively concentrating on those pupils who are most challenging to establish a relationship with and may be in the greatest need of a stable and positive relationship.

Roles and Responsibilities

The governing body:

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
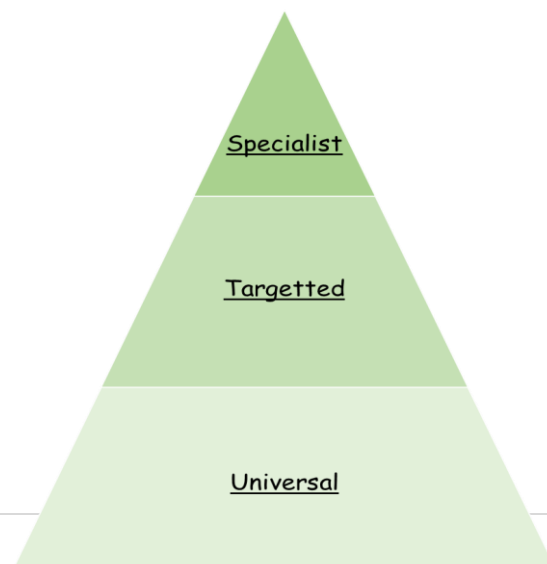
Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.
- Communicating incidents with parents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

Behaviour Support Pyramid:

The school's behaviour support pyramid outlines the approach to supporting behaviour, as well outlining specific stepped support and plans.

Specialist

Targetted

Universal

<u>Universal</u>

The majority of pupils at Green Lane will operate under the schools Universal behaviour support approaches. See Positive Behaviour Blueprint.

If at any point a pupils requires physical intervention of enhanced positive touch, or more, a PBP should be created immediately.

<u>Targeted</u>

1. More targeted support required. Universal approaches are still to be utilised. Creation of one page Behaviour Support Profile (BSP) or PBP (whichever suits the pupil). Support through key stage leads and other relevant professionals.

2. Enhanced targeted support. Universal approaches are still to be utilised. Positive Behaviour Plan (PBP) in place. Support through key stage leads, behaviour support team and other relevant professionals/SLT.

<u>Specialist</u>

1. Direct support from the Head of Behaviour and other school professionals. Pupil observations, reports and Positive Behaviour Plans created directly with class team or key supporting adults. Other relevant professionals to be involved, such as SLT, SENCO, OT, and SALT.

2. Enhanced specialist support from the Head of Behaviour and other school professionals. Referral to outside agencies for support, such as CAMHS or Educational psychologist.

The School Rules

We have four school rules:

- Be sensible
- Be polite
- Be pleasant
- Be helpful

These rules are displayed prominently around school and in classrooms, and form the focal point of our ethos. We expect all our pupils to adhere to these principles at all times of the day, including during schools trips/visits and outside of school.

Pupils should be reminded of the rules as often as possible, in positive terms, thus reinforcing the value we place on these behaviours. For example "I can see you being really sensible getting ready for break time", or "It was really polite when you held the door open for your friends just now." Continued positive reinforcement aims to build an intrinsic motivation in our pupils to do the right thing. We aim to foster a culture of "this is how we do things here".

Key adult consistencies:

Staff will be consistent in supporting behaviour and emotional regulation at all times, in line with this and other school policies. We believe that consistent approaches by all, support positive behaviour and relationships, which help builds a foundation for outstanding education. Pupils at Green Lane will be met with key adult consistencies, such as:

- Pupils at Green Lane can expect to be met with adults who are calm, controlled & consistent.
- Empathetic responses, taking into consideration the pupils experiences & understanding of the world around them.
- Pupils at Green Lane will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (**C**ommunication, **A**wareness & Assessment, **L**istening, **M**aking safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson throughout the day.
- Persistently catching pupils doing the right thing, linking to the four school rules above.
- Supporting pupils who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the school site, including fantastic line ups & walking around school.
- Outstanding & clear routines to ensure pupils feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support through the 'Zones of Regulation'.

Rewards

Positive relationships are integral to our school culture. An ethos of encouragement and praise should go firmly hand in hand with this. Staff should aim to "catch pupils doing the right thing" as often as possible. Pupils value praise and positive reinforcement, and it should be viewed as a way of enhancing their self-esteem and confidence. Many of our pupils experience failure of one form or another in education, and it is our duty as staff to be the difference and support our children to achieve success. Celebration of these successes should be regular.

There is no single 'system' that is most effective for promoting good behaviour, rather a culture and ethos of shared values is the most effective means of achieving the atmosphere that we want. Positive comments made to a pupil, in the moment, are by far the most impactful source of praise and recognition. Other methods of offering praise can support this process so with this in mind, listed below are some methods of offering praise and reward to our pupils.

- Merit award – presented on a Friday during assembly;
- Phone calls home;
- Visiting the Headteacher to show work or receive praise;
- Visiting a Head of Department to share successes;
- Visiting other members of SLT;
- Visiting a curriculum leader after excelling in a particular subject;

- Sharing success with a trusted member of staff, with whom the pupil has a strong relationship;
- Positive notes in the home school book;
- Recognition notes;
- Stickers;
- Choice time

The overall aim of this approach is to foster an understanding among our pupils that good behaviour and doing 'the right thing' are rewards in and of themselves. We want to develop good people, rather than individuals solely motivated by external gains.

Whilst this is the case, we recognise that for some of our pupils, external motivators may support the development of more intrinsic motivations. For this purpose, some of the following methods may be employed in individual classes or for individual pupils:

- Recognition walls
- Reward Charts
- Star of the day/week

Responses and Consequences

We understand that at times, a pupils' behaviour may fall below the expectations set out in our policy. At Green Lane, we view behaviour as a form of communication and as such, endeavour to understand the experiences and feelings that may be driving the behaviour. This is particularly important when considering the very specific needs of our pupils. Staff should use their professional judgement to understand whether the behaviour displayed is due to misbehaviour or dysregulation. Where staff are unsure, they should seek guidance from SLT. The Equality Act (2010) gives us a legal duty to support pupils with SEN. As all of our pupils are in receipt of an EHCP, we need to tailor our responses appropriately. Some appropriate responses are listed below:

- Verbal advice and support;
- Reminders of firm and clear boundaries;
- Sensory support;
- Communication support;
- Use of humour to divert and distract from the behaviour, utilising the strength of personal relationships;
- Planned ignoring;
- Withdrawal from a situation – either offered or directed;
- Time out;
- Other distraction and diversion methods.

Stepped support strategies:

A gradual and graded response is to be used at all times, promoting proactive responses. There will be occasions or planned interventions when behaviours warrant reactive responses, such as extreme behaviours.

All pupils will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

1. ***Redirection***—Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness.
2. ***Reminder***—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?
3. ***Warning and a minute***—'Turn it around'. Redirect the pupil to the right place giving them appropriate time of positive attention to help them back on track. Talk to the pupil privately where possible and give the opportunity to engage. Supportive actions to support behaviour regulation may be put into place e.g. pupil moved within class, sat with key adult.
4. ***Take-up Time***— Redirect the pupil and give them a few minutes or more (appropriate to pupil) to regulate and get back on task. Return to the pupil focusing on something positive.
5. ***Triage***—Triage is a no-blame environment. Triage addresses the question: 'How can this pupil return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Pupils are supported to regulate their emotions to support them returning to class. Logical actions and consequences, appropriate to the pupil & situation should be put in place.
6. ***Restorative follow up meeting***—This will take place between the adult & pupil before the end of the day, or in whatever way is developmentally appropriate for the pupil.

Consequences

At times, it will be necessary to provide a consequence for misbehaviour, however staff should use their professional judgement to determine whether an incident involves 'misbehaviour' or dysregulation (due to a neurodivergent condition). Staff should always ensure that response and or consequences reflect the incident that has taken place, being a natural or logical consequence, and focus on repairing any damage done to relationships. Consequences should always be applied with the intention of promoting positive behaviour and learning. Some of the following may be applied in response to negative behaviours:

*   Missing some break or lunchtime;
*   Staying behind after a lesson;
*   Changing position in the classroom;
*   Working in another room;
*   Staying behind after school;
*   Reflection time (not detention);
*   Time with SLT;
*   Communication with parents
*   Withdrawals;
*   Constructive conversations

The term 'detention' and or 'punishment' is sometimes used to describe some of the above consequences. At Green Lane, we endeavour to avoid the terms detention and punishment. Time spent back with a member of staff should always focus on reflecting and repairing. Restorative conversations should take place and staff should endeavour to strengthen the relationship. Strong relationships run throughout Green Lane & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual pupil, but key principles should be modelled at all times:

· *What happened?*

· *How were you feeling or What were thinking about?*

· *What can you do next time?*

· *How can you make it right?*

On occasion, some pupils may need to spend time away from their class group as part of a planned response to a particular incident or that of a temporary bespoke timetable. On such occasions, a discussion with the Headteacher and Behaviour Lead should take place where arrangements for how the withdrawal will operate should be finalised.

Monitoring and Evaluation of Behaviour and Behaviour Management

The Behaviour Watch system will be used to record behaviour and positive handling incidents. The system allows us to track behaviours of all pupils in an effort to identify trends and patterns to behaviour. All pupils who regularly display challenging behaviour should have their own Positive Behaviour Plan (PBP) or Behaviour Support Profile (BSP) to ensure that anyone working with them is aware of how best to support that particular student. Similarly, all our autistic pupils should have their own Pathway to Success plans, detailing the best ways of working with them to attempt to avoid dysregulation.

Senior Leaders will receive notifications of incidents within their area of responsibility, and the Headteacher, Deputy Head, Assistant Head and Behaviour Lead will receive notifications of all incidents.

All staff have access to a Behaviour Watch account and are responsible for recording and reporting incidents.

CPOMS (a safeguarding monitoring system) may also be used to report and record behaviours, as the behaviour may form part of a 'bigger pastoral picture', or may be a safeguarding concern. All staff have access to a CPOMS account and are responsible for recording and reporting incidents. Senior Leaders will receive notifications of incidents within their area of responsibility, and the safeguarding team will receive notifications of all incidents.

Power to use Reasonable Force

All members of staff have a legal power to use reasonable force according to Section 93 of the Education and Inspections Act 1996 and in accordance with the DFE Use of Reasonable Force guidance. At Green Lane, force will only ever be used to prevent pupils from hurting themselves or others, damaging property or causing significant disorder. Further details can be found in the linked Positive Handling Policy.

At Green Lane we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some pupils will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- Show acceptance
- Provide reassurance
- Demonstrate affection

- Calm and provide comfort

- Emphasise the spoken word

- Provide sensory stimulation

- Engage in personal care routines

- Deliver various therapy programmes

- Offer an alternative to spoken communication

- Remove a child from danger or keep a child safe

Reporting of Injuries following extreme dysregulation / physically challenging behaviour

It is good practice for a member of staff to check the pupil in question for any injuries, marks or scratches after extreme dysregulation, physically challenging behaviour incident or PH incident. Any marks, scratches or injuries sustained during the course of a Positive Handling incident or physically challenging behaviour/dysregulation incident, should be recorded and the injured party should be seen by a first aider once calm. At Green Lane the care and safety of pupils is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Chairman).

Discriminatory Behaviour and Peer on Peer Abuse including sexual harassment and sexual violence

The school will respond quickly to reports of discriminatory behaviour and peer on peer abuse, including sexual harassment or sexual violence. The school will ensure that all such incidents are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for such cases may include:

- Verbal Warnings

- Time spent with a member of staff during or after school

- Parental meetings

- Withdrawal from class

- Fixed term or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Green Lane School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. We aim to prevent the

occurrence of bullying, wherever possible before it occurs. To this end we have developed a series of strategies and ways of dealing with disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

Anti-bullying Intervention Strategies:

- We provide a clear and well-established reporting procedure for pupils and parents.
- Teachers regularly raise the issue in class discussions using Circle Time.
- We do not allow the concept of 'innocent, neutral bystanders' in this context
- We use national examples of incidents to illustrate the seriousness of bullying and to illicit sympathy for the victims.
- We acknowledge the distress of the bullied pupil and reassure them that they are not to blame.
- Avoid damaging terms such as 'bully', 'victim,' or 'bullied' which can either glorify or demean the pupils concerned, instead we refer to 'bullying behaviour'.
- We teach pupils within PSHE and Citizenship lessons why bullying is wrong and how to deal with incidents.
- We encourage pupils to become playground 'buddies' to help new arrivals.
- We encourage pupils to become playground leaders to encourage positive play.
- We ensure a good level of supervision at more vulnerable times.
- All staff including MDAs and Bus Escorts are expected to be vigilant and report incidents they see and hear.
- Keep a record of serious incidents on Behaviour Watch.

As bullying can happen outside the school day we:

- Encourage the pupils to support each other especially when travelling to and from school using public transport.
- Encourage pupils not to 'suffer in silence'
- Ensure we have good communications with the transport drivers, bus drivers etc.
- Follow up incidents that are reported

Mobile phones

The use of mobile phones (or devices with 4G/mobile data) in the school day by pupils is strictly forbidden. We recognise that some pupils will use mobile phones on the journey to and from school and these will be brought into school.
In this instance, the expectations are as follows:
- Mobile phones will be switched off when entering the school building.
- Mobile phones will be handed to a member of the class team and or locked away in a locker.
- Mobile phones will be given back to pupils at the end of the day.
- Mobile phones should not be turned on until pupils have left the building.
- The use of mobile phones at wet breaks is not permitted.
- If a pupil is seen to be using a mobile phone on the school site, staff will immediately confiscate the device.
- Where a member of staff believes a pupil has a mobile phone on their person but the pupil denies this, staff have the power to search and confiscate in line with Dfe guidance.

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Confiscation

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline and or safeguarding standards, this includes mobile phones (or devices with 4G/mobile data). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Reviewed and updated by: M. Gaskell

Date: September 2024

To be reviewed: September 2025