Behaviour and Relationships Policy

An appendix to the overarching Trust Behaviour Policy

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An academy within:

neXus
Multi Academy Trust
Learning together to be the best we can be

1. Aims and Objectives

1.1. At Bader Academy we promote to our children, that school is a safe and nurturing place in which to make mistakes. We strive to make our school community one that is Trauma informed, this approach scaffolds our aspiration to create a nurturing, caring and positive environment based on relationships, which supports our pupils to thrive, both academically and in relation to their well-being. We encourage all to pupils follow our ethos of 'Be Kind, Be Safe, Be Ready'.

1.2. At Bader we approach development and progress holistically, we aim to meet our pupils needs through:

- Encouraging positive meaningful relationships between all members of our school community and supporting staff to be Emotionally Available Adults (EAA) for our pupils, as well as doing this for one another.
- Creating a provision that nurtures our pupil's well-being as the priority before building on academic expectations.
- Having a consistent focus on positive behaviour, including all staff modelling high expectations.
- Adopting restorative practice across the school to build/rebuild relationships.
- Offering an appropriate learning curriculum which has carefully planned learning opportunities including those designed to nurture and protect the well-being of each individual.

1.3. It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

1.4. All pupils at Bader Academy have the right to:

- Feel safe, valued, heard and part of our school community/family.
- Be treated with respect and dignity and feel valued members of the learning community
- Be protected from harm, violence, verbal abuse and discrimination.
- Recognition of their unique identity with individual consideration and support of their needs.
- Learn and work in a safe environment

1.5. Furthermore, Bader Academy strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;

- Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;
- Pupils show high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have enthusiastic attitudes to learning;
- Instances of all types of bullying are rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

At Bader we are invested in supporting the very best relational health between:

- Parent and Child
- Child and Child
- Child and school staff
- Parent and school staff
- School staff and senior leaders
- School staff and external agencies

2. Rules and Routines

- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Bader pupils learn that all children and adults will endeavour to always show RESPECT, HAVE A POSITIVE ATTITUDE and SHOW COURAGE;
- Bader's school rules of 'Be Kind, Be Safe and Be Ready' are know an understood by pupils and staff.
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment. We will use an approach that insists on restorative practice as a basis to behaviour management;
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;

3. Choice and Consequence: Rewarding Positive Behaviour

- Behaviours that lead to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;

- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

A whole school approach of reward is used using Class Dojo and Dojo points where pupils can use points to earn rewards and prizes of their choice.

3.1. Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Class DoJo points and rewards;
- Recognition and celebration of learning and behaviour in assembly.

3.2. Formal rewards are targeted and individualised according to age and need. The Bader Academy Dojo store allows a tailored set of rewards that students can choose from, linked to their interests and motivation. They are celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies.

4. A Focus on Restorative Approaches to Addressing and modifying Behaviour

At Bader Academy, we work with a restorative practice approach. Restorative practice is a positive approach, focused on resolving conflicts through processes that include all those involved in incidents. Restorative Practice:

- Enables young people to understand their own involvement and the impact of their choices.
- Shifts the focus from punishment to positive learning about incidents and the reason behind it.
- supports the repairing of relationships and builds community.

4.1. At Bader Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

4.2. The types of consequences used across the school reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings;
- Restorative conversations and discussions;
- Adapted use of learning environments e.g. behaviour support areas;
- Pupils may remove themselves from a situation which causes anxiety or distress to a location where they can be supported. They would then be continually observed until they are ready to resume their usual activities. This reflection time can be time in a quiet area of the school and pupils are encouraged to return to learning as quickly as possible;

4.3. Formal consequences are implemented following due consideration of any incident and the pupil's age and needs following consultation with parents/carers.

5. Trauma Informed Practice and Restorative Practice

6.1 Through our whole school Trauma Informed approached interlinked with Restorative Practice, at Bader Academy we are committed to educational practices which Protect, Relate, Regulate and Reflect.

6.2 Protect

- Increased 'safety cues' in all aspects of the school day eg. Meet and greet at the school entrance
- School staff trained in 'PACE' modes of interaction (Hughes 2015) being playful, accepting (and warm), curious and empathetic (proven to shift young people out of flight/flight/freeze states)
- School staff trained in restorative practice to support the developing of social and emotional competence and restorative problem-solving skills.
- School staff to ensure that interactions with young people are socially engaging not socially defensive, this will decrease the chance of the young person relating defensively (fight/flight/freeze)
- A whole school commitment to cease using harsh voices (proven to be damaging psychologically and neurologically)
- School staff to repair the occasions where they themselves move into defensive, using restorative practice approach to support the repairing of relationships.
- The implementation of meaningful interventions that help staff to get to know young people better eg. One Page Profile sessions, 'I wish my teacher knew' activities. These interventions are key to the building of relationships between

staff and young people thus providing Emotionally Available Adults that young people feel safe with and able to seek out support from.

- All children to have access to an Emotionally Available Adult, that they themselves have identified, and know how to find/access this support.
- School staff adjusting expectations around vulnerable young people to correspond with their developmental capabilities and experience of traumatic stress. This will include removing young people from situations that they are not well equipped to manage, this will be done in a kind and non-judgemental way. eg. Breakout spaces available during trigger times/trigger activities should a young person need to access these.
- Clear, confidential and non-shaming process for young people to self-refer for help and support.
- ELSA trained staff to offer intervention to vulnerable young people to support the development of emotional understanding and language to enable them to seek help and support and to understand their emotional states and experiences,
- 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.

6.3 Relate

- All staff trained in the four relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling young people to see themselves, their relationships and the world in a more positive way while supporting them through times of insecurity and uncertainty.
- Relational opportunities for young people to seek Emotionally Available Adults and make the shift from (sometimes damaging) 'self-help' activities to 'help seeking'. Supporting them to move from blocked trust and not feeling psychologically safe with anyone to trusting and allowing themselves to be soothed and contained.

6.4 Regulate

- The implementation of interventions designed to reduce stress hormone levels in young people, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against mental ill health due to stress. (ELSA, internal referrals to unravel, SALT, OT, Sensory circuits)
- Evidence based nurturing that aims to repair psychological damage caused by trauma through emotionally regulating and engaging adult - child interactions.

- Restorative approach towards interactions, child-staff and staff-staff to support regulation and repair following stressful/traumatising/triggering incidents.
- The emotional wellbeing of staff treated as high priority in order to prevent burn out or stress related absence due to secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff only areas.

6.5 Reflect

- Staff trained in good listening, empathy, understanding (PACE, WINE) and restorative approach
- Young people to be provided with the tools and skills needed to symbolise and communicate their needs and experiences should they need to in order to seek help.
- PSHE on mental health, mental ill health, relationship health: family, intimate relationships, friendships and tools for how to live life well and in a healthy way. Curriculum content to enable young people to make informed choices about how to treat themselves and others well, including how to nurture their own mind body and soul in the future.
- ELSA trained staff available to provide support to young people through internal referral process.
- Staff trained in both the use of PACE approach using WINE (Wonder, Imagine, Notice and Curiosity) and restorative approach to support young people to move from behaving their trauma/painful/stressful experiences to reflecting on those experiences through empathetic conversation, restorative conferencing and their ELSA toolkits, to develop coherent, cathartic narratives about their experiences and lives.
- A behaviour policy that is not based on punishment, consequence and isolation, but one that models a Trauma informed approach, PACE, Restorative practice and the development of interactive repair.

6. Staff Support Systems

6.1. At Bader Academy we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences.

6.2. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

6.3. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach techniques may be required.

6.4. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going professional development, and this provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

6.5. At Bader Academy, staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:

- when a pupil's behaviour is difficult it is a problem to be shared;
- all interventions focusing on trying to change the behaviour and/or teaching the pupil;
- alternative ways of behaving or responding to a situation;
- support in analysing behaviour and in producing, implementing and reviewing Positive Behaviour Plans;

6.6. If a member of staff has had a particularly difficult day with a group or an individual pupil, they are encouraged to reflect on this within their class teams and there is an opportunity to talk through the experience with a member of SLT.

6.7. Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

7. Support Systems for Parents

7.1. Bader Academy values parents/carers as experts.

7.2. Parental engagement and home school collaboration is key in supporting our pupils and families. We will provide feedback on pupil's progress and emotional wellbeing as part of annual reviews, but will also contact families immediately if we have any concerns regarding pupil wellbeing. Bader Academy Family Support and Behaviour team are available and work as a point of contact and facilitators of additional updates and are available to provide additional support to families when needed.

7.3. In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- FAB Team
- Designated Safeguarding Lead or DDSL
- Parenting Support Programmes and other voluntary parenting skills courses;
- Family Network Meetings
- Parent Support Group and/or personal bespoke sessions with parents.

7.4. If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure, (refer to school complaints procedure).

8. Support Systems for Pupils

8.1. In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of Personal Behaviour Plans;
- Liaison with parents/carers, previous schools, outside agencies and services;
- Regular Pupil Progress Meetings to identify pupils most at risk, included as part of any regular academic progress reviews;
- The delivery of an exciting and innovative curriculum underpinned by nurturing approaches;
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements;
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
- Contact with parents in the early stages of a concerning matter, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;
- Referrals for specialist advice from agencies linked to the school.
- Parents/carers consultations and family sessions;
- Access to therapeutic intervention;

9. Monitoring and Evaluation

9.1. Within Bader Academy behavioural data is gathered consistently and analysed to inform trends and strategic development:

- Incident and behaviour data using CPOMS;
- Regular safeguarding and attendance updates and monitoring within ELT meetings
- Regular pupil progress meeting with individual class teachers.

- Pupils who are not in lessons will have the time missed for learning tracked and monitored to inform decision making and targeted intervention.