



Policy Name:

## Relational Behaviour Policy

### MISSION STATEMENT/ETHOS

**Achieving Success through Understanding, Respect and Endeavour'**

<b>Document Status</b>			
<b>Approval responsibility:</b>	Executive Headteacher Governing Body	<b>Signed:...</b>	RHargreaves
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## **Introduction**

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We 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.

Mowbray School's Relational Behaviour policy is based on strong relationships within a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Parental engagement and involvement is crucial.

This Policy also highlights the importance of providing emotional support for staff, pupils and parents/carers in order to help manage stress and secondary trauma.

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

'Schools should have rules with consequences for breaking them'.  
DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, last updated January 2022)

## **Aims/Purpose of Mowbray schools behaviour Policy.**

A Relational Behaviour Policy is in place to promote a move away from traditional behaviour management approaches, which place an emphasis on rewards and sanctions linked to behaviour, towards a more relational and universal approach, which is inclusive for all, and can benefit the whole school community. Mowbray School incorporates Attachment Aware principles and ensure that their Relational Behaviour Policy translates into whole school practice. It acknowledges the responsibility held by the Executive head teacher for looking after the well-being of all members of the school community.

Key premises of our approach;

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- CYP (Children and Young People) with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first. Mowbray School's ethos promotes strong relationships between staff, CYP and their parents/carers.

- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure, but rather creating an educational environment that helps CYP feel safe, their educational environment needs to be high in both nurture and structure. CYP need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to self-regulate, CYP (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for CYP's. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

It is everyone's responsibility. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all –e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).

Mowbray is an Attachment Aware School, an Emotional Coaching Organisation and more recently THRIVE is being systematically introduced to the school community through a planned phased approach.

Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers.

### What Emotion Coaching means in practice

#### (how co-regulation works)

Step 1: Tuning in, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Connect and normalise. (It's ok to feel like this. I have felt like this when...).

Step 3: Validating the feelings and labelling. ('This is what is happening, this is what you're feeling').

Step 4 (if needed): Setting limits on behaviour. 'We can't always get we want'.

Step 5: Problem-solving with the child/young person ('We can sort this out')

Mowbray School advocates an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Thus, staff at Mowbray School look beyond the often challenging behaviours displayed by CYP and question what emotions might be driving these behaviours. Only when CYP feel a sense of being heard, understood, and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

Mowbray School promotes a positive approach of noticing CYP behaving well/ doing the right thing. Staff are specific and descriptive when praising, (or for those CYP who find it difficult to accept praise, offer discrete non-verbal feedback). A whole school approach ensures that all members of staff are responsible for supporting the behaviour of CYP across the school. Attachment/ building relationships is everybody's business.

When supporting CYP with managing their emotions, Mowbray School staff are realistic and don't expect immediate results or returns. A CYP might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued. It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

#### **1-Legislation and statutory requirements**

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

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils, Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property. DfE guidance explaining that maintained schools must publish their behaviour policy online

## **2-Definitions**

There are times when pupils find it difficult to regulate their behaviour and this will be different for each pupil, however dysregulation by pupils can disrupt learning. The range of behaviours presented by pupils can include;

Physical and verbal aggression, directed at pupils or staff.

Self-injury

Physical assault, this can include sexual assault.

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Compromising their own safety and that of others.

Any form of bullying

Damaging property

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapon
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **3-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 be;

#### **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.

#### **Child-on-child abuse.**

Following any report of child-on-child sexual violence or sexual harassment offline or online, Mowbray School will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\) - especially Part 5](#). The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Although behaviourist approaches can work for some children & young people (CYP), they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs)—traumatic life experiences that occur before the age of 18. For CYP who have experienced trauma and loss, including vulnerable groups (such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC)), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

## **4-Roles and responsibilities**

### **4.1 The governing board**

The Full board of Governors is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Standards Committee will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### **4.2 The Executive headteacher**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Standards Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Head of School 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.

### **4.3 Staff**

Staff are responsible for:

Implementing the Relational behaviour policy

Modelling positive behaviour

Providing a personalised approach for pupils based on the principles of the Relational Behaviour policy.

Recording behaviour incidents through Behaviour Watch.

The senior leadership team will support staff as required.

### **4.4 Parents**

Parents are expected to:

Support their child.

Inform the school of any changes in circumstances that may affect their child.

Discuss any behavioural concerns with the class teacher or Head of Department promptly.

### **4.5. Pupil code of conduct**



We expect all our pupils to conduct themselves at all times as best they can.

Our Relational Behaviour Policy applies to all Educational Visits.

#### **4.6. Sexual harassment, sexual violence and malicious allegations**

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence 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

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.

#### **5-Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will follow this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will follow this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **6. Behaviour management**

The school's approach is that of supporting CYP to self-regulate and/or co-regulate, but if the behaviour is causing or likely to cause injury or damage in serious instances, a pupil may need to be suspended or excluded following the DfE advice on suspension and permanent exclusion.

## **7-Physical restraint/Intervention**

Staff are annually trained to use SECURICARE de-escalation strategies with physical techniques used as a last resort, to prevent CYP from hurting themselves or others; causing disorder and damaging property. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **8-Safeguarding**

The school recognises that changes in behaviour regulation may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour regulation may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9- Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss pupil needs and share relevant information.

## **10. Training**

Our staff are provided with training on Behaviour regulation; Attachment Awareness; Emotion Coaching; Compass buzz (over 30 staff trained to deliver this service) pupil wellbeing; ASC; and SECURICARE.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Headteacher and Standards committee every year. At each review, the policy will be approved by the Executive Headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

Suspension /Exclusions policy

Child protection and safeguarding policy

## **Measures and Interventions**

Mowbray School offers a wide range of resources used across the school to support Mental Health and Well-Being identification and to measure the impact of interventions. This includes;

-Compass Buzz

- The Boxall Profile (For specific pupils).
- The Strengths and Difficulties Questionnaire (SDQ)

A wide range of interventions are also used to support CYP with Mental Health and Well-Being difficulties, including:

- Nurture Groups
- Circle of Friends
- Peer Massage
- Peer Meditation
- Forest School
- Lego play
- Talking and Drawing
- Early Intervention support

Attachment Aware Schools by The ARC:

<https://youtu.be/uMbB2I4ut0>

<https://youtu.be/7KJa32r07xk> Emotion Coaching UK USED AT INDUCTION

[www.innerworldwork.co.uk](http://www.innerworldwork.co.uk) **some excellent resources**

The Repair of Early Trauma-A bottom up approach-you tube