



Relationships and Behaviour Policy

Visible Consistency, Visible Kindness

Anna Seward School Behaviour Policy

At Anna Seward we recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. We view the development of pupil behaviour as a positive and co-operative effort involving all members of staff, Advocates, parents and pupils of the school. The emphasis is on belonging and social responsibility, so that children are happy and healthy and feel safe within our environment.

There is a shared understanding of what constitutes positive behaviours because these are modelled by adults, talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of our school community. We do not take the positive aspects of behaviour for granted. We notice, reinforce and appreciate the behaviour we want to see in order to promote this in others.

Our behaviour policy sets out clear expectations which are consistently implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operatively. We seek to promote high expectations of behaviour and to encourage positive self-esteem, so that our children will develop into responsible citizens and take a beneficial place in society.

'A school's approach to Mental Health and behaviour should be part of a consistent whole school approach to mental health and well-being. This should include providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.' (DfE, 2018: 4-5).

At Anna Seward we apply a Trauma Informed, Attachment Aware approach to behaviour management. This promotes positive relationships with our children, especially those that may have experienced adversity. Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual wellbeing.

Trauma-informed practice is an approach to behaviour, health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on children, and their ability to feel safe or develop trusting relationships. It also acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this child need?' rather than 'What is wrong with this child?'.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma-specialist services and practitioners. Instead, it seeks to address the barriers that children affected by trauma can experience at school.

Key principles of trauma-informed practice

There are 6 principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment and cultural consideration.

Safety

The physical, psychological and emotional safety of children is prioritised, by:

- people knowing they are safe or asking what they need to feel safe
- there being reasonable freedom from threat or harm
- attempting to prevent re-traumatisation
- putting policies, practices and safeguarding arrangements in place

Trustworthiness

Transparency exists in Anna Seward's policies and procedures, with the objective of building trust among staff, children and the wider community, by:

- staff explaining what they are doing and why

- staff doing what they say they will do
- expectations being made clear and the staff not overpromising

Choice

Children are supported in shared decision-making, choice and goal setting to determine the plan of action they need to heal and move forward, by:

- ensuring children and staff have a voice in the decision-making process
- listening to the needs and wishes of children and staff
- explaining choices clearly and transparently
- acknowledging that children who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships

Collaboration

The value of staff and children's experience is recognised in overcoming challenges and improving the system as a whole, by:

- using formal and informal peer support and mutual self-help
- asking children and staff what they need and collaboratively considering how these needs can be met
- focusing on working alongside and actively involving children

Empowerment

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction.

(Siegel and Payne Bryson, 2018).

Efforts are made to share power and give children and staff a strong voice in decision-making, at both individual and organisational level, by:

- validating feelings and concerns of staff and service users
- listening to what a person wants and needs
- supporting people to make decisions and take action
- acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have feelings of low self-worth

Cultural consideration

Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity by:

- offering access to gender responsive services
- leveraging the healing value of traditional cultural connections
- incorporating policies, protocols and processes that are responsive to the needs of individuals served Remembering the 4 R's are key:
 - **Realise** that trauma can affect individuals, groups and communities (can impact individual's neurological, biological, psychological and social development)
 - **Recognise** the signs, symptoms and widespread impact of trauma (see beyond an individual's presenting behaviour and ask, 'what does this person need?' rather than 'what is wrong with this person?')
 - **(resist)** Prevent re-traumatisation (Recognise triggers and seek to address the barriers that people affected by trauma can experience when accessing services)
 - **Responds** (by fully integrating knowledge about trauma into policies, procedures and practices)

Core Principles

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom. Our policy therefore promotes a whole school approach to supporting SEMH, where meeting children's SEMH needs is seen as everyone's responsibility, not just the responsibility of those with a dedicated pastoral role within the school.

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 (Banerjee, Weare, and Farr, 2014).

The development of positive and respectful relationships within the school community is prioritised (between staff, children and their parents and carers) in order to create a school climate that fosters fairness, inclusion, connection and respect for all members of the school community. This includes all adults who work on behalf of Anna Seward, including Advocates, administrators and lunchtime supervisors.

We believe that all behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Children who present with challenging behaviour should be viewed as vulnerable rather than challenging. Team members are expected to respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be modelled appropriately at Anna Seward which is a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

A key to the success of this approach is the positive involvement and engagement of parents and carers. At Anna Seward, we believe that behaviours are an indicator of emotion, and not all behaviours are therefore chosen. When trying to make sense of behaviour it is important to avoid any responses that might make the child feel 'shame' (such as public sanctions) and respond in an empathic and caring manner.

A Graduated Approach to SEMH

As you would with cognition and learning, it is important to understand that individual children may require different levels of support with SEMH.

All children should have access to quality first teaching and consistent and fair routines. Some children will require small group or one to one interventions for a limited time such as ELSA support or targeted nurture interventions. These time limited support programmes are used to support children in response to experiencing a traumatic event such as a transition period. A few children will need extended periods of intervention in order to maximise progress and narrow gaps. Parents may also be offered Early Help to support with routines and behaviour at home.

While some behaviours are easily recognisable ('acting out'/active behaviours), there are those children who display more passive behaviours; presenting as withdrawn and disengaged or highly anxious. This range of 'presenting' behaviours means that it is important that indicators of SEMH are clearly recognised amongst all Anna Seward staff so that those children who communicate their emotions in more 'passive' ways do not go unnoticed and still receive the support that they need. Pupils who are identified as particularly vulnerable will receive specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

Early intervention is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.

Emotion Coaching

At Anna Seward we focus on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. At Anna Seward, we integrate Emotion Coaching into everyday practice when working with children to support the development of positive behaviour, emotional well-being and resilience. We recognise that Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Research indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

By applying Trauma & Attachment and Emotion Coaching principles we can foster an inclusive approach to meeting the needs of all children within our school, including:

- A reduction in exclusions for vulnerable children with both identified and unidentified SEMH.
- Better outcomes around staff emotional mental health and well-being (EMHWP), such as sickness absence and retention, (due to the emphasis that such approaches place on the EMHWP of the whole school community).
- Empowering staff to respond to presenting behaviours in a way that is empathetic but still acknowledges the need to set limits and boundaries on certain behaviours.

At Anna Seward we encourage all school staff to 'connect before they correct'. This is achieved by empowering staff to look beyond the behaviours that challenge us and question what emotions might be driving these behaviours. Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way.

Shared Values

We aim to instill the core values of **Courage, Compassion** and **Creativity** in our children. These values are shared in assemblies, our day-to-day practise and are linked into our rewards system.

Classroom Rules

All children at Anna Seward Primary are expected to follow a set of class rules. These are generated together with the pupils and the class teacher at the start of the academic year. These will be 'positive' rules (what we want to see) and will be displayed in the classroom. The rules should be used to remind children of the standards of acceptable work and behaviour in school and are referred to regularly to encourage positive behaviour and attitudes.

Celebration Assemblies

Children are awarded certificates linked to our values (Courage, Compassion and Creativity) during our celebration assemblies. This gives the children the opportunity to be rewarded for their good behaviour and progress in front of the Anna Seward community.

Privileges

At Anna Seward School we recognise the need to reward exceptional behaviour; therefore, children can be awarded privilege cards for going above and beyond. This can be linked to effort, achievement or behaviour for learning.

Teachers and pupils create their own privilege rewards (at the beginning of the year with class rules). Popular privilege rewards include coming to school in pyjamas or non-school uniform with a friend, bring a toy to school for the day, extra play with a friend, teach a lesson or have the teacher's chair for a day. Teachers can give up to 4 privileges a week.

Children also wear a lanyard when it is their privilege day so that all staff members can see that the child has gone above and beyond and can therefore be praised by all staff not just their class teacher.

Managing Behaviour Around School

For occasions when children do not follow the school expectations a progressive system will be used consistently.

1. It is important that children do not feel shame if they have made a behaviour mistake.
2. The rules of the school/classroom are displayed clearly within each classroom. Pupils are taught that keeping to the rules will ensure that they are rewarded. However, an adult may decide that they have been doing so well with their learning or behaviour that they are awarded a privilege card.
3. If a pupil fails to uphold the class/school rules, adults will follow the trauma informed, attachment aware approach. The pupil is encouraged to make the right choice. We identify that everyone makes mistakes and it is important that children are given the opportunity to learn from these mistakes. All staff use a trauma informed, attachment aware approach which is appropriate for their year group.
4. All children are always given the opportunity to reflect and improve on their behaviour. Behaviour does not define a child.

5. Expectations remain the same during the school day including lunchtimes. Minor incidents will be managed by the lunchtime staff. More serious incidents will be noted by the lunchtime staff and reported to the child's class teacher. The issue may be escalated to a member of SLT if needed.

Behaviour Log

Staff record incidents on a weekly basis on a tracker ensuring that the reason is recorded. Staff are proactive in seeking support from the behaviour lead/SLT when they have concerns regarding behaviour patterns for their children and cohort to prevent escalation or repeat offences. The trackers are analysed half- termly by the Senior Leadership Team. Behaviour trends are monitored by the SLT and are acted upon accordingly.

More serious cases

At Anna Seward we will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the Academy's safeguarding policy.

Pupil Support Systems in School

If a pupil requires extra support with managing their behaviour (this may include children with SEND) there are several opportunities available to them. First, the class teacher will provide additional strategies to manage and support behaviour, for example, with individual reward charts or any individualised programme which that child may need. Individual Behaviour Plans are put in place, alternative supportive provision is provided and external support is accessed.

Exclusions

Permanent exclusion will only be used as a last resort and when all other efforts to support the child have been unsuccessful. Permanent exclusions will be used in response to a serious breach, or persistent breaches, of the ATLP Relationships and Behaviour Policy and where allowing the child to remain at the School would seriously harm the education or welfare of the child or others. The School will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

Advocates

Advocates are only involved in permanent exclusions when they hear the panel and either uphold or rescind the Head of School's decision.

Conclusion

At Anna Seward Primary School we believe that all people in our school community are caring individuals, who are well behaved and in whom we have great pride.

Occasionally an individual may require more attention to support positive behaviours, but we do not ignore this – we do something about it so that we can raise tolerance, achievement and understanding.

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