



Relationships, Understanding and Supporting Behaviour Policy

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Guiding Values of GROW

Compassion and kindness (instead of blame and shame)

Understanding behaviour –

- what has happened/ is happening to the child?
- what is being communicated?
- sees behaviours as ways of coping- adaptive automatic responses (and therefore resulting from a stressor)
- from the perspective of a 'stress detective'. Adults ask "Why/ Why now?"

Rather than

- seeing behaviour as an individual deficit-something that is wrong- 'What's wrong with you?'- using negative labels
- always seeing behaviours as purposeful and planned
- behaviour being seen as 'naughty', wilful defiance and disrespectful

Hope (instead of hopelessness)

Finding and building on pupils' strengths and confidence (a positive psychological position)

Rather than

Focussing on difficulties/ labels – 'writing children off'

Connection and belonging (instead of disconnection)

Relationships and connection underpin all behaviour and wellbeing policy and interventions.

Rather than

Punitive approaches that result in disconnection, isolation and exclusion

Within GROW @ Learning Pathways Trust children are taught how to manage their emotions and to be self-aware. These are just as important as the skills of reading and writing. Being able to see children not as 'naughty' but as possibly

- scared
- anxious
- confused
- suffering from some form of trauma
- young people who are not making sense of the world as we might expect
- young people whose behaviour is communicating their need
- young people who feel insecure around adults and others'

Ethos of GROW- the ordinary power of healthy relationships

An evidence-informed approach (from the work of Bruce Perry: Trauma Academy, Houston, US) to practise helps GROW staff be confident that what they are doing works. Focusing on delivering non-stigmatising support ensures trust and a strong relationship between GROW, the family and the school. Predictable, responsive, nurturing, and sensory-enriched relationships are crucial for the development of bonding and attachment. The number, quality, and stability of relationships are a strong predictor of resilience.

Perry has identified safe, stable, nurturing relationships as crucial in ameliorating the effects of child maltreatment and ultimately in promoting healthy habits and lifestyles.

- Safe: free from fear and secure from psychological or physical harm
- Stable: predictable and consistent
- Nurturing: available and sensitive to respond to the child's needs

“Nurturance means teaching the child hundreds of times how to ask for help, how to live with the consequences of one's choices, how to learn to trust someone who has the power to abuse but will never do so and how to begin to feel intensely the range of emotions within a healthy school.”

Dan Hughes- Facilitating Developmental Attachment

The Five Pillars of Support within GROW



These pillars are not hierarchical and as such each has an equal weight attached to them in order for there to be progress.

Pillar 1: Consistent and calm adult behaviour – adult modelling, supporting emotional control, adult expectations, patient, parallel and present

Pillar 2: Recognition – emphasis on helpful behaviours, praise, motivation, engagement, non-verbal communication, rewards

Pillar 3: Structure and routines – rules, habits, consistency and always keeping children in mind

Pillar 4: Purposeful behaviour management – keeping children safe, de-escalation, managing dangerous and harmful behaviour, meaningful consequences

Pillar 5: Relationships- maintaining and developing, supporting restorative conversations

The Relationship and Behaviour Support Framework

Positive relationships between the children and the staff are very important. GROW looks on a child's small steps of progress in self-awareness and management as a major achievement and measures progress in very individual terms.

The policy within GROW will be to encourage and model taking responsibility for your own behaviour.

The framework for behaviour management aims to-

- teach, model, and allow practice whilst reinforcing prosocial behaviour
- give guidance in self-managing behaviour
- establish consistent standards and approaches to behaviour

There

- are clear and consistent expectations, routines and boundaries
- is an emphasis on teaching responsibility
- are routines, systems and structure
- are logical consequences; both educational and protective

The GROW staff team

1. teach rules, routines and consequences systematically
2. model presentations of rules and routines
3. allow time to practise and question
4. provide feedback and review the rules
5. check understanding of the rules
6. praise and recognise when the rules and routines are followed
7. are thorough in following through the logical consequences
8. apply rules, routines and consequences fairly and consistently

Recognition- giving children feedback

There are 13 helpful behaviours which underpin the recognition. The GROW team will recognise throughout the day when a child has shown any of the helpful behaviours. These are sometimes referred to and known to the children as 'leaves' covering a range of behaviours with rationales for each. The 13 helpful behaviours are-

- not giving up
- wanting to improve and challenging myself
- listening to others and understanding
- thinking flexibly- having a go
- thinking about thinking
- taking responsible risks- having a positive attitude
- being able to bounce back- resilience
- accepting mistakes
- managing strong feelings and being able to self-regulate
- keeping problems small -SMART thinking
- doing the right thing- being responsible
- being considerate of others and/or being kind or helpful
- independent learning

Intrinsic Recognition

Ultimately, we need to help children think and feel good things about themselves. Throughout the day, staff will recognise when the children use one of the helpful behaviours. This sense of internal satisfaction promotes self-confidence and internal motivation

Extrinsic Recognition

There are occasions when a child will need some help to remain motivated and help them stay focussed; especially when they find it hard to do this. When appropriate, as part of the individual support plan, the child may be rewarded; for example, with some free choice time at the end of the day.

Other recognition

- postcards home will be used to inform parents/carers when things have gone well
- certificates for high attendance or improved attendance will be given

SUPPORT STRUCTURES FOR CHILDREN

The following structures exist within GROW to support all the children

- at least one adult who they can say that they have a good relationship with
- a personalised distress management plan which is reviewed half termly

- regular reviews with parents/carers- this will be a minimum of once a term
- self-review and reflection time during the day
- safe-space when appropriate

Responding to difficult or harmful behaviour

It is helpful to consider behaviour as a form of communication. Therefore the appropriate response depends upon the type of behaviour being exhibited and the individual child's needs. That said, discipline in schools has an educational focus; the goal being to support the child to get back onto the learning task and engaging in the appropriate behaviour.

The following strategies could be employed by school staff to achieve this:

- Tactical ignoring - observe the situation if appropriate to do so and if necessary follow up later
- Positive comments – reminders of previous successes
- Reminders of personal goals – they may be close to achieving a certain number of helpful behaviours in the day (leaves)
- Reminders of expectations or Rules – “Paul what is our rule about...?”
- Description of reality – describe the actions of the student to make it very clear to them what is happening and how their behaviour is impacting on others. “Paul, you are speaking when I am.”
- Description of the desired behaviour – describe the behaviour you want to see. “Paul, we raise our hands to answer questions -thank you.”
- Support and Run – a quick direction or instruction. “Paul, back to work thank you.”
- Language of Choice – make it clear to the child that he or she has a choice of how to behave. “Paul, if you choose to shout out again I will ask you to stay behind.”
- Take up time – give the child time to change their behaviour/make a different choice
- Use clear logical consequences – ensure the child is aware of the consequences of his/her actions and that the consequence is logical. When a child makes no logical link between their action and its response, it may be seen as a punishment rather than a consequence. Evidence suggests that punishments have limited long term effects. Consequences have a logical flow and contribute to long term change.

Responses to challenging behaviour should be firm, consistent, respectful, calm and fair.

Consequences used by a school and its staff should be logical, respectful and educational and focus on supporting / teaching the child to behave more appropriately the next time a similar situation occurs.

The use of consequences

Consequences can be viewed in the following two ways; protective and educational.

Protective consequences: required to protect the rights of others.

- increased staff ratio
- change of timetable
- limited access to outside space
- supported in social situations
- no availability of minibus/car
- differentiated teaching space
- exclusion

As part of safeguarding measures, a risk assessment should be completed to inform planning and future practice.

Best practice suggests that all protective consequences must run alongside educational consequences; otherwise, there will be limited long-term behaviour change.

Educational Consequence: required to motivate and support the pupil to behave differently next time.

- completing tasks
- rehearsing or role modeling situations
- assisting with repairs
- educational opportunities such as research to learn about the impact of certain actions and behaviours
- putting things right, through a process of reflecting, repairing and restoring relationships

Responding to Harmful Behaviour

When faced with a child who is distressed, the following steps may prove useful in co-regulating. The child should always be spoken to calmly and respectfully. Using a planned script is very helpful- you will need to say very little- planning helps and you will know what works depending on the child. Scripts help us to remain calm. Always use the child's name using a calm tone of voice. The immediate message to be conveyed to the child

- You are safe- I care about you- I will keep you safe
- I'm here to help and listen
- I can see this is really difficult- you need to use your words to tell me
- I'm here to listen- take some time to think about it
- I care about you and I will try keep you safe. Use your safe space to think about things

- I will help you keep your problems small- this doesn't have to get so big
- You need to stop

The child should be given space and time to think, reflect and to respond to requests.

Where necessary, the child should be withdrawn from the classroom or learning space to a place of safety, perhaps with assistance of another member of staff. Where this is not possible, an alternative is that the rest of the class are removed from a harmful situation.

Staff should always stay with the child, but at a safe distance. This is usually at least an extended arm's length away from the child. At this point, raising the stress of the child by being confrontational, blocking or backing the child into a corner could lead to further harmful behaviour. All children have a personalised distress management plan, outlining the adult responses and approach to manage them in such situations. Staff should follow this to prevent the harmful behaviour.

It should be recognised that the member of staff in this situation may be stressed and / or anxious themselves and the use of simple language to co-regulate the situation may significantly help both staff and child involved.

If the child is being harmful, the member(s) of staff need to ensure that any action they take is clearly *reasonable, proportionate* and *necessary* in the circumstances.

Every effort should be made to reduce the stressor and to co-regulate a situation prior to a Safe Hold. If a Safe Hold has been needed and this has not been planned for, an assessment of their behaviour should be completed to reduce the likelihood of any recurrence. It is required that any incident is recorded.

The child must always be involved in a restorative process where lessons can be learned in order to move forward. This should involve all necessary parties. The discussion, once the situation has been de-escalated may be as follows:

1. What happened?
2. What were people thinking and feeling at the time?
3. Who has been affected and how?
4. How can we repair the harm?
5. What have we learnt so we are able to make a different choice next time?

The Use of Physical Contact

There are occasions when GROW staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (*appropriate to their age*)
- to gently direct a pupil
- for curricular reasons (*for example in PE, Drama etc*)
- in an emergency to avert danger to the pupil, pupils or staff

The guidance produced by the Department for Education (July 2013) "Use of reasonable force - Advice for headteachers, staff and governing bodies" states that

"Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

Procedures for Dealing with Unacceptable Behaviour

Minor Incidents

These incidents are dealt with by the GROW team immediately (see the previous section on Responding to Challenging Behaviour.)

Persistent incidents or incidents of medium severity

Unacceptable behaviour in this category includes persistency of minor incidents as above and

- rudeness to staff
- verbally aggressive behaviour to another pupil
- being continually off-task

These incidents are dealt with by the GROW team immediately

Possible include:

- verbal reminder
- short calming period outside the learning space
- distraction
- moved into a temporary alternative space (supervised by an adult)

Serious Incidents

These incidents must be recorded and will be discussed with the Strategic Lead

- leaving the school site
- harmful and dangerous behaviour, such as, biting, hair pulling, spitting
- refusal to comply with other consequences
- stealing

- bullying
- significant/serious damage to the property

Specific management plan for dealing with spitting

It is important that children learn that spitting at another human being is very antisocial and totally unacceptable. The children are taught about germs and hygiene in their PSHE lessons and will learn that one's own saliva needs to remain in the mouth. Spitting out of saliva is limited to the time

- straight after brushing one's teeth
- when it might be necessary into a tissue if one has an infection causing the build-up of mucus
- if choking on something and it needed to be removed from the mouth

If a child does spit directly at an adult then there is a GROW script-

“Remember we don't spit at people it's harmful”

Further intentional teaching around spitting will be followed up with the child and the parent informed.

Very Serious Incidents

They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- fighting
- bringing an offensive weapon to school
- physical harm to a member of staff or another child

There may be a need to use of Safe Holding (restrictive physical intervention-RPI). In GROW we believe that pupils need to feel and be safe, to know that adult can keep them safe and help them to manage strong feelings without causing harm. Children need to know that the adults around them are able to, when absolutely necessary, to manage them safely and confidently. Only for a very small minority of pupils will the use of a Safe Hold be needed. Refer to the separate GROW policy for Safe Holding.

Safe Holding is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the CEO, Headteacher or Head of Provision has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school

Consequences to serious and very serious incidents include:

There will always be either a phone call home, text message or face to face conversation to parents/carers. There may need to be in addition to this

- Meetings with parents or carers
- fixed term exclusion (see separate exclusion policy)

Incident Reporting

We will report all significant incidents of inappropriate behaviour. The aim of incident reporting at GROW is to respond professionally to incidents of inappropriate or untypical behaviour. In addition to this, reporting will enable staff to focus on the behaviour of individual children, to identify possible patterns of behaviour for individuals over an extended period. The system for recording and reporting incidents will also alert and inform staff of inappropriate behaviour and consequences for individual pupils.

Procedures:

Staff will report all incidents of inappropriate and untypical behaviour. Incidents that result in any harm to adults or children will always be reported as part of the accident reporting procedure. Incidents of inappropriate sexualised behaviour will be reported within this common format, as will observations of bruising or possible non-accidental injury (incident forms and 'body' drawings).

Incidents will be recorded according to the agreed GROW format. There may be occasions where the combined incidents of inappropriate behaviour are reported on a single sheet. Additional blank sheets can be attached and the format will be used to structure any extended reporting.

All incidents

- will be written by the person that observes the behaviour. This may involve report writing by more than one adult
- will be reported objectively with the focus on what was observed and directly seen or heard and not what was speculated or thought

All incident report forms will be written on the day on which the incident occurred and as near to the time of the occurrence.

All incident report forms will be collated by the Head of Provision.