



# **Positive Relationships and Behaviour Regulation Policy**

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# **Lord Scudamore Academy Positive Relationships and Behaviour Regulation Policy**

## **Vision statement**

At Lord Scudamore Academy we aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We have a holistic approach to education, valuing all learning in and out of the classroom. We value community and our core values are built on mutual trust and respect for all.

At Lord Scudamore Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

## **Policy Statement**

This policy was based on Guidance provided by Herefordshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and students. This policy is developed to ensure guidance for staff, in order to promote positive relationships and behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo or a member of the SLT.

## **Policy Scope**

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to building positive relationships and supporting positive behaviour.

## **Policy Aims and Objectives**

Lord Scudamore Academy is committed to the emotional, and mental health of its staff, pupils, and parents/carers, and we endeavour to promote everybody's well-being. We wish to 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. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Relationships and Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school

ethos.

Lord Scudamore Academy treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive relationships and behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

**Our Policy Aims to:**

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Help children develop a sense of worth, identity and achievement
- Help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To encourage good manners, honesty, respect and tolerance for others.
- To promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our school and the wider community.

We hope to achieve these aims through a school Relationships and Behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

**What do we do to teach and promote to support the growth of positive relationships and behaviour regulation?**

Our school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive relationships and behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We do this through:

- Whole School and Class Assemblies: These cover areas such as 'Caring for Other', 'Anti-bullying week', 'How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile; these include: Respect Week; Anti Bullying Week; and Manners Week
- School Curriculum including RE and a thread through themes
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviours
- High expectation to engage with the self-regulation of behaviour

## **Policy Links**

This Positive Relationships and Behaviour Regulation Policy links to the following other policies we hold in school: Add links to relevant policies, and delete any aspects of this policy which are covered in other policies:

- PSHE Education Policy
- RSE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Restraint Policy
- E-safety policy
- SEND Policy

## **Roles and Responsibilities**

Parents, staff and children all contribute. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents need to recognise that individual children's interests have to be set in the context of the class, the year group and the school.

## **How we work together**

### **All staff:**

- All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.
- Shouting and shaming should never be used and is not tolerated at Lord Scudamore Academy
- Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.
- Staff use the Key principles outlined in this policy to support the needs of all our pupils.

### **Teachers:**

- Ensure parents are contacted when: a child is having ongoing issues or there has been a 'one-off' significant issue.

Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one-off issues. For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

### **Learning Mentors/ELSA will:**

- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Provide support in class and at break and lunchtimes
- Provide 1:1 or group work to support emotional health needs and mindfulness
- Run the pastoral room

### **The Heads of School and Headteacher will:**

- Lead the ethos of this policy
- Ensure the policy is implemented effectively and consistently throughout the school
- Ensure effective training for staff
- Oversee the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Link with outside agencies to offer additional services
- Line manager for the learning mentors/ELSA
- Ensure that all tracking and reporting of incidents and additional needs are up to date

The Head of School and Executive Headteacher are the only persons authorised to suspend or exclude a child.

### **Pupils should:**

- demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age
- set a good example to others by demonstrating positive behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language
- show good manners and respect for all people in school and consideration for others when moving around,
- show respect for other people, their work and property

### **Parents should:**

- Inform the school of any concerns (Class teacher or SLT)
- Have an open dialogue with the school
- Collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school
- Support the school when needing to get further support

### **Governors:**

- have responsibility for setting down the general guidelines on policy and of reviewing the effectiveness. The governors support the Head of School and Executive Headteacher in adhering to these guidelines.
- Duty to consider parents' representations about an exclusion

### **Encouraging Positive Relationships and Behaviour**

At Lord Scudamore Academy we understand that positive relationships and behaviour can be taught and needs to be modelled. We encourage this through a number of ways including:

- 1) We have high expectations of behaviour around the school
- 2) Children are actively involved in discussions and creating agreed codes of conduct with suitable rewards and sanctions
- 3) We are kind, fair and consistent in our expectations of and responses to children  
Giving positive encouragement, rewards and sanctions

- 4) Watching out for children who are behaving out of character, or may be distressed or upset.
- 5) Listening about any issues when they occur in a caring and sympathetic manner and supporting the child to achieve a positive outcome.
- 6) We develop the children's moral and spiritual education through all areas of the curriculum which is supported by more specific teachings of Christian values.
- 7) Staff model positive behaviours and resolution techniques around and with pupils

**Positive relationships and behaviours are rewarded through a range of ways including:**

- Verbal praise - a well done or a smile.
- Stickers or positive comments in books
- Approval by other staff. Children love to go to other teachers for praise and rewards,
- Approval by the Head of School/Senior Management Team, either through individual praise and a sticker or by requesting the Head of School/ Senior Management Team comes into the classroom for whole class praise,
- Individual teacher reward systems, i.e. stars, smiley faces, badges, house points, Star of the Week, reward charts etc. for class, group or individual,
- Positive comments written on work or in reading diaries.
- Extra playtime.
- Golden Time
- Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work,
- A weekly 'Assembly of Excellence' to celebrate good qualities of work and behaviour,
- Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.

**Prevention and De-escalation**

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The daily management/preventative strategies section of a pupil's Behaviour Change Support Plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils. De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective. Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk. Selected staff have been trained using the Team Teach de-escalation training approach.

**Primary Prevention**

This is achieved by:

- Avoiding situations and triggers known to provoke challenging behaviour;

- Creating opportunities for communication, choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.
  - Children recognising key staff that can support them.

### **Secondary Prevention**

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with NOT using a RPI are greater than the risks of using a RPI,

Types of Incident The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following - please see: [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk)

### **Going out of School**

Positive behaviour is extremely important on educational visits. Although pupils are away from the school building; they are expected to uphold our high standards of behaviour. Should extremely poor behaviour occur during a visit, the child's parents/guardians will be expected to make arrangements for their child to return home as soon as possible at the expense of the adult.

### **Sanctions**

When a consequence is necessary as a result of negative behaviour, in order to use sanctions effectively . . .

- Any action should be taken calmly rather than in anger.
- Private reprimands are often more effective than public ones (though care must be taken to ensure that the child is not finding the individual attention rewarding rather than sanctioning).
- All sanctions should be applied fairly and consistently.
- Sanctions should focus on the behaviour not the child.
- If possible, a reprimand should include a message about what the child should do in future.
- Sanctions are generally more effective if they are given immediately after the misdemeanour (though for older children the anticipation of a deferred punishment can be effective).

- The nature of the sanction should reflect the severity of the behaviour in question and could include:
  - Verbal warning
  - Staying behind to talk to a teacher or adult
  - Sitting on one's own away from others
  - Loss of break time
  - Being sent to a member of the Senior Leadership team
  - Parents informed of poor behaviour
  - Asked to do extra work or write a letter of apology
  - Not being allowed to represent the school on school events e.g. sports or music activities
  - Suspension or exclusion.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the teacher will stop the activity and take appropriate action.
- Unacceptable behaviour may result in the child being seen by a member of the Senior Leadership Team and/or bring about the withdrawal of playtime or lunchtime privileges.
- If, for exceptional reasons, a child is sent out of lessons they should be required to do some kind of work:
  - a) Referral back to the teacher for suitable curriculum activity to complete under supervision.
  - b) Instigate a 'time out' procedure only in extreme cases. **On no account** must a child be left unsupervised.
- Whenever possible, when a child has received a sanction, the teacher should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to behave properly in future. Restorative conversations will be held and children should be given strategies to deal with the same situation.

Situations deemed to be serious breaches of discipline may require the intervention of members of staff trained to deal with disruptive behaviour who may use physical intervention if necessary. Records may be kept of any incidents as part of our procedure to improve behaviour in our school. Continued inappropriate behaviour may result in individual behavioural plans and referral to outside agencies.

### **Exclusions (please refer to Exclusion Policy)**

A decision to suspend a child for a fixed term or to permanently exclude will only be taken in response to serious breaches of this policy.

Where there are breaches of discipline by adult members of the school community matters will be dealt with by the Headteacher and governors as set out in the terms of employment.

### **Policy review process**

There should be a continuous (and at least annual) process of review of your school's Behaviour Regulation Policy. This should involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice



**Appendix 1 - An Attachment Aware approach to developing Positive Relationships and Behaviour Regulation**

## Persistent incidents of disruption

- Plan coordinated support and intervention with HOY/ HOD/SENDCo as part of a graduated response.
- Use a restorative enquiry or an individual restorative exploration as appropriate to support understanding and change.
- Establish individualised agreements with the child. Use report cards/coaching/self-monitoring and provide effective feedback to support change.
- Take supportive action such as individualised start to lessons, adaptations to the curriculum, opportunities for breaks within the lesson, an exit card, an arrangement whereby a child can work with another member of staff for a limited period, a trusted adult to be able to be called to class to support the teacher to regulate the child.
- Implement relational support and regulation plans as well as targeted interventions following further assessments to establish additional needs, such as SEN / social inclusion.
- Involve parents/ carers to establish further joined up support.

- Plan coordinated action and support with HOD/HOY/ SENDCo.
- Hold a class meeting to re-view and re-establish agreements. Make agreements as to how all members of the class will behave with specific and clear areas of focus identified.
- Use a restorative framework to enable the sharing of thoughts and feelings and to discuss action needed to support change.
- Develop a relational support plan for the class.

- Discuss impact of behaviour, refer back to agreements. Provide guidance, instruction and teaching.
- Take action – consider managing the environment and relationships, supporting learning, providing focused attention, supporting transitions. Consider if targeted interventions are needed?
- Check in and connect regularly, give feedback, encourage reflection and self-monitoring. Consider introducing a report card.
- Take some time out of class to have a longer discussion using restorative approaches.
- Ask for advice and share good practice. Discuss the child and log concerns with tutor, other teachers HOD/ HOY, SENDCo.
- Communicate and discuss concerns with parents.

- Hold a class meeting and facilitate discussion as to what is going well and what needs to change.
- Re-establish agreements.
- Consider whether there are adaptations to teaching that are needed, for example a change in seating, tasks broken down into small chunks, managed transitions?
- Discuss the class with HOD/HOY to gain advice and support.

## Single incidents of low level disruption

- SEA – Safety, Empathy, Agreements. Be mindful of face, voice and body language.
- Get alongside – avoid power battles, ultimatums, give take up time and connect.
- Focus on primary behaviour – avoid getting caught up with secondary behaviour

- Revisit the class agreements with the whole class - briefly discuss the purpose of the agreements and the implications of not sticking to them.
- Provide feedback as to what is going well and remind the class as to what is needed from them.
- Give clear guidance and instruction, teach and model the behaviours you want to see.

## Appendix 2 - A guide to supporting regulation through responsive Co-Regulation Plans

State of Regulation	Potential displayed behaviours	Responsive co-regulation
<b>Calm</b> Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
<b>Mild Stress</b> Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
<b>Dysregulated</b> Mobilised	High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
<b>Dysregulated</b> Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
<b>Crisis</b>	The child's behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.

## **Appendix 3 – Definitions relating to prevention and de-escalation.**

### Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion, and de-escalation. Positive Handling at Lord Scudamore is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used. Positive Handling Plans, at Lord Scudamore referred to as Behaviour Change Support Plans, are a plan for the positive management of pupils' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative. A SMART target is included in the Behaviour Change Support Plan so that everyone is clear what the pupil is working towards and how we will know when they have achieved this.

### Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practising personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. See the document Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009.

### Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

### Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the RPI record and in the Serious Incident Book. If anyone is injured a HS1 accident/incident report must also be completed. Records of incidents must be given to the Behaviour Support Facilitator as soon as possible, and by the end of the school day at the latest. The pupil's parents will be informed of any significant incident concerning their child as soon as is practicable after the incident. The level of compliance from the pupil determines whether or not the interaction is an intervention or a restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.