



Behaviour and Relationship Policy

Date of Adoption: September 2023

1.1

Aim of policy

Our central aims at Queensbury are to:

- Create a happy, safe learning environment where everyone feels part of a community and is treated with tolerance and respect.
- Ensure staff are trained in Emotion Coaching (appendices 5) and 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of fight/flight/freeze positions). (appendices 4)
- Promote restorative approaches to behaviour - school staff to reflect with the young person when there has been a behaviour incident to ensure any harm is minimised and relationships are repaired.
- To support self-discipline, maintain positive self-esteem and encourage students to take responsibility for their own behaviour.
- To celebrate our own achievement and the achievement of others.
- To provide an environment based on good manners and respect for others, regardless of race, gender, religion or ability.
- To support students in developing socially appropriate behaviours to allow them to become valued members of the wider community.
- To engage in and support the School and Trusts values (appendices 2)

This policy supports the whole school ethos and is linked to the following policies:

Anti-Bullying and Racial Harassment

Equal Opportunities

Safe Touch (including Restraint.)

1.2

Rationale:

"Thinking of a pupil as behaving badly disposes you to think of punishment. Thinking of a pupil as struggling to handle something difficult encourages you to help them through their distress." The Gottman Institute

At Queensbury School, we believe:

~~That~~

- Young people want to behave well and that adults can learn and use strategies to support them in achieving this.
- Behaviour is ~~often~~ a means of communication and we ~~should~~ support our students in communicating their needs safely and appropriately.
- With the right support and intervention, we can help our students to learn how to improve their behaviour. ~~We believe that~~
- Some students need direct teaching in how to recognise that they are responsible for their own behaviour and the need to make positive choices. ~~We also recognise that~~

- Any behavioural interventions need to be given time to have an effect. We understand that mistakes are part of the learning process and our students are at different stages in this developmental process.
- ~~All of our students also have learning difficulties which may impact how they learn to behave.~~ Adults need to have a well-informed understanding of their needs and respond to our students in a non-judgmental and supportive way.

1.3

Trauma Informed Attachment Aware Schools

Queensbury School are proud to be on a journey to become a recognised Trauma Informed Attachment Aware School (TIAAS). Being part of the Birmingham TIAAS network gives us regular input from an educational psychologist to ensure we are implementing best practice and creating a nurturing and mentally healthy environment in which all young people can thrive. Trauma Informed Practice is our whole school approach to mental health – helping us move towards an evidenced-based, holistic understanding of behaviour and how sustainable change happens in young people. In-line with this, we have a whole-school commitment to cease all use of harsh voices, shouting, put downs, criticism, and shaming – all proven to be damaging psychologically and neurologically. This is central to our school's values of kindness, diversity and respect.

1.4

Research and practice

Research shows that prolonged exposure to stress in childhood, without the presence of an emotionally available adult, can compromise all areas of a young person's development, including identity, cognitive processing, ability to manage behaviour, tolerance, and the ability to trust. This can leave the child in a hyper vigilant state and unable to learn. Being trauma-informed is not about making excuses for behaviour but supporting students to connect with key adults in school and to connect to themselves. We achieve this through a variety of methods, e.g. Emotion Coaching, staff communicating with an attitude of PACE with students -Playfulness, Acceptance, Curiosity and Empathy, (Hughes 2015). This is key in supporting young people move from a state of stress to one of calm. We know that creating an emotionally safe environment within Queensbury is paramount so that young people feel able to trust, build relationships and access learning. Evidence also shows that having access to an emotionally available adult (EAA) can begin to heal the effects of relational trauma.

1.5

Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) refers to a range of traumatic events that occur before the age of 18 e.g. all types of abuse and neglect. Studies have shown that young people with three or more ACEs are six times more likely to have behaviour problems and those with four or more ACEs are 32 times more likely.

Our most vulnerable students are supported in more specialised ways under the guidance of our Venture Curriculum Lead. They also have daily access to an emotionally available adult.

All staff are trained in how to deescalate challenging situations and to connect and empathise with the young person – helping them feel understood, regulated, and ready to re-engage with their learning.

1.6

Current TIAAS priorities

We have two members of staff who are qualified Trauma Informed School Practitioners.

Our current focus is to equip staff in:

- The importance of self-awareness – looking after our own wellbeing, noticing triggers
- Restorative conversations
- Emotion Coaching techniques
- Refining our use of 'PACE' with young people
- Effects of Adverse Childhood Experiences (ACEs) on behaviour
- Creating safety cues in the classroom

1.7

Motional

We have recently launched the use of an online tool, Motional, which helps us identify, assess, and improve the emotional health and wellbeing of our young people. All form teachers create a snapshot for each young person which helps us recognise their strengths and potential learning blocks. Vulnerable students with known ACEs also complete weekly sessions with our Trauma Informed Practitioners to help build self-worth and emotional regulation.

1.8

School Values (appendices 2)

The Trusts values to engage, to include to apply and to work together are interlinked with Queensbury school values of kindness, respect and diversity and are embedded within the school ethos.

- To Engage through Kindness
- To include through diversity
- To apply respect
- To work together

As a school and a Trust we firmly believe that there must be respect for the feelings, beliefs and customs of others. We aim to work closely with parents and carers and to demonstrate respect in our relationships with one another. Awareness and tolerance of the views, beliefs and customs of other people are taught explicitly in curriculum areas such as Humanities, RE and PSHE (Personal, Social and Health Education). This curriculum is used to support pupils to make informed choices about how they relate

to others, how they live their lives, and how they treat their mind, body, and soul. However Social, Spiritual, Moral and Cultural values underpin our school curriculum as a whole. This is reinforced by other means such as Circle Time, assembly and 'Thought for the Week.'

1.9

Every morning students spend the first lesson of the day with their form staff. Each session ~~is begun by~~ includes using a 'Five Point Emotion Scale.' This allows students to talk about how they are feeling and gives form staff the opportunity to try and support the students with any anxieties they may have. This is delivered in varying ways such as using emotion cards, emotion keyrings and class interactive displays. The style used is dependent on the cognition and learning of the child. Some of our young people find expressing their feelings and emotions more difficult than others and may need a variety of tools to support them with this. ~~And~~

The mentors may need to ~~intervene~~ support if necessary. This daily session ensures that students are ready to learn before they leave their form base.

At the end of the day, students come together again for 'Reflection and Reward.' This gives them the opportunity to reflect upon their day, share any difficulties and celebrate successes.

2.1

Roles and Responsibilities:

Staff Responsibilities are:

- To treat all students fairly and with kindness and respect.
- To treat all staff fairly and with kindness and respect, in line with the staff code of conduct.
- To raise the level of students' self-esteem.
- To provide a relevant and stimulating curriculum to engage students.
- To create a safe and welcoming environment.
- ~~To use rules and consequences fairly and consistently.~~
- To be a good role model.
- To develop good relationships with parents so that students can see that we share a common aim.
- ~~To recognise each student as an individual.~~
- To be aware of students' needs and manage their behaviour with this in mind.
- To be aware of school ~~rules and~~ expectations of behaviour.

2.2

Staff Induction and Support.

All new staff will be inducted clearly into the school's behaviour and relationship culture to ensure they understand its ethos and routines and how best to support all

pupils to be engaged in the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of the pupils at the school to enable behaviour and relationships to be managed consistently.

The Senior Leadership Team will consider any appropriate training which is required to support staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a pupil's behaviour for example student's individual SEND or mental health needs,

2.3

The Pastoral Manager:

The Pastoral Manager leads a team of learning mentors, home/school worker and lunchtime supervisors. He is also the Designated Safeguarding Lead in school. All behavioural issues should be referred to him, logged on CPOMS and the relevant Assistant Head copied into the log of the incident.

The Pastoral Manager will make an initial decision and will either resolve the issue, or decide upon the most appropriate person to refer to.

2.4

The Learning Mentors:

Learning Mentors are a key preventative to unwanted behaviour in school. Through the provision of emotional support, counselling programmes, a safe haven at break times and work with parents/carers they can help students remain calm, regulated and able to learning in school.

The Learning Mentors coordinate the external agency support such as FTB, SHB team, Educational Psychologist, School Nurse and doctor all of whom have a role in supporting the students and staff in ensuring students' behaviour is safe and appropriate.

The learning mentors are able to develop good relationships with parents so in times of difficulties they can be both a communication conduit and a source of advice.

2.5

The Home/School Worker:

The home-school link worker provides a further link with and support to parents and carers. They are able to support parents in the home with their child's behaviour by helping to develop strategies to reduce unwanted behaviours.

2.6

The Role of Associate Head of School and Head of School

The Assistant Executive Head Teachers are responsible for the overall daily management of behaviour in their Key Stage. When behavioural instances are

reported to the Deputy Executive Head Teacher or Assistant Executive Head Teachers, they will provide staff with support in following through consequences and where instances require internal exclusions, they will organise this for the students in their Key Stage. The Assistant Head of Key Stage will also ensure that any serious incidents are communicated to parents.

2.7

The Role of the Executive Head Teacher

If the level of the student's behaviour is extreme, then the Executive Head Teacher will investigate the situation and make a decision as to the consequence and support to be put into place.

Only the Executive Head Teacher has the authority to exclude a student from school. The Executive Head Teacher is responsible for the overall Behaviour and Relationship policy and its' implementation throughout the school and will report to Governors about its' effectiveness.

2.8

Students' responsibilities are:

- To treat each other with kindness and respect.
- To work to the best of their ability and allow others to do the same.
- To be kind
- To listen to each other.
- To respect each other and each other's property.
- To follow instructions.
- To keep their hands and their feet to themselves.
- To look after their school and each other.

2.9

Parents' and carers' responsibilities are:

- To make children aware of how important appropriate behaviour is within the school and the wider community.
- To encourage self-discipline.
- To show an interest in all their children do in school.
- To foster good relationships with school.

3.1

Encouraging Outstanding Behaviour for Learning in School:

Clear and consistent behaviour expectations both inside and outside of the classroom are key to establishing good discipline relationships in school. It is essential that teachers are well organised and deliver well-planned, differentiated lessons that

engage students and have a real life context. We aim to provide pupils with a personalised response to supporting their development and well-being. Whilst each individual pupil will benefit from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

In encouraging an excellent ~~behaviour~~ attitude for learning, teachers should:

- Know their students as individuals.
- Make the expectations of the classroom ~~behaviour~~ clear from the beginning by referring to the 'Five Golden Rules'—Queensbury School Expectations' (Appendices 1) and Queensbury Values (Appendices 2) ~~and explaining why they are necessary for outstanding learning~~
- Be aware of ~~the behaviour of their~~ any potential conflict or triggers in the class by being aware of the group dynamics and adjusting their seating plans, differentiation and pace accordingly.
- Be a good role model by being kind and polite and being aware of their own behaviour, including stance, volume and tone of voice.
- Be firm rather than aggressive or confrontational, if reprimands are necessary these should deal with the behaviour in a restorative manner and not be targeted at the individual student.
- Many of our students interpret language literally and therefore sarcasm should be avoided.
- Look for aspects of behaviour to praise. Emphasise the positive. 'Catch students being good' and praise good ~~behaviour~~ relationships as well as good work. By reinforcing positive ~~behaviour~~ interactions, we can develop the student's repertoire of appropriate behaviour and remind them of how they feel when they are ~~praised for behaving well~~. making good choices
- Try to reinforce appropriate interactions ~~behaviour~~ in another student rather than drawing attention to the negatives ~~behaviour~~s by using language such as 'Look how well Liam and Adam are listening,' rather than, 'Stop talking and listen.'
- Think about the reason for the negative behaviour. Stay curious about why the student is behaving in the way they are. There will be a reason and this is something we need to deal with and support in whatever way we can. Emotion coaching / PACE can be used to support this.
- Deal with negative behaviour quietly and respectfully. There is no need to humiliate a student and force them into a confrontational situation where they are afraid to 'lose face' with their peers.
- Begin each day afresh.
- Use the language of choice. Encourage students to make the right choice and explain the consequences of their choices, good or bad. Use descriptive praise e.g. 'I like the way you came in quietly.' 'I am pleased with how you supported John with his work.'

- Link the choices they make to the consequences so that students understand the implications of their actions.
- Follow Queensbury School's 5 step Behaviour and Relationship Procedure as outlined in Appendix 3
- Reflect upon their own classroom practice and think about how they can continue to improve their behaviour management strategies.

3.2

Break time and lunchtimes

All staff on duty have a safeguarding responsibility to be on time for their duty and to monitor the area that they have been designated. Best practice is to engage students in activities and encourage appropriate peer games and relationships. Students engaged in activities such as skipping, football, hopscotch etc. are significantly less likely to ~~present with behavioural difficulties~~ become dysregulated than those not engaged in constructive activities.

Students are supported if they become dysregulated and have access to the learning mentors during these times

3.3

Around school

All staff have a responsibility to monitor behaviour and relationships around school including corridors and the hall. Students behaving inappropriately should be challenged/supported (depending upon the student and circumstances). If the student's ~~behaviour~~ continues to dysregulate ~~escalate~~ or is beyond low level disruption the staff member should intervene appropriately, seeking support, if necessary, it is the responsibility of this staff member to log the incident on to CPOMS and record any actions or sanctions.

4.1

Rewards and Consequences:

Good behaviour and relationships should be recognised in the same way as good work is. This will include the use of ~~house points, green and yellow arrows~~ postcards home, phone calls and texts home. It is important that staff share ~~good behaviour~~ students' successes with parents in the same way as they would inform them if a consequence became necessary. Heads of Key Stage will award nominations for 'Star of the Week' in their assemblies. Achievement evenings are also held each year to celebrate the achievements of the students in school. Parents and students are actively encouraged to attend these evenings.

4.2

We use restorative approaches to behaviour which places relationships, respect, and responsibility at the core of effective practice. Consistently applying restorative

approaches has been shown to improve the learning climate, conflict becomes less disruptive to students' learning and relationships are improved.

Consequences for negative behaviours are outlined in the flowchart 'Queensbury School's 5 step Behaviour and relationship ~~Management~~ Procedure.' Negative behaviour should be dealt with initially by the classroom teacher or member of staff on duty using de-escalation strategies and reasoning followed, if necessary, by a verbal warning. This should be in keeping with the emotion coaching approach alongside the use of PACE. If behaviour persists then using the system of a first yellow card (five minutes- reflect and resolve time ~~detention~~.) second yellow card (ten minutes reflect and resolve time ~~detention~~.) These times are guidelines, as a member of staff, following a restorative approach may feel that they have spoken to the student and ~~are satisfied that they understand why they became dysregulated and what strategies may support in the future. help made the wrong choice and how to improve their behaviour next time.~~

If negative behaviour persists and a ~~red~~ third yellow card becomes necessary, then this must be accompanied by a ~~detention~~ a reflect and resolve time at lunchtime with the member of staff who issued the yellow cards, during which a restorative approach will be used. If the student fails to attend or the behaviour persists then the student must attend a Wednesday afterschool ~~detention~~ reflect and resolve time with the designated staff team ~~assigned to carry out the session after school detention.~~

4.3

It may be necessary for assistance to be requested from the Pastoral Team, at which point they can either support the student in class or if necessary, remove the student for a short period of time to allow them to regulate before being returned to class. If the behaviour persists and is considered serious, then Head of the relevant Key Stage should be informed.

4.4

If a student is required to complete an after school reflect and resolve time ~~detention~~, then the parent/carer must be contacted and their permission obtained. Reception should also be informed as there may be implications for the child's travel arrangements.

4.5

Should an incident be serious enough to warrant an Internal Exclusion, then parents/carers should be informed and the nature of the incident explained to them.

The exclusion should be carried out as soon as possible after the incident. The student should work ~~in a supervised isolation~~ under supervision in the intervention room ~~Learning Mentors' room (if appropriate.)~~ Work should be sent by the member of staff who would have been teaching the student ~~and time should be given to the student.~~ A restorative conversation should take place during this time with a suitable member of staff to help the student reflect on their behaviour and how to make better choices next time.

Should a fixed term exclusion be deemed necessary, then parents/carers should be informed by letter sent on the day of the incident (or as soon as possible if the incident is at the end of the day.)

On the day of the student's return to school, parents/carers should accompany the student for a 'Return to School' interview where the incident should be discussed. Expectations will be made clear, and if needed further strategies put in place to support the student and prevent future incidents. A restorative conversation should take place during this time. ~~and made clear to the student that such behaviour is unacceptable.~~ They should be in the right frame of mind to return to school that day. If this is not the case and it is clear that the student is not regulated enough to discuss the incident ~~does not accept that they made the wrong choice,~~ then they may be asked to return home with their parent/carer and the exclusion extended.

On the rare occasion of a permanent exclusion or managed move to another school the reports of behaviour become key evidence and therefore staff need to record and report all incidents however small to build up a picture of the student's behavioural needs

5.1

Behaviour and Relationship Management Plans

For those students who need additional support outside of the strategies already identified within this policy and whose needs are more complex, consideration should be given to setting a Behaviour and Relationship Management Plan (BRMP) for the individual student.

A BRMP contains:

- Any triggers the student may have.
- Behaviours displayed when the student is dysregulated and how often this occurs
- ~~a specific description of the nature and frequency of the unwanted behaviours~~
- A description of what strategies have already been tried and the impact of those strategies
- New strategies for managing ~~unwanted behaviour~~ the student's dysregulation
- New strategies for rewarding wanted behaviours
- Details of support, resources and reviews
- The student's views of the behaviour

A collaborative approach is essential when writing, monitoring and evaluating a BRMP. The form tutor, learning mentors and assistant heads should work together on the development of a BRMP. It is also important that parents/carers are informed of the issues that trigger a BRMP and are included in the strategies to monitor progress.

Form tutors are responsible for writing the BRMP with help from the learning mentors and for overseeing its implementation.

6.1

Monitoring and Recording:

It is the responsibility of all staff to record any incidents on CPOMS. This should be forwarded to the relevant members of staff such as the Pastoral Manager, Learning Mentors, form tutor team and the Head of Key Stage.

Incidents will then be monitored by the pastoral team; including the Pastoral Manager, Learning Mentors and Senior Leadership team. Should intervention be necessary the appropriate action will be taken. Interventions may include speaking to the child, contacting home, sessions with the Learning Mentors, Speech and Language Therapist, or referral to external agencies such as the school doctor, Educational Psychologist, ADHD team, CAT team (where the student has a diagnosis of Autism) Forward Thinking Birmingham.

7.1 Positive Handling

In the event positive handling techniques are required to safeguard the child, please refer to our Care & Control Positive Handling Policy. The correct Team Teach strategies will need to be deployed. These should all be recorded in Log book in Mentors with Mr Khan within 24hrs.

Appendices:

1. ~~Golden Rules~~ Queensbury School Expectations
2. Trust Values
3. Behavioural and Relationship Procedures Flow Chart
4. What is PACE.
5. Emotion coaching basics

Senior Leadership ,~~January~~
September 2022.

Queensbury School Expectations:

1. We are kind to ourselves and others.
2. We accept that we are all different.
- 3 We respect other people's opinions, views and personal space.

Values

Trust Values



+

School Values

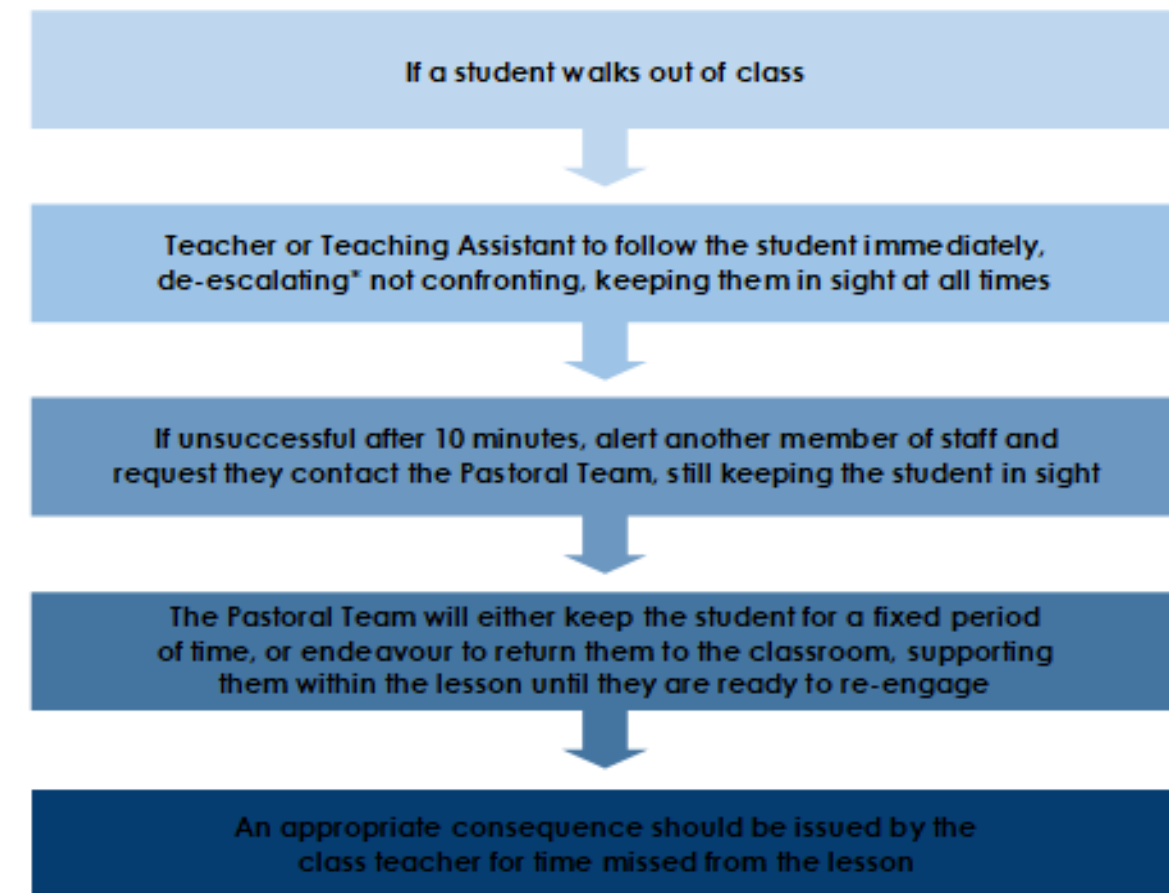
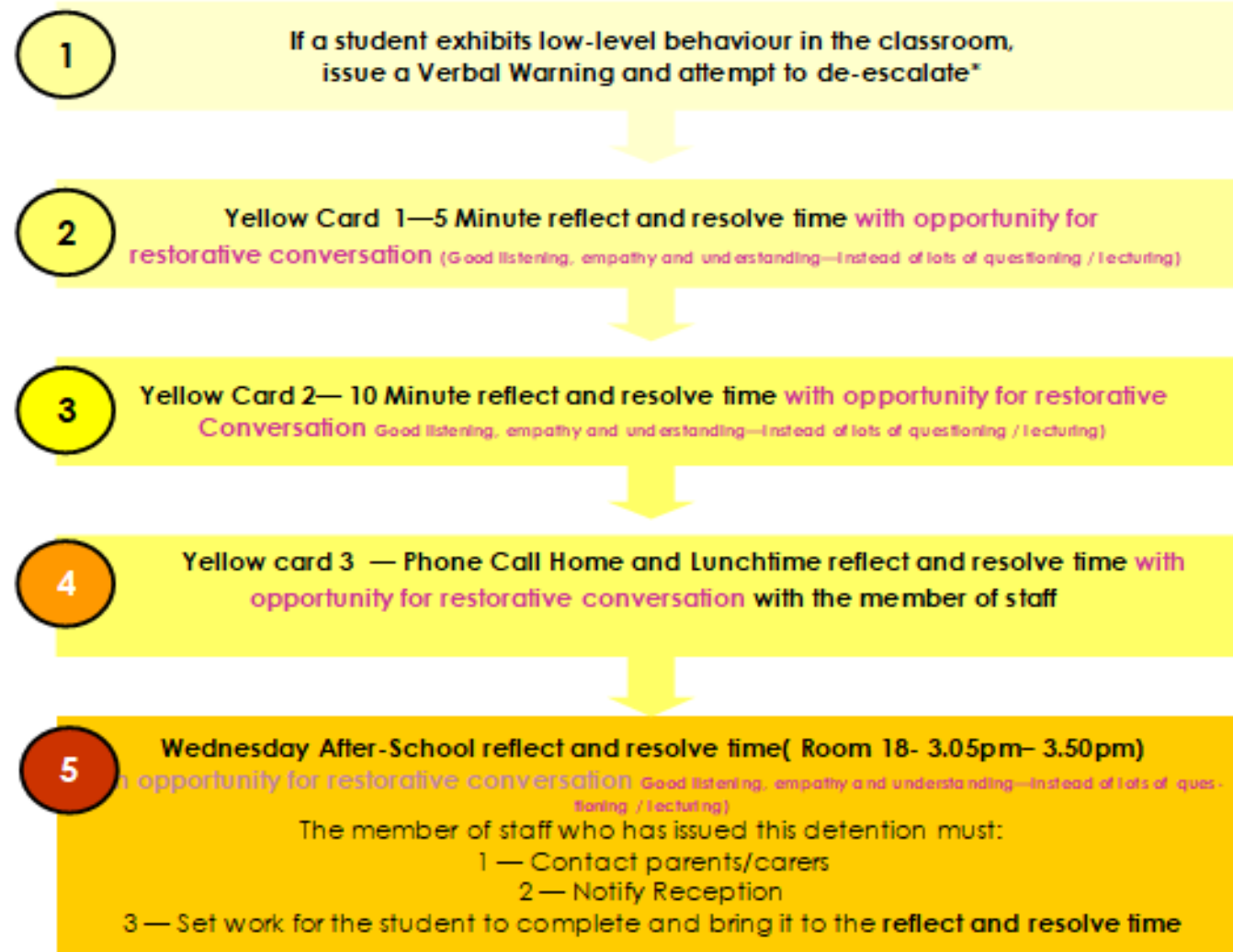


How they link together

- to Engage through Kindness
- to Include through Diversity

- to Apply Respect
- to work Together

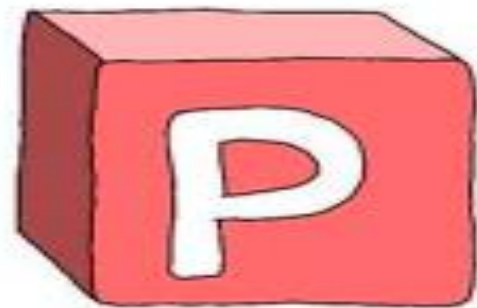
Queensbury School's 5-Step Behaviour and Relationship Procedure



*De-escalation Strategies: **Use of emotion coaching and PACE**, change of face, deflection, distraction, humour, negotiation, etc

In an emergency situation, contact Reception and request an announcement for support via the Bodet system

ALL incidents must be recorded on CPOMS and ALL detentions must be recorded on the Detention Log



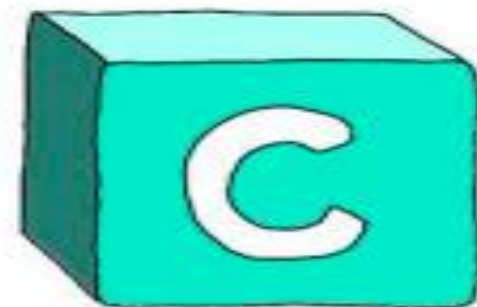
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Emotion Coaching: some important principles

✓ Name It to Tame It!

Helping our children and young people to name and label their feelings, and to tell their story, is in itself a calming process for them and will help to 'tame' that feeling!

✓ Connect before you Correct!

We need to first **connect** with our children before we try and correct their behaviour and redirect them. Try to think about what is under that iceberg of behaviour that we can see; what feelings is the behaviour communicating to us?



We might need to apply 'emotional first aid' first by helping the child/young person to calm and soothe before we can talk with them about dealing with their feelings. Children need us to 'tune in' to them and to recognise and empathise with how they are feeling, and to help them to soothe their BIG feelings. We call this 'co-regulation', and children need us grown ups to help them with this before they are able to eventually recognise, understand and calm themselves during stressful moments through 'self-regulation'.

Emotion coaching helps us to co-regulate our children's big feelings, and in doing so to develop their own skills to self-regulate when they come across these difficult feelings again in future.

✓ Use Empathy!

It can be tempting to try and make the difficult emotion go away for the child, rather than acknowledging and labelling the feeling. It can be hard to hold back and not immediately problem solve for the child. But by embracing the emotion as an opportunity for learning, and for developing their understanding and self-regulation skills, we are helping them to feel heard, understood and validated, and we are helping them to develop better coping skills for the next time they feel this way.

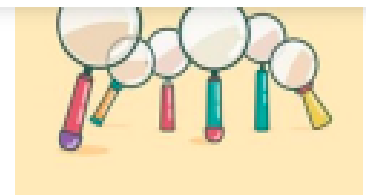


Sometimes we can also confuse empathy with feeling we are agreeing with a child's behaviour; but empathising with how they feel is not being lenient; we can still put boundaries in place. How the child feels is their reality. Sometimes we can also confuse sympathy and empathy. The video link below can help us understand how to empathise instead of sympathise:



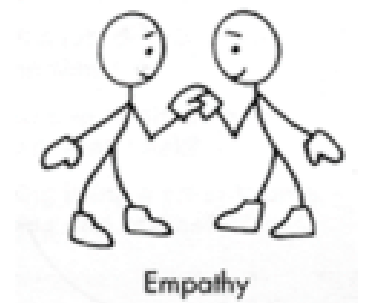
Step 1: Recognising the person's feelings and empathising with them

You might say: "I can see that you're really worried about this, you're frowning and biting your fingers; I hear you."



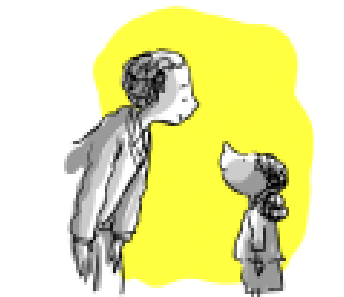
Step 2: Validating the feelings and labelling the emotion

You might say: "Some other people are feeling worried about it too and it's completely normal for people to feel worried at times"



Step 3: Setting limits on behaviour (if needed)

You might say: "It's not OK to kick the furniture though, it might hurt you or break the bookcase..."



Step 4: Problem-Solving with them

You might say: "Let's have a think together about ways you can feel safer."



Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self.

This in turn leads to children and young people giving back respect and acceptance of boundaries'

(Rose and Gilbert, 2017)

The following animation gives a helpful summary of Emotion Coaching for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

