



Moorlands Schools Federation

RELATIONAL BEHAVIOUR POLICY

Adopted by Governors: January 2022
Date of review: January 2023

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Relational Behaviour Policy

Introduction

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility for all. It is much more than an approach to behaviour management. Rather it is a value-based approach which describes how an understanding of our relationships with each other, both as a school and as individuals can enhance both academic and social learning, and is a cornerstone of our commitment to community cohesion. As such this policy must be read in conjunction with our SEND policy, our Safeguarding policy, our Parental code of conduct procedures and our Anti-Bullying Policy.

This Relational Behaviour policy was created by the SENCo in collaboration with the Deputy Headteacher and Assistant Headteacher, taking into account the views of pupils, parents and relevant other stakeholders. This policy replaces our previous 'Behaviour for Learning' Policy. DfE guidelines and best available international educational research such as EEF 'Improving Behaviour in Schools' recommendations (See Appendix) have been taken into consideration in the formulation of this policy.

This relational approach to behaviour management recognises that:

- All behaviour is a form of communication
- concerning behaviour can be a signal for support
- understanding our emotions is a key aspect of managing behaviour
- learners can learn to self-regulate their own emotions and behaviour with the support of skilled adults
- learners need high expectations, clear rules and boundaries to feel safe

Rationale and Beliefs

"Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before".

Dan Hughes and Louise Bomber - Settling to Learn. (2013)

At Moorlands Schools Federation, our school mission statement is '**Space to Grow for any Tomorrow**' and we believe that the most powerful tool in managing behavior is to create an environment where the children feel valued, safe and secure as they move through the school and beyond. We aim to do this by promoting positive relationships and a sense of connection between the pupils in our care and the staff. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. For most children this can be achieved by a simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. Each pupil has individual and unique needs. However, some pupils require more support than others. We recognise that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment.

A whole-school relational approach means that children develop positive relationships with lots of adults and children, helping them to feel safe all of the time. A whole-school approach also means that staff feel safe too. Staff relationships can sometimes be challenging to manage, and difficult relationships between staff can have a huge negative impact on staff wellbeing. A relational approach means that staff feel valued, supported and have clear boundaries.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. By adults taking a non-judgmental, curious and empathic attitude towards behaviour, it is our belief that children will learn to self-regulate and begin to make conscious choices about their emotions and actions.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. The staff at school maintain clear boundaries and expectations around behaviour right from the first day children start in our school and they expect the very best of every child. Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment. The staff have developed a structure around rewards, specific positive praise and consequences that are followed at all times.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

It is our policy that 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. We know that not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. We believe behaviour must always be viewed systemically and within the context of important relationships. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children’s SEMH (Social, emotional, mental health needs).

“The parent-child connection is the most powerful mental health intervention known to mankind”
(Bessel van der Kolk).

Roles and Responsibilities

Every staff member is aware of their responsibilities and empowered towards supporting all pupils to regulate their behaviour, and deliver High Quality Teaching strategies with differentiation and personalisation to meet need and ensure all pupils are fully included in learning. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) including our ELSA (Emotional Literacy Support Assistant) and Thrive Practitioners play a major role in the support of pupils with behavioural needs and the rationale for their deployment is pupil centred. All staff work together with the shared goal of ensuring every child has the opportunity they need to thrive at our school.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. The staff have all had whole-school Thrive training; Making Sense of Autism training, Attachment Awareness training including use of PACE from specialist providers.

Senior Leadership Team - SENDCo and Inclusion Lead has overall responsibility for the policy and its implementation along with senior members of SLT. This role involves liaising with the Executive Head Teacher, governing body, staff, parents/carers, LA, outside agencies and the children at Moorlands.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local or specialist agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this and pupil voice informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/Carers – To cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement and to work alongside school to support their child’s emotional development.

Staff – It is the responsibility of all staff within the school to uphold and adhere to the relational behaviour policy with kindness, fairness and integrity.

Governors – To support the Executive Head teacher and staff team in implementing the school relational behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Our School Values

Everything in school that we do is underpinned by our five LEARN values. (See Appendix) These values are the basis of our celebration and reward system in school. Class Dojo points are awarded to children who exhibit these values, and children who have demonstrated a particular effort to uphold them are celebrated through the award of a certificate in a whole school weekly Celebration Assembly.

The LEARN values are displayed throughout the school and prominently in classrooms, are on our website and apply to the whole school community. They are:

- ✓ Lead by example
- ✓ Engage and Enjoy
- ✓ Achieve your Best
- ✓ Respect Everyone
- ✓ Never Give Up