

Haveley Hey Positive Relationship and Behaviour Policy

Connect before you correct/ engage don't enrage/ Regulate, relate and reason

School Ethos

Haveley Hey is a Rights Respecting, Nurturing school that builds ambition, resilience and respect. We prioritise the development of positive and respectful relationships in all members of our school community, including staff, children, parents and carers. We recognise that children's life outcomes can be affected by a range of different environmental factors and experiences and endeavour to build positive childhood experiences for all. Our approach is underpinned by restorative practice and we encourage children to empathise with others.

Intent

- Create a safe base in the school environment where all children have a sense of belonging, feel valued and are supported to thrive
- All stakeholders to understand that all behaviour is a form of communication which is driven by emotions
- Staff to develop a curious, empathic and reflective attitude towards behaviour which embodies the principles of Nurture
- Staff to deploy a consistent approach which centres around positive relationships and restorative practice
- All members of the school community understand their responsibility to build, maintain and repair these positive relationships
- Consequences are applied in a consistent and equitable way, preserving the dignity of all pupils and taking into account their specific needs
- School values of resilience, ambition and respect are promoted consistently and drive all interactions with children
- Develop a highly skilled staff team who are trauma-informed and attachment aware

All children and Young People will receive:

(See appendix 2: Behaviour management expectations)

Our whole school behaviour approach is based on positive behaviour management and relationships. All staff endeavour to form strong relationships with all children in a way which children are encouraged to reflect on their behaviour.

Connect before you correct/ engage don't enrage/ Regulate, relate and reason

- support from adults who respond in an empathetic and reasoned way
- a class charter created with the children
- positive behaviour management strategies used consistently to recognise and celebrate achievements (dojo points/ verbal reminders)
- language of emotion coaching ("I can see you're feeling.....")
- a fresh start after any event
- support to reflect restoratively after any event
- a differentiated approach to meet their individual needs
- PIP/RIP (Praise in public/ reprimand in private)
- Lessons around growth mindset, the rights of the child and self efficacy
- Common language- "are you OK? Maybe you do, but, what should you be doing?
1. Stop what you're doing...2..pens down...3.. Eyes on me"
- Visual timetables to increase predictability of the school day
- Behaviour support which is not shame based
- Appropriate de-escalation strategies (see appendix 8)

Appropriate Response

- Reflection time in the class safe base
- Restorative conversations with an adult

Some Children and Young People will need

We understand that sometimes, for a range of reasons, children will struggle to manage their behaviour and always aim to support them to regulate. We are firm believers that behaviour is communication and try to understand the root cause of the behaviour, before we try and correct it.

Connect before you correct/ engage don't enrage/ Regulate, relate and reason

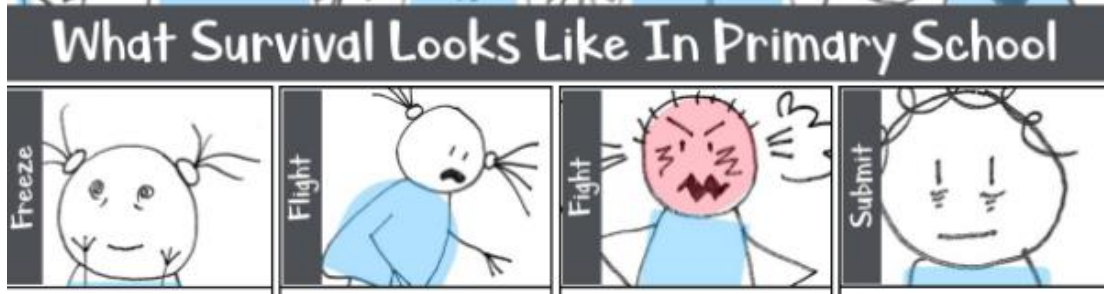
- opportunities to redirect behaviour (class job/ task chart)
- staff to use consistent scripts to encourage regulation (appendix 4)
- Staff to have a good understanding of what behaviour looks like at fight/ flight and freeze and what they can do to help
- emotions check ins
- targeted interventions to support social and emotional regulation
- time with an adult in class to redirect their behaviour
- Seating plans developed to get support from adults when needed
- a task chart to break down learning/ now & next boards
- sensory breaks
- reward charts
- language kept to a minimum- "Name.. Request... Thankyou"
- positive communication book for home
- Common language- "I can see you're feeling..."
- Appropriate de-escalation strategies (see appendix 8)

Appropriate Response

- If behaviour is disrupting the learning of others, making others feel unsafe or has caused damage to the classroom, reflection time in another class safe base
- Parent meetings with class teacher/ phase lead
- Report cards (these will be differentiated to suit the needs of the child)
- Lost learning time made up at other times of the day/ work to be sent home
- Lunch time reflection

A few children and young people will need

(See appendix 3 : SEMH Pathway)



We understand that a small minority of children in school have significant barriers to learning, often due to a range of factors. We understand that when these children are dysregulated, they are not in control of their behaviour and actions and are in crisis. We do everything we can to engage and connect with them (and help them to regulate), before we try to address the behaviour or ask them to reflect on it or put things right.

Connect before you correct/ engage don't enrage/ Regulate, relate and reason

- a communication chart which details strategies and behaviour cues to respond to (see appendix 5)
- a personalised risk assessment (see appendix 6)
- referrals to other agencies (Including EP/ P2B/ Outreach support/ Speech & language/ CAMHS)
- additional targeted interventions to support social and emotional regulation
- TAC meetings with SENDCo
- Boxall profile to support teachers to further understand behaviour
- review of provision and support in school with possible changes to environment or timetable
- timetable adjustments
- consistent and logical consequences once behaviour is regulated
- to feel in control by being given choices to support them to access their learning
- to be approached with open body language

Appropriate Response

- If behaviour is hurting others or the classroom, reflection time in safe base around school
- Parent meetings with class teacher/ phase lead/ SLT
- Internal, lunch time or fixed term suspensions

How we Support Staff Wellbeing

We appreciate how difficult it can be to be faced with challenging behaviour and recognise that staff often take on the trauma response of the children we work with. We work with staff to ensure they are highly skilled at strategies of de-escalation and have a solid understanding of external factors that can contribute to a child's trauma response. This ensures that our staff are in the best emotional state to deal with challenging situations and avoids staff escalating situations further.

- Timeline of CPD opportunities to develop understanding of trauma/ attachment/ ACEs/ restorative practice
- Access to Place2Think sessions with trained counsellor
- Supervision sessions offered to staff
- Access to personalised outreach sessions (Cath Hunter/ Bridgelea)
- Staff meeting time allocation with solution circle approaches
- Staff surveys aiming to reduce workload and understand constraints
- Support from SENDCo/Mental Health Lead
- Training and support for staff to manage their own stress responses
- TEAM teach training at an appropriate level



Response to Behaviour- Whole School Rewards

At Haveley Hey, we use a positive approach to behaviour management. Staff will use rights respecting language to encourage positive behaviour.

- Class charter developed annually in classrooms
- Whole school charter
- Positive language used consistently
- Dojo points given- class prizes
- Postcards homes linked to school values
- Yellow jumpers and certificates awarded weekly
- Red jumpers and certificates awarded termly
- Positive phone calls home
- Work of the week celebrated in assembly
- Golden time on a Friday

Response to Behaviour- Journey to Resolution

At Haveley Hey, we understand that all children are individuals and therefore we have a differentiated approach to behaviour management. Children will be supported to reflect on their behaviour and repair relationships in different ways that are appropriate to them as individuals and the rest of the school community.

Where possible, all behaviour will be managed in class through good relationships and access to the class safe base, time to reflect and restorative conversations. All staff are trained in de-escalation strategies and restorative practice.

If behaviour is hurting others, or the classroom (including impacting on children's right to an education) the child may need support to reflect and re-engage outside of the classroom setting.

Some behaviours, including violence, damage to school property and persistent disruption or defiance may result in more severe consequences including internal exclusions, suspensions or part time timetables. These will be investigated on a case by case basis.


All children might need	Non-verbal reminders Warning whispers Redirection with task/ common scripts Access to classroom safe base for time to reflect Restorative conversations
Some children might need	Access to safe base in a different classroom Time to re-engage before they reflect

	<p>Parent meetings with class teacher/ phase lead Report cards/ reward charts Lost learning time to be paid back Work to be sent home</p>
<p>A few children might need</p>	<p>Access to a safe base in a different area of school Time to re-engage before they reflect Support to reflect in different ways eg comic strip conversations Timetable adjustments Internal exclusions Fixed term suspensions Permanent exclusions Lunch time exclusions</p>





Appendices


- 1: Trauma informed cheat sheet
- 2: Whole school behaviour management expectations
- 3: SEMH pathway
- 4: Scripts
- 5: Example communication chart
- 6: Example risk assessment
- 7: Example reflection sheet
- 8: Parent Meeting Sheet
- 9: De-escalation strategies
- 10: Restorative practice Questions
- 11: Restorative practice comic book conversation

Appendix 1: What survival looks like cheat sheet
<http://www.innerworldwork.co.uk/wp-content/uploads/2017/04/Primary-School-Cheat-Sheet.jpg>

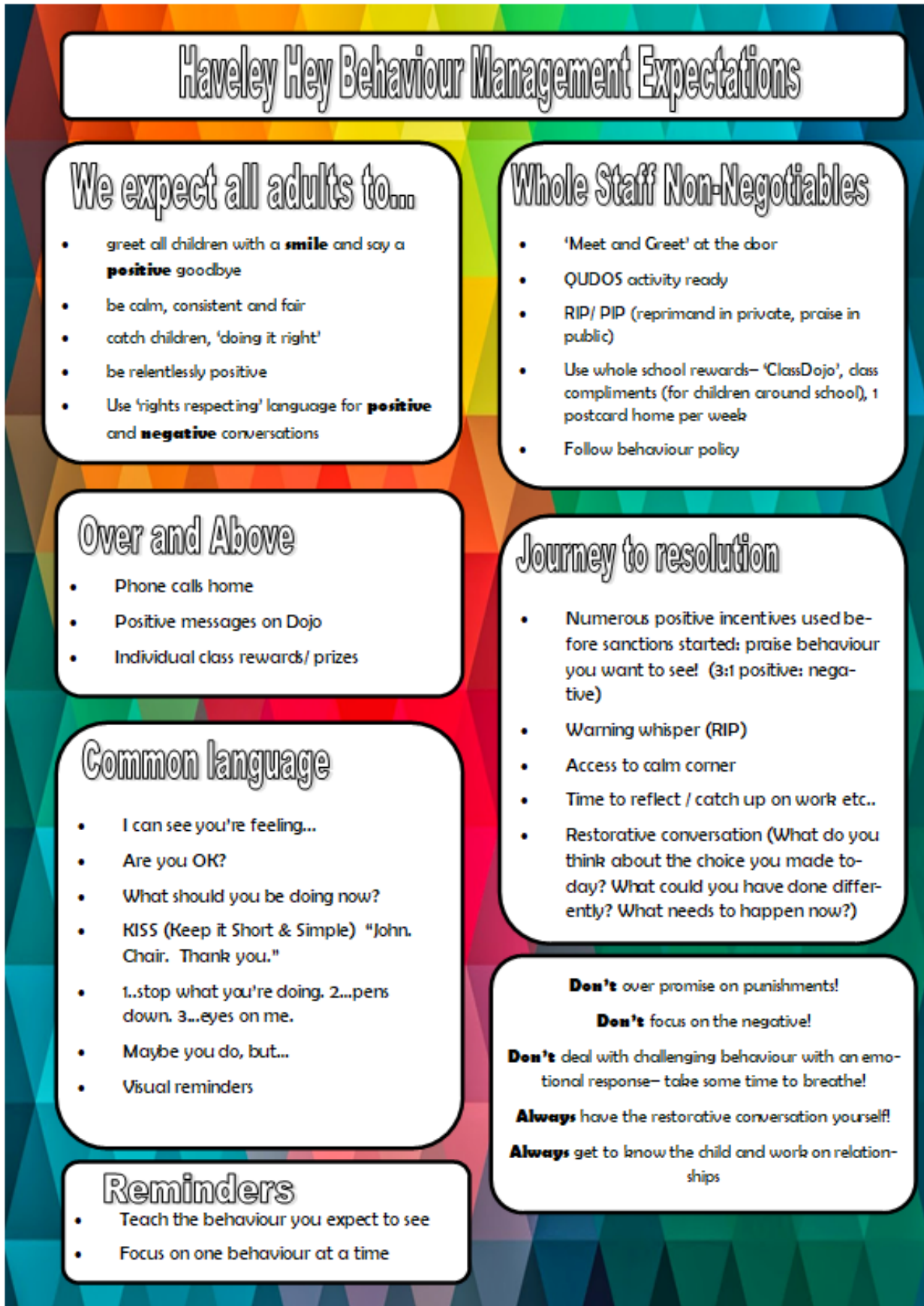


What Survival Looks Like In Primary School

Freeze	Flight	Fight	Submit
 <ul style="list-style-type: none"> - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted 	 <ul style="list-style-type: none"> - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables 	 <ul style="list-style-type: none"> - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful 	 <ul style="list-style-type: none"> - Socially withdrawn - Compliant - Quiet - Unable to think, just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table
<p>If you spend a small amount of time activating the calm part of my brain, you will help me feel safe. Then, you can teach me and I can learn. Help me by...</p>			
<ul style="list-style-type: none"> - Do the task with me - Deep breathing - Tell me I'm safe and ok - Ask me to push my hands down under my seat and lift myself off the chair - Gently wonder where I've gone and welcome me back to the room - Make the task smaller and more predictable - Tell me kindly who I am and what I'm doing - Kindly tell me what you want me to do lol 	<ul style="list-style-type: none"> - Keep me close by - Deep breathing - Give me a easy and familiar task - Make things predictable - Tell me I'm safe, show me a safe place or person I can go to when I need to - Kindly talk through what might be tricky - Remind me what I'm meant to be doing alongside my friends rather than singling me out 	<ul style="list-style-type: none"> - Give me a role - Support me socially - Match my energy - Make things predictable - Deep breathing - Connect and show empathy before exploring the consequences of my behaviour - Tell me about changes to the daily routine, especially strangers visiting the school - Accept I might not remember what happened, I was trying to survive what felt dangerous 	<ul style="list-style-type: none"> - Repetitive simple tasks - Weighted blanket - Building with Lego or play-dough - Tell me I'm safe - Deep breathing - Spending time with a trusted adult - Do the task with me - Tell me what to do without showing frustration - I can't cope with being the centre of attention, let me blend in


 Download the full presentation from www.innerworldwork.co.uk

Appendix 2: Behaviour management expectations



Haveley Hey Behaviour Management Expectations

We expect all adults to...

- greet all children with a **smile** and say a **positive** goodbye
- be calm, consistent and fair
- catch children, 'doing it right'
- be relentlessly positive
- Use 'rights respecting' language for **positive** and **negative** conversations

Whole Staff Non-Negotiables

- 'Meet and Greet' at the door
- QUDOS activity ready
- RIP/ PIP (reprimand in private, praise in public)
- Use whole school rewards- 'ClassDojo', class compliments (for children around school), 1 postcard home per week
- Follow behaviour policy

Over and Above

- Phone calls home
- Positive messages on Dojo
- Individual class rewards/ prizes

Journey to resolution

- Numerous positive incentives used before sanctions started: praise behaviour you want to see! (3:1 positive: negative)
- Warning whisper (RIP)
- Access to calm corner
- Time to reflect / catch up on work etc..
- Restorative conversation (What do you think about the choice you made today? What could you have done differently? What needs to happen now?)

Common language

- I can see you're feeling...
- Are you OK?
- What should you be doing now?
- KISS (Keep it Short & Simple) "John, Chair. Thank you."
- 1..stop what you're doing. 2...pens down. 3...eyes on me.
- Maybe you do, but...
- Visual reminders

Don't over promise on punishments!

Don't focus on the negative!

Don't deal with challenging behaviour with an emotional response- take some time to breathe!

Always have the restorative conversation yourself!

Always get to know the child and work on relationships

Reminders

- Teach the behaviour you expect to see
- Focus on one behaviour at a time

Appendix 3: SEMH Pathway

Stage 1: All staff implement the 'Positive Relationships Policy'. Reasonable adjustments will be made as and when required. Some children may then move down the pathway

- Possible Actions:**
- EHA
 - Add to VCL
 - Create ILP
 - Speech and Language referral

- CAMHS referral
- Add to SEND register
- Bridgelea outreach
- Ed Psych waiting list
- Boxall profile
- Create provision map to show support
- Risk assessment if needed
- Do we need emergency funding?

- Liaise with Local Authority
- Gather evidence for EHCP application

TAC Meeting 1
 Invite: Parents, Class Teacher, SLT if appropriate
 Possible timescale: Set targets and monitor for 6 week period

TAC Meeting 2
 Invite: SENDCO, Parents, Class Teacher
 Possible timescale: meeting every 6 weeks, review ILP targets every term

TAC Meeting 3/ 4
 Invite: SENDCO, Parents, Class Teacher, Ed Psych
 Possible timescale: Every 6 weeks/as and when needed

- Reasonable adjustments:**
- Calm Box
 - Time out card
 - Now/ Next board
 - Preteach
 - Visual timetable
 - Personal reward system
 - Distraction free work space
 - Additional support from adults
 - Highly differentiated curriculum
 - Regular breaks
 - Workstations
 - Task charts
 - Sensory breaks

- Possible Interventions:**
- Zones of Regulation
 - Stop and Think
 - Place2Be/Place2Talk
 - Myg & me
 - Ruby, Rafa & Riz
 - Lego Therapy
 - Place2be group work
 - Team building
 - My Hidden Chimp
 - Starving the Anxiety/Anger Gremlin
 - Boxing

A very small group of children may need

Appendix 4: Scripts

Greeting Xxx in the morning should reinforce the relationship and that you are pleased to see them: -

- *Good morning Xxx, I'm looking forward to working together later/I'm looking forward to sharing a book with you later*
- *Good morning Xxx, it looks like you are struggling a bit this morning. I'd like to try to help*

Instead of repeating instructions that Xxx is refusing to follow or reminding them about the rules/sanctions, staff to try following: -

- *It feels like things are difficult for you at the moment*
- *Sometimes when we're not feeling happy/OK, it can be difficult to concentrate on the work*
- *I understand this feels difficult for you at the moment*
- *Sometimes our feelings seem to creep up on us and can catch us unaware*
- *I think that you might be finding some of the changes in school and at home difficult to understand. It can feel unsettling when there are lots of changes. This is normal.*
- *When you're feeling worried, it can feel difficult to listen and to play with other children. Sometimes we get angry or upset quickly*
- *We want to help you feel happy and enjoy being in school.*
- *Sometimes when we have lots of difficult feelings, we just want to escape. I have noticed that sometimes you move away from things that are causing you to worry/upset. I want you to feel safe and happy, so let's make a special place for you go to, where you can feel safe*
- *Sometimes it feels difficult to explain how you are feeling and to pick the words that you need*

After a difficult incident, staff to use phrases to help Xxx to feel confident that their relationship is still good and that adults still care about them: -

- *It's a fresh start, we still care about you*
- *It can feel difficult talking after an argument*
- *It can feel embarrassing admitting you've made a mistake. I'm really proud of you*
- *I still care. Sometimes I have to stop you doing something to keep you safe, but I still care about you*
- *I know you don't want to come into the classroom, but we need to get you somewhere safe. Where should we go/What should we do?*
- *I still care about you even when I have to stop you doing things*
- *Relationships/getting along with people can be tricky and confusing at times.*
- *Sometimes when we don't feel happy, it shows in our behaviour. Adults might need to tell off a behaviour or ask you to stop doing something, but they still care about you. They stop you doing things because they want you and the other children in school to be safe.*

Staff to avoid asking Xxx why they have done something/behaving in a particular way. Instead, they should validate and ask how they can help, e.g., when they walks out of the classroom: -

- *It's seems like you're finding this difficult. Can I help?*
- *If the classroom feels too overwhelming today, is there somewhere else you would feel happier? Is there anything I can do?*
- *Sometimes we all need a bit of space. Can I help you?*
- *Feelings can be complicated and difficult to understand. Is there something I can help you with?*

Staff to help Xxx to understand that they still think/care about them when they are physically separated: -

- *I was just wondering what you were up to*
- *When I was watching the [cartoon/football] I last night, I thought of you because I know you [like unicorns/support Man United]*
- *Good luck with the assembly. I can't be there, but I'm looking forward to you telling me all about it afterwards*

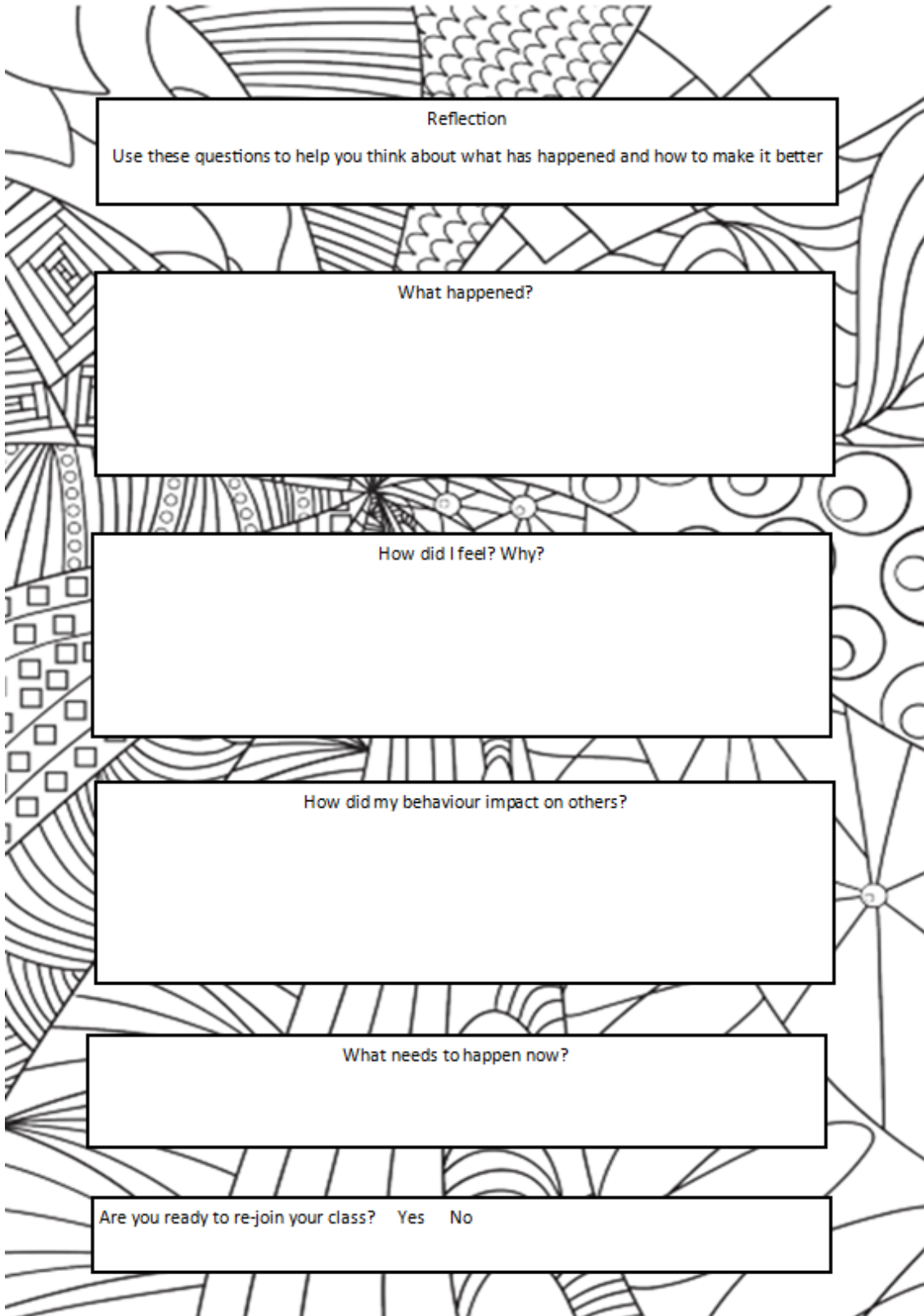
Appendix 5: Example communication chart

	How I might communicate	What adults think this means	What helps	Scripts
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
Effective PIL strategies- H.E.L.P-				

Appendix 6: Example risk assessment

Step 1: Hazard	Step 2: Who/ What might be harmed/ damaged?	Step 3:	
		Current control measure	Further control measures to be provided
		•	•
Step 5: Review and revision			
Autumn 2 Date:			
Spring 2 Date:			
Summer 1 Date:			
Summer 2 Date:			

Appendix 7: Example reflection sheet



Reflection

Use these questions to help you think about what has happened and how to make it better

What happened?

How did I feel? Why?

How did my behaviour impact on others?

What needs to happen now?

Are you ready to re-join your class? Yes No

Mindful Activities

Sometimes we need time to calm down and help ourselves to use our thinking brain again. Try some of these activities to get you back in the right mind-set to join back in with your learning! Remember you have the right to an education!

Instructions:

Find a quiet place to sit down.

Hold the pencil in your hand and rest it on the first dot of the diagram.

Just breathe in and out for a few moments.

Then make a start by drawing the first line. Do this very slowly. Make sure it takes a whole breath to get from one dot to the next.

Breathe in, draw a line from one dot to the next.

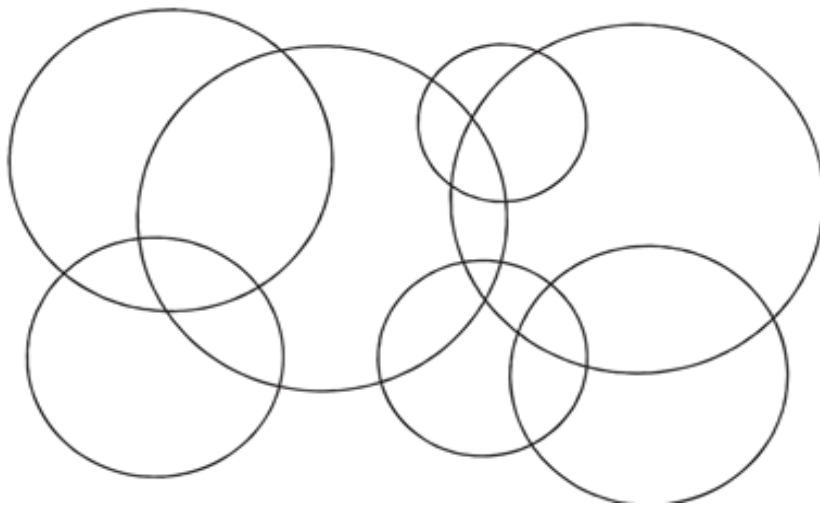
Breathe out, draw a line from one dot to the next.

Keep doing this very slowly until the dot-to-dot picture is completed.

You can then finish or perhaps do another dot-to-dot, just breathing and drawing.



Mindfulness Doodling



Appendix 8: Restorative practice Questions

C.H.E.C.K

- Calm and Ready- have all parties had time to calm down? Brains? Amygdala?
- Heard- Have you gone through all questions with all parties? Have all voices been heard?
- Equipment- questions? Chairs? Location? Buddy? Paperwork?
- Consider- needs of all involved, visuals? Adapted script?
- Keep the rules of engagement clear- can they be, kind? Listen? Respectful?

The Questions

ask the first 2 questions to both (perpetrator first), then the next set to both, then the last set to both.

What happened?

What were you thinking at the time?

What have been your thoughts since?







How do you feel about what has happened?


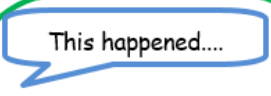



Who has been affected by what happened?

In what way?

What needs to happen to put things right?

What could you do differently next time?

   **Comic strip!**   

1

Parent Behaviour Meeting					
Name:		Class:		Date:	
Present at meeting:					
Meeting Number:					
Summary of incidents and concerns:					
Provision in school:					
Key points from discussion: (presentation at home, parental support)					
Possible Next steps:					
Reward chart		Home school diary		Report Card	
Meeting with Phase Leader		Changes to Provision/specific resources in classroom		Individual learning plan	
Appropriate interventions		TAC meeting/Meeting with SENDCo		Meeting with SLT	
Referrals to other agencies		Risk Assessment		Internal suspension	
Part Time Timetable		Suspension		Permanent Exclusion	
Outcome of meeting including referrals to other agencies:					
Signed (Parent):					
Signed (staff):					

- Task chart- three boxes on a laminated sheet. Give the child two tasks to complete and then leave the third box for a reward (make sure you give them a time limit)
- Label the child's emotions for them 'I can see you are feeling....why don't you try....'
- Use of validating scripts- see attachment
- Distraction- ask the child to do a job (ideally something that gets them moving)
- Sensory breaks (can be used whole class)- plan these in regularly
- Resistance band around chair legs to give sensory feedback
- Open body language when responding to a child in crisis
- Reward charts
- Create a safe place in your classroom that children can go to if needed
- Workstations- keep the tasks simple and achievable
- Keep language to a minimum. Child's name, request, thank you (John, chair, thank you)
- Give the child space, relax your body language, palms open, calm voice
- Use the help script-

Connect by using the individual's name.

Recognise the difficulty

Tell them that you're there to help.

Direct them to talk and say you will listen.

Give direction and be positive about the management of the difficulty.

- Sensory box for children who are struggling
- Positive communication book for home
- Visual timetable in all classrooms- helps children to keep calm
- Now and next board- use sand timers to help with predictability
- Use humour to lighten the mood
- All behaviour is communication....time with a trusted adult to pick apart what might be going on for that child!