Euler Academy

Behaviour and Relationship Policy

1	Summary	Behaviour and Relationship Policy			
2	Responsible person	Laura Harkin			
3	Accountable SLT member	Laura Harkin			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy	SLT Behaviour and Safeguarding Teams			
6	Who has been consulted and recommended policy for approval	Staff Team			
7	Approved by and date	05/09/23			
8	Version number	2			
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☐N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)	Safeguarding Policy Restrictive Physical Intervention Policy Searching and Checking Policy			
11	Disseminated to	☒Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
12	Date of implementation (when shared)	05/09/22 04/09/23			
13	Consulted with recognised trade unions	☐Y ☒N			

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1. Introduction

Mission Statement

At Euler we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at Euler find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Euler aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Relationship Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

2. Scope of the Policy

Laws and Legislation

Reducing the Need for Restraint and Restrictive Intervention
Children and young people with learning difficulties, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings (2019).

UN Convention on the Rights of the Pupil
This policy takes into consideration the following articles:
- Article 19 – Governments should ensure that pupils are properly cared for, and protect them violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
- Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Restraints in Schools Inquiry
- Using meaningful data to protect children's rights.

Legislation enacted by the Education Act 2011 which reinforces, supersedes, and replaces previous guidance in relation to:
- Section 93 - Education and Inspections Act (2006).
- Education Act (2002).
- Equality Act (2010).

Trauma Informed Schools UK

UN Act Convention on the Rights of Persons with Disabilities (CRPD)
 2008
- Article 3, 8 and 14

The Behaviour and Relationship policy will be implemented in close partnership with other school polices.

3.   Implementation of the policy

Our Approach to Building Relationships

Encouraging Positive Behaviours

All staff are responsible for modelling positive practice around the school. Holistic approaches to pupils' progress are essential, based on the understanding that pupils make optimum progress when staff are fair, flexible, trusting, respectful and consistently inconsistent with their approach.

- Staff model expected behaviour
- Staff have high expectations of pupils' behaviour
- All lessons encourage positive behaviours and choices
- Pupils are challenged appropriately when expectations are not met
- The entire curriculum is planned to ensure coverage of personal, social, emotional, and mental health challenges
- Staff are continually trying to 'catch pupils in,' using positive language to reinforce positive choices in school
- Displays around the school are vibrant and show all pupils in a positive manner
- Positive interaction and communication with home and external agencies are conducted in a timely manner and is of paramount importance.

The staff team will:

- Ensure that the school is a place where everyone is accepted for who they are, we are tolerant and understanding of each-others differences
- Will create strong relationships, using a pupil first approach
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Plan each activity to ensure the aims and instructions are clear
- Uphold school consistencies throughout the building in a calm deescalating manner.
- Receive regular training to support staff de-escalate and risk assess situations
- Communicate on a regular basis to ensure difficulties are contextualised, and that well focused support strategies are implemented
- Debrief and reflect following incidents to learn and adapt to meet the needs of young people.
- Implement restorative practice meetings between pupils where possible
- Share and cascade good practice
- Create a safe and secure environment for all, ensuring that all classroom displays are vibrant and motivating
- Foster close links with parents, carers and/or guardians to ensure mutual and effective support for all pupils
- Work closely with external agencies to provide support for all pupils.
- Regularly quality assure behaviour incidents using a triangulated approach.

Recognising Achievement

All staff will use a variety of techniques to promote and embed school culture.

- Reinforcing positive choices through verbalisation, for example, *well done for showing me you are ready. I like that you have been waiting patiently*.
- Using PEARL Points (*Politeness, Emotions, Attitude, Resilience, Learning)* to celebrate positive choices.
- Behaviour Points will support hard work and attitude in class, this will be underpinned by Fab day Notes, Work Note and morning and afternoon Notes.
- Big 'R's' will celebrate whole class achievements and will support enrichment time.

Person Centred Approach - '*Consistently Inconsistent'*

The building is purpose built to support the needs of our pupils, ensuring a safe and secure environment. All staff consider the wider environment when de-escalating behaviours. This could mean selecting the appropriate space to support the individual. For example, the chairs outside of the classroom, dens, or tents, or utilising the outdoor space. However, this will be dependent on the individual. Pupils' personalised plans will be updated regularly and will reflect successful strategies that support our pupils. This information will also be shared between staff. The personal development team will work alongside the classroom staff and should be used to support pupils with a bespoke personalised offer to encourage pupils to develop strategies to self-regulate. Pupils' individual physical, developmental and sensory needs will inform the basis of this personalised approach. The staff team are well trained and resourced to address unacceptable behavior both in school and in the community to name some examples: sexual harassment, child on child abuse, and discrimination as outlined within our safeguarding Policy and our Bullying and Discrimination policy. Targeted interventions and external support will be used when required to support and educate pupils to improve their behavior.

Procedures for Damage to Property/Equipment

Pupils learn to be accountable for their actions, therefore if a pupil damages property or equipment, they will have the opportunity to work with the caretaker during their own free time, such as, during breaks or after school as part of our restorative approach. If the pupil continues to damage, they are expected to pay a contribution towards the repair or replacement. When damage to property occurs, staff are to record on Every and inform SLT. After evaluation of the incident and damage a decision will be made by the Headteacher to whether a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution.

Weapons

Pupils are screened on their arrival to school as outlined in our Policy. The list of prohibited items are:
• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;
• any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations:

3 • tobacco, cigarette papers and electrical smoking devices
4 • fireworks; and • pornographic images.

If a pupil is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.
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Bullying

Euler has a separate Anti-Bullying and Discrimination Policy which explains in detail steps that we will take to deal with any behaviour that involves bullying.

Headteacher

The Headteacher has the ultimate responsibility for setting the standards of behaviour in school. The Headteacher is committed to ensuring that there is a purposeful working environment, that teachers can teach, and pupils can learn. The Headteacher will ensure that all staff have training to support pupils in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection. The Headteacher must be kept informed of pupils' behaviour and attendance.

Suspension and Exclusions

Most pupils have experienced suspensions and/or exclusions and the emotional damage caused by it. Euler will, where possible, use alternatives to fixed term suspensions, such as changing the environment for the pupil. For example, supported working 1:1 with a member of staff until the school feels it is safe for the pupil to return to the classroom environment. It is understood by all stakeholders that suspensions will be used as a last resort and in serious circumstances where a clear message is being given that for a temporary period of time, the pupil is unsafe to be part of the school community, as their choices and actions have been harmful and hurtful. The Headteacher has the right to impose the ultimate sanction of exclusion in accordance with current legislation.

Members and Trust

It is the responsibility of the Trustees to monitor the effectiveness of the policy and to support the Headteacher and Leadership Group. The Trustees understand that in the extremely rare circumstance of an extended fixed term exclusion or permanent exclusion then they will convene a 'Behaviour Committee' to hear exclusions, in accordance with current regulations.

4. Evidenced Based Approaches

Trauma-Informed Approach

Euler operates within a trauma-informed approach, where there is a recognition that pupils are emotionally dysregulated, and the pupils need support to become re-regulated through co-regulation or supported self-regulation. Staff understand the importance of relating to

the pupils' individual needs, which promotes strong professional relationships. During this process of regulation relationships are re-established through reconnection. Part of this process will also be to remind the pupils that there will be a consequence for their choice of behaviour, with an emphasis on ways in which the pupil can develop their response to dysregulation. Strategies for supporting pupils' displaying challenging behaviours and displays of emotions are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – *Relate, Regulate, Reconnect and Restore.*

Process for supporting our pupils through stages of dysregulation and re-integration.
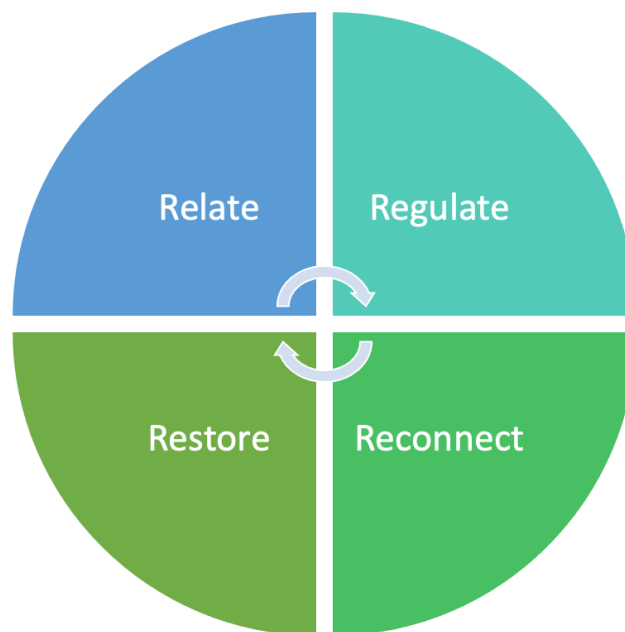
The Neurosequential Model of Therapeutics

Adverse Childhood Experiences
All staff will understand the effects of Adverse Childhood Experiences. Staff will engage in continuous CPD (Continuing Professional Development) to support their understanding. ACEs play a significant role in the developmental phases of a child's life, and this will determine how we support our pupils through a person-centred approach.

PACE - *Playfulness, Acceptance, Curiosity and Empathy.*
Pace is a way of thinking, feeling, communicating, and behaving that aims to make children and young people feel safe. It was developed by a Clinical Psychologist, Dan Hughes, and focuses on building positive and trusting relationships, emotional connections and giving a sense of security and safety. It is based on the way that caregivers interact with children. It describes a way of relating to others or 'a way of being.' It pays attention to how we deliver messages to children and young people through our communication. The principles offer a useful framework from which we can develop attunement and strengthen our relationships with the children and young people we work with. Using PACE also helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments

it allows us stay emotionally regulated and guide the child through their heightened emotions, thoughts, and behaviours. In turn, PACE helps children and young people to feel more connected to, and understood by, important adults in their life and ultimately, to slow down their own responses.

Restorative Practice

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, staff will encourage pupils to engage in a restorative meeting. This will only take place when all parties are ready. Once agreed, a restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- How can we repair it.

By using this approach, pupils are taught to reflect and take responsibility for their own actions. *It's not who's right or wrong, but how we approach the challenge.* **Repair not Blame***.*

Nurture Breakfast

On arrival pupils will start their day by participating in the nurture breakfast. Pupils' will take part in setting up their own breakfast area, with cups, plates, water, and a tablecloth. One pupil will support the Teaching Assistant in making the breakfast for the other pupils. This time will be used for daily check in's as well as promoting life skills and positive relationship within the classroom. Whilst also meeting the needs of the individuals as suggested by, 'Maslow's Hierarchy of Needs.'

Sensory

All pupils will be assessed by a qualified member of the staff team. If sensory processing support is necessary, a sensory plan will be created to support the individual pupil. These plans will be shared with all staff and followed daily. Sensory breaks are not seen as a reward and therefore will not be lost for unwanted behaviours. The strategy is in place to support the pupil and support their individual needs.

Restrictive Physical Intervention

The Euler behaviour and relationship policy requires all staff members to work with pupils in such a way that restrictive physical intervention is used as a last resort, and/or in emergency situations to safeguard the pupils. All staff will use methods of discussion, guidance, and negotiation to support our pupils, with language playing a key role. Incidents of restrictive physical intervention are recorded on Behaviour Smart and uploaded to Cpoms, as well as a phone call home to parent/guardian. This must be completed before the staff members involved leave the site. Situations may arise in school whereby the police need to be called. This judgment is to be made by the Headteacher; in his/her absence the Assistant Head Teachers will make the decision. In the absence of both the Head and Assistant Heads, the staff members will decide based on safeguarding of the pupils and staff. This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard

pupils and staff and support those pupils with special educational needs. Please see the Restrictive Physical Intervention Policy for further information.