

BEHAVIOUR AND RELATIONSHIP POLICY

2021

This policy has been devised with the current Coronavirus Pandemic in mind as well as the extensive work we, as a school, have done on Attachment and Trauma Sensitive practice. We recognise that the current circumstances are ever changing.

Our Recovery Curriculum has been designed to acknowledge the challenges faced over the past 12 months and provide support which helps them to manage their feelings and emotions.

To help support all children and taking into consideration the restrictions we are currently working under, we have adapted our pupil support systems. We continue to make reasonable adjustments as necessary for our SEND children.

For all children:

- We will increase the time we spend in school talking about our feelings and worries- using circle time, mindfulness sessions etc.
- We will continue to make the classroom experience as nurturing as possible for our children
- We will provide opportunities for structured games to build self-esteem and confidence (whilst maintaining social distance)
- All our staff will be alert to any changes in behaviour from our children and will speak to them individually to explore any possible concerns or worries. We will make contact with home if we observe any changes in behaviour
- When dealing with our children we use restorative practices at all times and will seek to calm and diffuse incidents of poor behaviour, providing time to reflect on individual incidents and behaviours
- In their interactions with children, our staff will be mindful of the anxieties they may be facing and how this might affect their behaviour in school. We will provide additional support if this is needed

For those children already in receipt of support prior to Covid -19, as well as all the above support strategies, we will also:

- Review existing support plans to make sure they reflect current needs. We will adapt strategies as much as possible to enable our health and safety requirements to be met at all times
- Explicitly teach the new routines in class and use visual prompts when needed
- Provide as much consistency of experience as is possible
- We will direct TA support as needed to best assist our children.
- We will continue to work with other agencies to support children and families

All staff have received extensive training on Attachment and Trauma Sensitive practice and a refresher is planned for summer term 2021 on positive behaviour and relationship management.

Anxiety

Low level behaviours occur due to an unmet need and a child maybe trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation
Remember not all functions of behaviour can be easily identified

Support

The purpose of these strategies is to ensure the child feels listened to heard and understood

We need to make the child feel safe enough to use their words

Behaviour

- Rocking
- Tapping
- Swinging on chair
- Head on desk
- Finding it hard to co-operate
- Sullen
- Calling out
- Inappropriate comments
- Disrespect failure to complete work

Strategies

- Acknowledge all low-level behaviours
- Read the body language of the child
- Consider you own body language
- Invite the child into your calm don't join them in their chaos
- Use child's name to engage
- Use reflective language... "I can see that... I notice... I am wondering... I imagine."
- Use empathy "I understand this is hard for you.... That must be really difficult."
- Match affect – use a low tone of voice
- Consider sensory regulation (deep pressure)

Consequences

- ✓ **Remind children of natural consequences – eg refusing a lesson is going to make understanding the topic hard**
- ✓ **Give children a logical consequence where they put right what went wrong for example, clean up, repair, damage, restore relationship, (children may need time to regulate before performing this consequence)**
- ✓ **Restorative conversations should be a consequence after all defensive and crisis behaviours**

<p>Defensive</p> <p>Defensive behaviours occur due to a breakdown in communication. A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support Defensive behaviours can tip into crisis very quickly</p>	<p>Support</p> <p>Remember that Children don't behave for a system they communicate with an adult who connects, an adult who cares</p> <p>Find a balance of challenge and support</p>
<p>Behaviour</p> <ul style="list-style-type: none"> • Teasing • Pushing • Arguing • Disrespecting school equipment • Running in the corridors • Destroying work • Use of inappropriate language • Disrupting the classroom as a one-off situation • Leaving the classroom • Refusal to follow instructions. (if the behaviour becomes unsafe respond as if it is a crisis behaviour) 	<p>Strategies</p> <ul style="list-style-type: none"> • Continue to use low level strategies if appropriate • Consider phrases such as... • “what should you be doing now?” • “Name, command, thank you” • Ask “what?” not “why?” • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Remind children of expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation
<p>Consequences</p> <ul style="list-style-type: none"> ✓ Remind children of natural consequences – eg refusing a lesson is going to make understanding the topic hard ✓ Give children a logical consequence where they put right what went wrong for example, clean up, repair, damage, restore relationship, (children may need time to regulate before performing this consequence) ✓ Restorative conversations should be a consequence after all defensive and crisis behaviours 	

<p>Crisis</p> <p>Crisis behaviours occur when a child has ‘flipped their lid’ their main priority here is survival</p> <p>If the child perceives threat they are likely to respond with fight, flight or freeze</p>	<p>Support</p> <p>The priority in a crisis is to maintain safety and calm the situation. Crisis situations may involve the removal of stressors.</p>
<p>Behaviour</p> <ul style="list-style-type: none"> • Vandalism • Physical assault • Swearing • Fighting • Disrespectful to adults • Racial abuse • Bullying • Leaving the classroom or school grounds without permission. • Putting others safety in jeopardy 	<p>Strategies</p> <ul style="list-style-type: none"> • Change environment • The child will then go through a process of regulating, relating and repairing • The child will be taken back to class when safe enough to engage • Continue to use anxiety and defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with class staff/SLT/pastoral • Support for classroom staff to recover
<p>Consequences</p> <ul style="list-style-type: none"> ✓ Remind children of natural consequences – eg refusing a lesson is going to make understanding the topic hard ✓ Give children a logical consequence where they put right what went wrong for example, clean up, repair, damage, restore relationship, (children may need time to regulate before performing this consequence) ✓ Restorative conversations should be a consequence after all defensive and crisis behaviours 	

<p>Recovery</p> <p>Recovery behaviours often replicate those seen during the defensive stage</p> <p>Children take different lengths of time to come out of recovery this dependent upon emotional developmental age</p> <p>Children are trying to communicate that they want some support to regulate and someone to keep them feeling safe</p>	<p>Support</p> <p>Support and closely supervise, allow the child to have the time needed to move into the next stage</p>
<p>Behaviour</p> <ul style="list-style-type: none"> • Teasing • Pushing • Arguing • Disrespecting school equipment • Running in the corridors • Destroying work • Use of inappropriate language • Disrupting the classroom as a one-off situation • Leaving the classroom • Refusal to follow instructions. (if the behaviour becomes unsafe respond as if it is a crisis behaviour) 	<p>Strategies</p> <ul style="list-style-type: none"> • Use safe space • Play a game • Connect with the child • Use contingent touch • Use a low tone of voice • Keep a boundary that is achievable • Assess the child's state
<p>Consequences</p> <ul style="list-style-type: none"> ✓ Remind children of natural consequences – eg refusing a lesson is going to make understanding the topic hard ✓ Give children a logical consequence where they put right what went wrong for example, clean up, repair, damage, restore relationship, (children may need time to regulate before performing this consequence) ✓ Restorative conversations should be a consequence after all defensive and crisis behaviours 	

Depression

Depression behaviours are often the last to occur following crisis
These behaviours can replicate those seen at the anxiety stage
Children are trying to communicate that they need a safe adult to help them process the crisis and help them move on

Support

We support the child by having a restorative conversation

With strong relationships these conversations can be had before a child reaches a crisis point as de-escalation.

Behaviours

- Rocking
- Tapping
- Swinging on chair
- Head on desk
- Finding it hard to co-operate
- Sullen
- Hiding face
- Head in hands
- Quiet

Strategies

- T - Ensure the child has had the time needed to regulate, ask the child “are you ready to have a chat about what happened?”
- E - Make sure the environment is comfortable and private, the environment needs to be somewhere the incident didn’t take place.
- L- Let the child know you are listening by reflecting language back to the child, paraphrase, summarise and remove your frame of reference.
- L- The purpose of this conversation is to repair and learn a better way to deal with our emotions the next time they occur.

- H- Hear the child's side of the story “What happened?”
- E- Explain why you as a member of staff had to take the action you took.
- L- Link the feelings to the experience. “When that happened how did that make you feel?”
- P- Plan with the child an achievable strategy for the next time that feeling occurs.

- If there has been more than one pupil involved in an incident, more than one restorative conversation needs to take place.

Additional resources for schools:

Self-esteem, confidence building and circle time activities:

<https://www.elsa-support.co.uk/downloads/category/elsa-resources/self-esteem/>

<https://www.elsa-support.co.uk/downloads/category/elsa-resources/strongfeelings/>

<https://www.elsa-support.co.uk/category/free-resources/coronavirus-support/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-andemotional-wellbeing-lesson-plans>

Resources for 1:1 conversations in school around worries, feelings and anxiety

<https://mentalhealth-uk.org/blog/the-stress-bucket>

https://www.healthierlsc.co.uk/application/files/1315/8463/7782/Worries_re_coronavirus.jpg

<http://www.innerworldwork.co.uk/wp-content/uploads/2017/04/Survival-In-School-PDF.pdf>

<http://www.innerworldwork.co.uk/wp-content/uploads/2017/04/What-survival-looks-like...-for-me2.pdf>

<https://www.lancashiremind.org.uk/pages/154-support-for-children-young-people>

<https://www.childline.org.uk/toolbox/calm-zone>

<https://young.scot/get-informed/national/relaxation-exercises>

Website resources for parents and carers

<https://www.triplep-parenting.uk.net/uk-en/get-started/parenting-during-covid-19>

<https://www.annafreud.org/on-my-mind/self-care>

<https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers>

<https://www.healthyyoungminds.lsc.co.uk/information/family-and-carers>