

## **Belmont School Local Policy**

### **Relationships & Behaviour**

<b>Date Approved:</b>	<b>21-09-2022</b>
<b>Date due for review:</b>	<b>Autumn 2023/24</b>

#### **Authorisation**

<b>Designation</b>	<b>Name</b>	<b>Date</b>	<b>Signature</b>
<b>Headteacher :</b>	<b>Mr K Day</b>		
<b>Chair of LAB:</b>	<b>Mr L Grainger</b>		

## **Introduction:**

At Belmont School our aim is to create an environment in which everyone feels safe and where relationships between staff and pupils, between our staff community and between students themselves are based on mutual respect and an understanding of the needs of all involved. We feel that when everyone feels safe and secure, being treated with respect and treating others with respect they will be in the right frame of mind to learn effectively.

Belmont School approaches behaviour in a positive manner establishing mutual respect, placing an emphasis on everyone taking responsibility for their behaviour and working restoratively to put things right when they have gone wrong. Staff work hard to support the building, maintaining and repairing of relationships so that everyone achieves the best possible outcomes. Through this process everyone will be supported to develop a resilient approach and to develop their responsibility and self-respect.

The implementation of this policy will support everyone to understand that their behaviour has an impact on others. They will be supported to develop the skills and knowledge of how to restore the situation and to work towards a better outcome for all. Positive behaviour will be recognised and praised and encouraged to support the development of all.

The Restorative Practice and Trauma Informed Approaches are at the heart of all we do – we believe the school can only be successful when it is a true community that provides rich relational interactions. This can only be achieved by building strong relationships, displaying good behaviour and respect for all, and accepting responsibility and an understanding of others, when resolving conflict.

We will not discriminate how we relate to the children in our care as we believe each child is worthy of our time, energy and patience. However, we will differentiate according to need.

Through consistency of implementation of interventions, training and modelling we will ensure that everyone understands that 'THIS IS HOW WE DO IT AT BELMONT, THIS IS THE BELMONT WAY'

## **Our Mission:**

'To be the Best you can Be'

## **Our Values:**

- To be Respectful
- To be Ready
- To be Safe

## **The Vision is that all members of our school community:**

- Achieve their best in a caring and safe environment
- Become confident individuals living fulfilling lives and having meaningful relationships
- Make successful transitions to their next step in wellbeing or education

**In order to achieve this the staff will:**

- Use principles of Restorative Practice and Restorative Approaches.
- Meet and Greet to build relationships and connections by using warm and open body language, a varied tone of voice, humour and playfulness in order to support felt safety.
- Model positive behaviours and support the building of positive relationships through rich relational interactions.
- Plan lessons to engage, challenge and meet the needs of all pupils.
- Provide clear and supportive boundaries for pupils.
- Maintain a safe and calm learning environment.
- Use visible recognition mechanisms (such as recognitions boards and positive praise) throughout the day celebrating 'Above and Beyond expectations'
- Praise the behaviour we want to see and use positive language
- Adopt a team approach for all pupils and adults within the school community
- RIP & PIP (Restore/repair in private & praise in public)
- Be calm and supportive in reflective dialogue with pupils to ensure everyone is socially engaged and not socially defensive.
- Take the time to go through the Restorative principles and enquiry to resolve conflict and negative behaviour.
- Be consistent in their approaches in line with the 'Belmont Way'
- Be an Emotionally Available Adults (EAA) for the pupils thus being physically and emotionally present; attentive; attuned and responsive.
- Support pupils and each other to Be Respectful, Ready and Safe
- Provide regular circle time and check-ins/outs to support emotional intelligence for pupils
- Engage in regular circle time and check- ins/outs to support growth and understanding of others
- Use de-escalating techniques to support a change in behaviour, following Team Teach or Restorative principles and approaches. (Co-regulation will lead to Self-regulation)
- Communicate regularly with parents / carers to ensure relationships are built and maintained effectively
- Be compassionate to themselves, and others, around their wellbeing and that of others.

**Pupils will:**

- Be Respectful - Towards themselves, others and their environment and community
- Be Ready- To learn and engage with lessons, interventions and opportunities offered to them
- Be Safe - To keep themselves and other safe at all times
- Engage in Restorative Practice principles and approaches in order to build, maintain and repair positive relationships. (Appendix 2)

## Approaches to ensure our Vision:

### **In our classrooms:**

- Pupils will choose at least 2 Emotionally Available Adults that they feel they can relate to in the time of need or crisis.
- Pupils will be given the opportunity to 'check in' to discuss their current emotional state using the Zones of Regulation (Appendix 3), Emotions cards and circle times.
- Pupils will be encouraged to make positive choices and be rewarded accordingly.
- Pupils will have a clear understanding of the expectations of the school community.

If behaviour is not as expected:

- **Step 1:**  
Pupils will be given verbal or visual reminders of the expectations of our school (Be Respectful, Be Ready and Be Safe)
- **Step 2:**  
Pupils may choose to take themselves to a different zone or to their safe space to calm down and restore control of their behaviour and emotions.
- **Step 3:**  
Pupils may be taken out of the current environment to have a discussion about their behaviour and the impact on others. They will then be encouraged to return to the learning environment if safe to do so.
- **Step 4:**  
If the behaviour continues pupils may need to spend a longer length of time out of the environment to restore control of their behaviour or to begin Restorative conversations.
- **Step 5:**  
If their behaviour has had an impact on others a Restorative meeting will be set up in which all facts can be discussed and how the situation or relationship can be restored. This may not occur on the same day but will occur when all parties are emotionally ready.

Parents/ carers will be informed of behaviour and strategies that have been used through the stages. (Appendix 1)

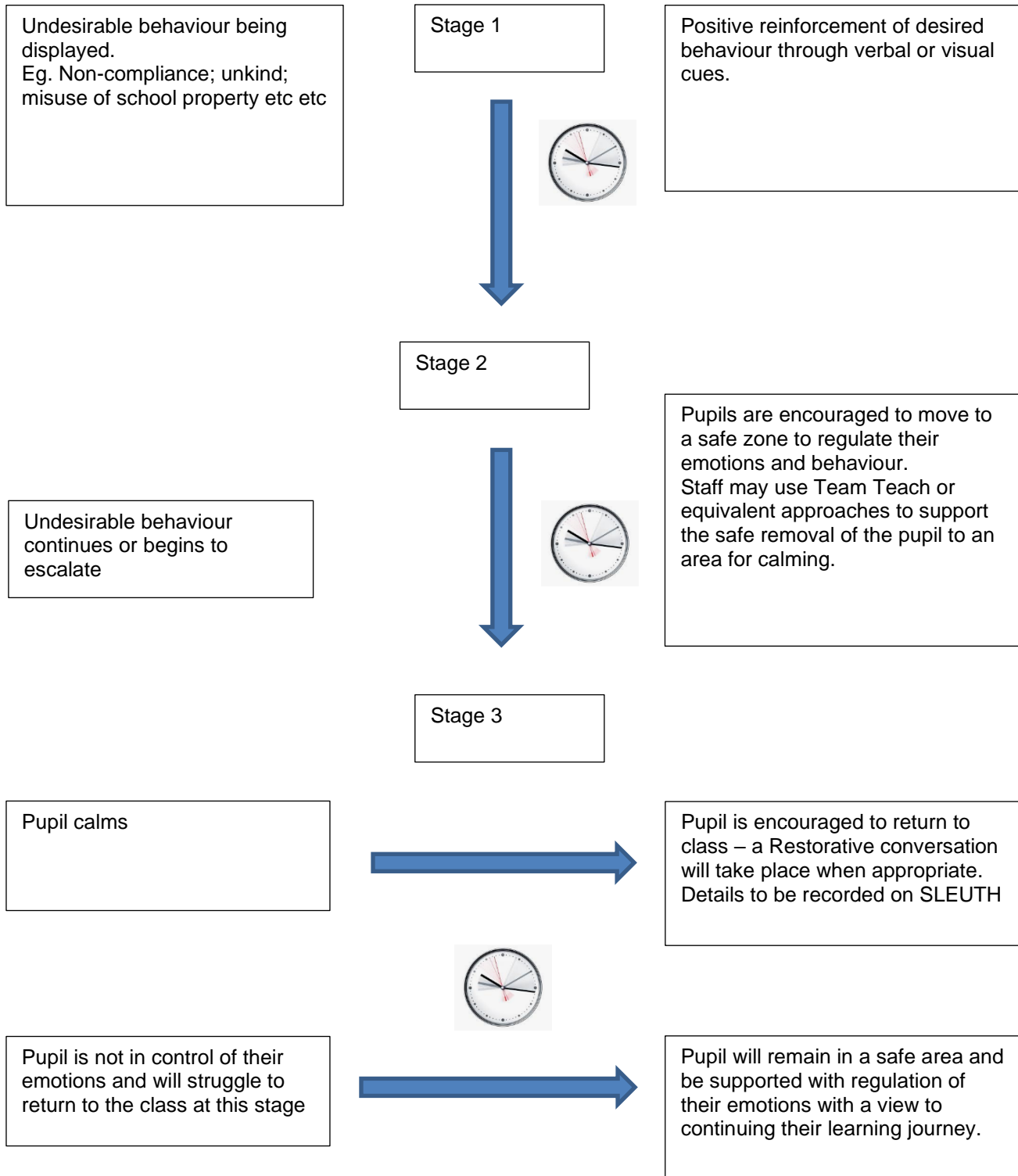
If the pupil or anyone else in the situation is unsafe the Emotionally Available Adult, with support of other staff, reserve the right to remove the child from the situation promptly and take them to a safe space to restore calm and safety for all. This will be done through Team Teach or equivalent approaches. (See PHP policy). If behaviour continues and any member of the community remains at risk the Headteacher reserves the right to remove or exclude the pupil from a lesson, an activity, break/lunch or from school, until calm and order are restored. At times, a more suitable alternate provision may be sought out for the pupil, to better suit their needs.

### **Positive praise and Rewards:**

Throughout the year pupil's positive behaviour will be praised by being awarded points for being Ready; Respectful and Safe. Pupils will be praised and the accomplishments will be written on the Recognition Board in their classrooms. Pupils will be praised for the kindness towards others and some may be invited to a hot chocolate reward celebration with the leadership team. Pupils that have done anything exceptional will be brought to the leadership team for positive praise and a gold sticker.

## Appendix 1:

Flow chart of Stages of Behaviour escalation & how we deal with it.



## **Appendix 2:**

### **Restorative Approaches:**

Restorative Approaches work to resolve conflict between individuals to rebuild and repair any harm that may have occurred. Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational language. It is essential that all parties have a voice and are heard so that all the facts can be determined.

Restorative Approaches encourage us to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection. We believe that by using Restorative Practices we are giving the students the skills to independently make better and more informed choices in the future.

If a pupil or member of staff in our school has been affected negatively by someone else's behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a student has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. Everyone needs to understand that there are consequences for their behaviour.

By using Restorative Approaches everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

- What happened? (Truth telling)
- What were you thinking/feeling? (Impact)
- Who has been affected by this? (Impact)
- What needs to happen now (Solution Focussed, Repair & Resolution)

Before these conversations can occur everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur. Depending on the situation Team Teach approaches or a Positive handling approach may be used to remove a child from a situation. As a consequence of some behaviours a pupil may need to have 'time out' of lessons or break or lunchtime to ensure they understand the impact of their behaviour. These times will be supported by a member of staff and will be conducted in a Restorative manner. Details of the incidents will be recorded on our school system (SLEUTH) and parents will be informed.

As part of the reparatory process within Restorative Approaches consequences will be put in place in accordance with the nature and severity of the incident.

### Appendix 3:

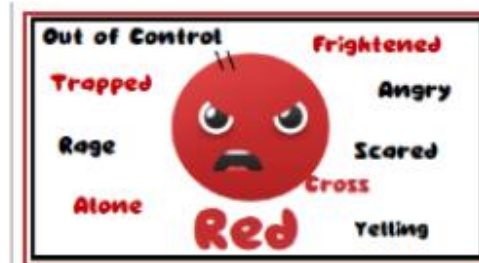
#### Zones of Regulation

Is a concept to foster self-regulation and emotional control.

At Belmont we allow pupils to check in regularly with how they are feeling. Encouraging them to think independently about their emotions and begin to understand why they feel this way. Pupils are encouraged and supported in building up a range of strategies to support them in times of emotional deregulation.

If a child chooses to be in a zone other than green someone within the classroom will check in accordingly.

Check in's happen freely during the school day with children having access to the zones in each classroom.



## **Team Teach:**

We pride ourselves at Belmont on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down. This can require positive handling. At Belmont, we have adopted the Team Teach approach to manage challenging behaviour. All of our teaching and non-teaching staff have been trained in the use of this approach and we have 2 tutors in school who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.

Team Teach promotes the least intrusive positive handling strategy and offers a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that 95% of Team Teach strategies are about diversion and diffusion and only 5% about a physical intervention.

Following guidance and advice from DFE and The Health and Safety Executive teachers have been made aware of 3 situations when the use of physical interventions may be necessary, they are :-

- Where imminent injury may occur
- Where damage to property may occur
- Where a pupil is behaving in such a way that compromises good order and discipline.

Team Teach is recognised as being an acceptable and authorised response to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

The pupils have been made aware that the staff have been trained in using Team Teach in a school assembly and that it is an acceptable method of intervention that will be used Belmont School. Should you require any further information please contact the school.