



# **Positive Relationships and Behaviour Policy**

Reviewed & Updated July 2023  
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## At Aspire Academy...

- ★ We **CONNECT** before we **CORRECT**,
- ★ We stay **CURIOUS** not **FURIOUS**,
- ★ We understand behaviour is **COMMUNICATION**.
- ★ We believe in **CO-REGULATION**, so that pupils learn to **SELF-REGULATE** from the adults in their lives.
- ★ We **EMPATHISE** when someone is having a wobble,
- ★ We **WONDER WHY** and **WHAT WE CAN DO TO HELP**.
- ★ We believe that good **RELATIONSHIPS** build **RESILIENCE**.
- ★ Resilience means that ... We **SEE** you, We **HEAR** you, We **ARE WITH** you.
- ★ We are **TRAUMA INFORMED**.

### Introduction

The aim of our Relationships & Behaviour Policy, is to help support our community in determining the boundaries of acceptable and unacceptable behaviour. The policy sets out how we will support when behaviour has become challenging, which we believe will empower our pupils to play a positive and responsible role in both the school and the wider community.

We believe that our pupils should achieve their full academic potential as well as fostering the skills needed to build safe and productive relationships

We believe that we achieve self regulation of our behaviours through co-regulation, discussion and education. It is far better to talk through our problems and issues with an emotionally available adult, rather than resulting in disruptive or destructive behaviours.

### Relationships are key to this policy's strength.

Our school is invested in supporting the very best possible relational health between;

- **Parent and child**
- **Child and child**
- **Child and school staff**
- **Parent and school staff**
- **School staff**
- **School staff and senior leaders**
- **School staff and external agencies.**

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect:

### Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door, staff greeting at school gate/taxi drop off and an open door policy for informal discussions with parents/ carers.
- Staff trained in Trauma Informed practices including 'PACE' modes of interaction (Hughes 2015); being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogical interventions that help staff to get to know children better on an individual basis (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- All children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller area with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children to be able to let staff know they need support.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

### Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

## Reflect

- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), children are provided with the means and opportunity to symbolise painful life experiences through images rather than solely through words, should they wish to, as a key part of 'working through' these experiences and memory reconsolidation. To this end there is the provision of different modes of expression for children, e.g. art/play/drama/music/sand/emotion worksheets/emotion cards/SEMH intervention work/draw & talk/creative arts therapy.
- PSHE (Personal, Social and Health Education), curriculum content to enable children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, through empathic conversation, in order to address negative self referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations).

Many of our pupils have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty, Aspire Academy recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs.

This Policy aims to

- ensure that Aspire Academy is a **safe, secure learning environment**.
- provide a **positive, consistent approach to behaviour**
- provide **clear, consistent guidelines** and a framework for managing behaviour that challenges
- clarify how we will **motivate support and reward positive choices & behaviours**
- recognise that with **support from emotionally available adults**, pupils can change their behaviours consistently
- encourage **respect for others** and prevent any/all forms of bullying (physical, digital, emotional)

At Aspire Academy, the culture of 'The ASPIRE way' has been adopted to provide a consistent approach towards positive behaviour across the school. It also forms the basis of our 'Gateway Curriculum'.

A brief summary of 'the Aspire way' is given below:

- **Achievement** - To do your best and work hard to achieve success in all areas of school life
- **Synergy** - To work as a team and care for all members of our school community
- **Perseverance** - To be assertive, positive and have the determination to face challenges
- **Independence** - To have the skills and confidence in your own ability to learn and grow
- **Responsibility** - To take ownership of our learning and our behaviours and be a responsible citizen
- **Equality** - To embrace difference and ensure everyone is treated fairly regardless of our differences

To support the children to make positive choices throughout the day we have three school rules/expectations

<p><b>To listen to the adults and follow their instructions</b></p>	<p><b>To be kind (words and actions) and keep myself and others safe</b></p>	<p><b>To engage in lessons and complete my work</b></p>
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These expectations are visible in all classes and form the basis for the daily points reward system. Teachers will reflect with the children at the end of each lesson and record the points earned on Sleuth. These points translate to minutes earned for the daily Golden Time session.

We will ensure that all of our school community understands the expectations and we will reinforce them through positive behaviour strategies. If we are to teach our children to respect one another, then we, as staff, must model the best version of behaviour so that the whole community can learn.

### Positive Strategies

Due to the nature of our pupils, and based on our knowledge of them as individuals, we have to be fluid with our responses to behaviours (positive and negative). There are a range of strategies (although not an exhaustive list) to draw upon such as:

Hundred Square Ticks & Reward Treats	Green Letters	Phone Calls Home	Golden Time
Verbal Praise and encouragement	Core Value Stickers, certificates and badges	The Aspire Way Badges	Green Letter Reward treats/trips
Points for meeting expectations in lessons - linked to Golden Time	Positive Conversations with adults	Gold & Silver Certificates in Assembly	Special Mentions in Celebration Assembly
Lunch time club	After School Clubs	Zones of Regulation & Toolbox	Sensory Breaks
Sensory circuits	Sensory equipment	Extra time for enjoyable activities	Time with a BLM in a reflection room
Time Outside	Access to Therapist & Interventions	Sharing positives with SLT	Reward trips/treats

It is vital that we use a variety of Diffusion, Distraction and Redirection strategies to support our community. We use the following (though not an exhaustive list) to support our pupils in developing positive, responsible choices:

Using 'PACE' approach (TISUK) Playfulness, acceptance, curiosity and empathy	Use 'WINE' sentence starters (TISUK) I wonder....., I imagine....., I have noticed....., empathy	Pre-empting (if they've done it once they could do it again)	Offering choices: Safer places to go (outside, reflection room, library, corridor) "If you continue to do this, we will do this..."
Stick with the original problem/behaviour - don't tackle secondary behaviours	What can I do to help?	Offering sensory or brain breaks	Time in a reflection room - remember always somewhere with someone

How can we put this right?	How can we do this better?	Listening to Understand	Alternative soothing activity
Non verbal cues	Visual prompts	What can we do next?	Hear the child's story

### Supporting positive behaviour

We will use a range of interventions to support pupils to understand, manage and regulate their own behaviour/responses to triggers. Referrals to some more specific interventions are informed by ECHP provision & outcomes, Sleuth data, Staff Concerns, safeguarding incidents/concerns etc.

These include:

Behaviour Learning Mentors	Creative Arts Therapy	Draw & Talk (Individual & Group)	Therapeutic Sand Play/ Therapeutic Play
Loki our Dog Mentor - Meet and greet, Reading Intervention, dog mentor programme etc	Zones of Regulation Used throughout the school but small group /individual session	Occupational Therapist support - assessment & strategy support	SEMH Interventions (BLMs) - Self esteem, friendship, anger management, anxiety, emotions etc
Sensory Interventions	Social Skills Groups	Gateway Curriculum	Mindfulness Yoga

### What if things go wrong

We will work tirelessly to resolve issues that our pupils may have or present. By following the school's policies and ethos, we will help support pupils to correct their inappropriate actions or behaviours and to be the sounding board for them to think about the impact it has had on themselves and others. We will work closely with parents/carers and other professionals to help support the process of understanding and scaffolding.

The following approved sanctions can be used.

Loss of Green Letter	Loss of Golden Time (linked to points earned in lessons)	Time away from class to reflect on behaviour with a BLM	Loss of break times, lunchtimes or supervised outside time
Missing after school activities for set period of time	Reparation - repairing or making good damage	Charging parents a nominal amount for damage	Missing break/lunch times to catch up work



Conversations or meetings with parents	Restorative Conversations	Catching up sessions for time or work owed after school	Information recorded on Sleuth
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Some of the strategies or processes above may require pupils to have time to **reflect on the situation** away from their peers in a reflection room. This may be known as an internal suspension. This means that the pupil will work with a member of our team both on their academic and emotional learning. This will demonstrate further that we are working together on behaviours and that the relationships between school and the pupil are not broken. This work could be for as little as 15 minutes to, in more needed cases, the whole day. This is very resource heavy, but it is worthwhile when the pupil is able to regulate, we have worked through the issues and caught up with any work lost.

Sometimes our pupils can demonstrate high levels of anxiety/dysregulation that can result in:

Extreme aggression towards staff or peers	Deliberately placing themselves in danger	Leaving the school site	Deliberate and extensive damage to property
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Even though we are a special school that works with the most vulnerable SEMH pupils within education, when we have explored all possible avenues, interventions and strategies or if the situation has escalated and harm is caused, we will have to use suspension as a planned strategy.

We do not take this decision lightly, as we firmly believe that the best intervention for our pupils is to work with us in school, so we can support.

Following a fixed term suspension the child and their parent/carer will be expected to attend a reintegration meeting with a member of SLT and/or the Behaviour Lead.

Where needed, a restorative meeting is also held with the pupil, parent/carer and the staff member(s) involved, so that we can rebuild the relationship.

The Head Teachers may decide that pupils returning from such suspensions may, for a temporary period, be placed on a reduced timetable or Personal Support Plan to enable them to re-integrate more successfully.

If a serious incident occurs, then it may also be necessary to inform the police. This is a supportive measure so that we can gather as much expertise as quickly as possible. We regard this as part of the process for our pupils to understand the boundaries of acceptable behaviour within society.



### **Use of Positive Physical Intervention**

We use a wide range of de-escalation techniques and individual strategies to support our pupils to make the choices necessary to manage their behaviour. Sometimes however, we may need to physically support, in order to ensure the safety of the child and others. At Aspire Academy we use Team Teach for this purpose.

If a pupil loses self-control, then positive handling may be required. The techniques and procedures used are in accordance with DFE guidelines and the School's Positive Handling Policy.

All incidents of physical handling are recorded on Sleuth and parents/carers informed on the day the incident occurred via phone calls or face to face conversations at collection.

Staff may employ physical handling as a last resort if:

- The behaviour of the pupil represents a physical danger to themselves
- The behaviour of the pupil represents a physical danger to others
- The behaviour of the pupil represents a significant physical threat to property
- The behaviour of the pupil represents a serious threat to the good order of the school

\*please refer to the positive handling policy.

### **De-Escalation**

De-escalation is designed to create the conditions in which control may gradually be returned to the pupil. Only trained staff may employ positive handling and de-escalation techniques and procedures; however, it is a requirement of the school that all contracted staff are trained.

### **Discrimination and Bullying**

Our ethos is to promote a culture of awareness, tolerance and inclusion. We actively encourage and educate pupils to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

Our response is to support the victim and the perpetrator. Incidents of discrimination/bullying should be recorded on Sleuth and Senior Leaders, the Behaviour Team and the Safeguarding team notified.

### **Off Site /Out of Bounds**

Supervision of all aspects of the school day is essential for the safety and welfare of our pupils.

Therefore, there needs to be a clear response to pupils going off site or out of bounds. Staff will follow at a safe distance keeping eyes on the child for as long as possible. Parents should be notified of the situation and should attend school. If staff lose sight of the pupil then the police will be called.

### **Training**

The School will ensure that the policy is explained to all new and existing pupils through assemblies, Home-School Agreement, parent meetings and within the curriculum. The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy and through staff training.

### Interrelationship with other school policies

In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly, Anti-Bullying, Positive Handling Policy, Teaching and Learning and Special Educational Needs have been established. It should also be read in conjunction with our Behaviour Management Booklet.

## APPENDIX 1

### Consequences to Actions

Although not extensive, the list of actions and consequences attached to this policy are intended to provide a framework for staff, pupils and parents in regards to different acceptable responses to behaviour, positive and negative and rewards and sanctions that can be used.

All forms of negative behaviour highlighted **MUST be recorded via Sleuth** and reported to the Behaviour Lead within the school on the day of the incident, with Senior Leadership Team and Safeguarding officers notified as appropriate.

Action	Possible Consequences
Non completion of set work to satisfaction	Work to be completed during break, lunch time, Golden Time or at another suitable point in the day. Target points updated to reflect work not completed. Where work is consistently not completed a detention after school can be arranged in consultation with parents Logged on Sleuth if persistent and ongoing
Success and achievement all areas including work, behaviour, meeting personal targets, correct decision making, displaying Core Values	Green Letter/Green Letter Rewards Certificates to be given in assembly Core value certificates/stickers/badges Ticks on Hundred Square/Hundred Square rewards Golden Time minutes earned Reward time with an adult Positive phone call home
Failure to come in from playground	Time to be made up at next break(s) with loss of breaks if behaviour is ongoing Use of indoor lunch club for children who need to be indoors as a consequence
Work refusal/ disruption resulting in time wasted or preventing others from learning	Time to be made up at next break(s) or Golden time. Loss of behaviour target points. Phone-call home, discussion with parent Continued behaviour may mean time spent away from class in a reflection room Catch up with learning may need to be completed in an after school detention Incident logged on Sleuth
Deliberate Damage	Loss of Green Letter Loss of behaviour minutes/Golden Time. Phone-call home, discussion with parent A bill sent home for the repair or replacement Expectation that wherever possible damage is repaired/ jobs done to help

	<p>person dealing with the damage Incident logged on Sleuth</p>
<p>Unsafe behaviour including fighting, representing danger to others, self or building/ equipment.</p>	<p>Loss of Green Letter Loss of Golden Time Time away from the rest of the class in reflection room Meeting with parents/ carers Opportunities for reparation/Restorative Justice Meeting Positive Handling Fixed Term Exclusion Contact with Police or other relevant agencies. Incident logged on Sleuth</p>
<p>Aggression towards Staff</p>	<p>Loss of Green Letter &amp; Loss of Golden Time Time away from the rest of the class in reflection room Meeting with parents/ carers Opportunities for reparation/Restorative Justice Meeting Positive Handling Fixed Term Exclusion Contact with Police or other relevant agencies. Incident logged on Sleuth</p>
<p>Racist comments and anti-social behaviour e.g. bullying, swearing</p>	<p>Loss of Green Letter Loss of Golden Time Time away from the rest of the class in reflection room Meeting with parents/ carers Opportunities for reparation/Restorative Justice Meeting Positive Handling Fixed Term Exclusion Contact with Police or other relevant agencies. Incident logged on Sleuth</p>
<p>Stealing</p>	<p>Loss of Green Letter Loss of Golden Time Meeting with parents/ carers Opportunities for reparation/Restorative Justice Meeting Contact with Police or other relevant agencies. Incident logged on Sleuth/CPOMs</p>
<p>Bringing unacceptable items into school or refusal to hand items over to staff</p>	<p>Discussion with pupil, Parents/Carers contacted Items to be confiscated and sent home at end of day Items to be confiscated and collected by parents Incident recorded on CPOM's via DSL/Sleuth as appropriate Contact with Police or other relevant agencies. Possible Fixed Term s</p>
<p>Leaving classroom without permission</p>	<p>Pupils will ask for permission to leave the classroom,(or use their time out/exit cards) however, staff must be aware that in some cases when a pupil is at crisis, they may leave the classroom without permission. This can stop a situation from reaching a violent or dangerous point. Discussion with pupil once safe and when they are ready to communicate with</p>

	<p>staff. Persistent exiting may result in loss of break to make up time/Loss of green letter/golden time</p>
<p>Leaving Site</p>	<p>Loss of Green Letter/Golden Time Loss of outside time and possible loss of trips and off-site visits. Parents/Carers contacted Meeting with parents/ carers Suspension – internal or fixed term Contact with Police or other relevant agencies</p>