



# Spring Lane School

## Relationships and Behaviour Policy 2023-2024

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## **Overview**

### **Introduction**

All staff at Spring Lane are committed to working together to create an environment where the entire school community feels safe, works effectively together to improve learning and social behaviour, so that our pupils can make the right choices in the wider community and move forward with society, into a changed future.

### **Aims**

The aim of the policy is to provide a whole school framework on how to maintain a safe, caring and co-regulating environment, in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through Governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Teach increased independence and self-regulation through co-regulation, so each child learns to recognise feelings, behaviours and how to manage them.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school, with restorative practice.

## **Purpose of the policy**

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice:

- Consistent trauma-informed approach to behaviour management
- Strong school leadership
- Behaviour for Learning
- Rewards and Responses
- Restorative approaches
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Pupil transitions
- Organisation and facilities

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.

## **Trauma Informed fundamentals- Protect, Relate, Regulate and Reflect**

### **Protect**

Increased 'safety cues' in all aspects of the school day; 'meet and greet' on entering the classroom, consistency in the 'Good Start' and 'Good Finish' elements to classroom pedagogy using the agreed fundamentals and a welcoming approach for informal discussions with parents/ carers about their child, their learning and their experiences.

Staff trained in 'PACE' modes of interaction (Hughes 2015); using playful language, accepting of the child's feelings and emotions, curious about why the child is feeling or behaving in such a way, being warm and empathic (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 temper, 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.

Pastoral interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes), and Pupil Profiles for both pastoral and pedagogical tailoring of lessons to meet needs and respond.

Vulnerable children have easy and daily access to an 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 social times such as lunch time can access calmer, smaller areas with emotionally regulating adults).

The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support pupils 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. We can do this through our everyday interactions, empathic listening, WINE sentence structures and through our curriculum (Experiences, PSHE and cultural learning allows pupils to relate to the world around them).

Vulnerable children 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'. Staff appreciate this takes time and consistency.

## **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. We can do this through responsive and planned interventions.

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 are treated as a priority to prevent burn out, 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 and training 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 meaning empathetic conversations with vulnerable 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 given the means and opportunity to talk through or even symbolise life experiences through words, or images, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards, through specific interventions.

PSHE (Personal, Social and Health Education) and Experiences as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables 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. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

## **Trauma Informed Strategies - PACE**

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Once a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

### **Playfulness**

This is about creating an atmosphere of lightness and interest when you communicate. It means using a light tone with your voice, like you might use when you are story-telling, rather than an irritated or lecturing tone. It's about expressing joy, and shows interest and curiosity.

Having a playful stance isn't about being funny all the time or making jokes when the child is sad, it's about keeping the tone light, helping children to experience difficult things without shame. It is also helpful to have a playful tone when initially challenging low level behaviours in the classroom

### **Acceptance**

Unconditional acceptance is at the core of a child's sense of safety.

Acceptance is about communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath outwardly behaviours, without judgement. This recognition can be communicated through the 'I notice' statements, and empathic responses.

Accepting feelings does not mean accepting behaviour, which maybe hurtful, harmful or unsafe. Adults should be firm on limiting behaviour, but accepting the motives for it. Limiting behaviours, without criticising the child's self helps colleagues separate the child from their behaviour and helps the child realise this over time. 'I notice' statements can be helpful in these situations;

*"I notice that you are really upset at the moment, but I am not for kicking"*

*"I notice that you are becoming really frustrated at the moment, but the wall is not for hitting, as I am worried that you will really hurt your hand"*

When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges

## **Curiosity**

It is important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all.

Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask,

*"I wonder what you thought was going on for you to do that?"*

*"I wonder what your interpretation was?"*

*"I wonder if you had done this....this may have happened?"*

*"I wonder if you would let me share my opinion, you might be able to..."*

Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

## **Empathy**

When you show empathy, you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. The adult is demonstrating that he or she knows how difficult an experience is for the child and the adult is telling the child that she will not have to deal with the distress alone.

The adult will also stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most. This is key to co-regulation.

Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying,

*"That must be really hard for you. I feel sad that you experience me as not caring"*

## **PACE in action – WINE Sentences**

WINE (Wonder, Imagine, Notice, Empathy) are prompts and form sentence starters to put PACE into action when holding difficult and reflective conversations with young people about their experiences.



These prompts can help support a child, help them regulate and make them feel safe with the empathic response from adults.

## WINE (I wonder, I imagine, I notice, empathy)

- **I wonder if...** (e.g. it felt like no one understood you).
- **I imagine...** (e.g. that was horrible when that happened).
- **I notice...** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said...** (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and you feel freed from a terrible burden).
- **That sounds...** (e.g. painful because you were all on your own). [empathy]
- **This is my drawing about what you said** (show drawing).
- **I respect you for...** (e.g. your courage).
- **Will you help me understand x?...** (e.g. what it was like for you when your mum went to hospital?).

After voicing your curiosity, e.g. 'Will you help me understand' always follow up with **empathy** e.g. 'So when you Mum went to hospital you say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her.' (This should not be simply a parroting of what they said but showing that you have understood the main emotional themes in their response).

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WINE was originated by Chris Davies (Head of Training Trauma Informed Schools East of England)

**TRAUMA  
INFORMED  
SCHOOLS**

### Strong School Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide framework, with a clear set of expectations and rewards, effectively communicated with staff, pupils and parents to develop consistency
- ensure that there are consistent nurturing and empathic practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of what is inappropriate and unsafe behaviour
- ensure that children understand the meaning of what bullying and/or discrimination is and school is effective at dealing with it

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008 ✓ Equality Act 2010
- ✓ Education Act 2011

### **Spring Lane School - Behaviour Intent for all**

At Spring Lane we expect that all members of our school community demonstrate these behaviours for all to follow as the minimum expectation that all will flourish in their development.

Every member of the Spring Lane community will demonstrate:

- **Respect –**

Everyone will respect each other, take good care of themselves, the school and wider community and other people's property

- **Responsibility-**

Everyone will take responsibility for their actions, participate in learning, attend school and arrive on time.

- **Resilience**

Everyone will be supportive of each other, learn to be resilient in new experiences and unrelenting in our pursuit to change our futures



### **Rewarding Expectations**

In addition to Steps2Success scores, that celebrate learning and progress in the classroom, pupils can be awarded points that align to the expectations, in and around school.

**Respect-** A student has been respectful to a member of the school community.

**Responsibility-** A student has taken responsibility for themselves or their peers.

**Resilience**- A student has gone above and beyond to show a great commitment to changing their future.

All reward points can be added through Sims. Student's will receive certificates when they reach:

25 points- Bronze

50 points- Silver

75 points- Gold

### **Behaviour for Learning in the Classroom - S2S**

We encourage good behaviour for learning in the classroom through an effective framework, designed to scaffold positive behaviours and promoting higher engagement in learning. Expectations and routines are delivered through the school's scaled *Steps2Success* model and associated points per lesson:

- I have **Changed my Future** (5 points)

*Pupils have demonstrated consistently high levels of behaviour In the classroom, communicated effectively with peers and adults, completed the learning question, the Do Now, extension tasks, vocabulary task and Exit tickets to reflect on their learning progress.*

- I have been **Determined to Succeed** (4 points)

*Pupils have demonstrated appropriate levels of behaviour In the classroom, have made progress from their starting point, have communicated appropriately with peers and adults, completed the learning question, the Do Now, vocabulary task and Exit Ticket.*

- I have **Accepted the Challenge** (3 points)

*Pupils have been engaged with their learning, have attempted the learning question, Do Now and vocabulary task and they have tried their best to communicate appropriately with peers and adults; they have taken responsibility for their behaviour, but may have engaged with adult support/modelling to do so and responded positively to this.*

- I need to **Accept the Support** (2 points)

*Pupils have not accepted the supports and prompts given to them, affecting their engagement in the lesson and progress. They need to listen to adults and respond to their support/modelling so that communication is improved and learning outcomes are improved.*

- I need to **Demonstrate Expectations** (1 point)

*Pupils have not demonstrated the expectations above, have miscommunicated their feelings and not accessed the adult support/modelling to do so appropriately. They need to reflect on their behaviour and engage in a restorative conversation to make it better for next time.*

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce the language by signalling them daily as part of their fundamental and consistent classroom practice.

Everyone within our school has the right to feel safe and secure, and all incidents of outwardly behaviours will be dealt with appropriately, using the PACE model initially. Sometimes outwardly behaviours may become unsafe for children and others, and this may prompt physical intervention, which will be implemented to either keep good school order, keep the child safe, keep other children safe, keep staff safe or prevent significant criminal damage.

Physical and verbal aggression is unacceptable and will be managed with clear statements of what is acceptable and what is not acceptable through the PACE model.

All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

### **General Rewards and Responses**

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Providing and structuring opportunities during the day for a fresh start
- Verbal praise/feedback
- Triangulating the praise
- Earned choices and privileges

- Certificates in rewards assembly
- Points per pupils and form points
- Positive phone calls home
- Attendance awards
- Work of the Week

Although our school aims to focus on positives at all times, there are occasions when some pupils may communicate behaviour and feelings inappropriately. To buffer this all of our staff will:

- undergo Trauma Informed Training
- deploy the PACE model
- receive ACEs and external factors information on pupils, with an understanding that behaviour is a symptom of this, and measures to buffer
- engage with restorative practice to 'make it better'
- model acceptable behaviours with the pupil and each other
- deploy empathic listening skills to attune to pupils' behaviour and communication, allowing for co-regulation
- ensure that they are clear and firm in acceptable boundaries of behaviour, separating the child and their feelings from their behaviour
- uphold the regard for their safety, the pupil's safety and the safety of others at all times

We are not a consequence- driven school. We have empathy to the experiences our pupils may have been subject to in all aspects of life, and understand that consequence- driven systems in mainstream schools have not benefitted our young people, and may have escalated paths to exclusion. In addition, ACEs, trauma and/or attachment may present outwardly in pupils who have never been taught regulation, been subject to co-regulation and have a distrust of adults. However, we will have appropriate responses to behaviours that include:

- Verbal prompts and modelling
- PACE response
- In class adult support through close proximity and guidance

- Time out of class with a known adult supporting
- Use of a calm/sensory box
- Use of a quiet room
- Supervised fresh air break
- Guided restorative conversations/actions
- A loss of a privilege/choice activity
- A loss offsite reward
- Phone calls home
- Catch up learning
- Suspension (will always be communicated with parents/carers and any supporting agencies, and will be exercised at the very last resort)

Everyone within our school has the right to feel safe and secure, and all incidents of outwardly behaviours will be dealt with appropriately, using the PACE model initially. Sometimes outwardly behaviours may become unsafe for children and others, and this may prompt physical intervention, which will be implemented to either keep good school order, keep the child safe, keep other children safe, keep staff safe or prevent significant criminal damage.

Physical and verbal aggression is unacceptable and will be managed with clear statements of what is acceptable and what is not acceptable through the PACE model.

### **Bullying At Spring Lane**

We strive to ensure that our students feel safe and happy at school. We are committed to working with staff, students, parents, and carers to create and maintain a school community where any form of bullying is not tolerated, and positive behaviour is promoted. Please see anti-bullying policy.

Bullying often:

- Involves a power imbalance
- Is repeated
- Is intended to hurt someone either physically or emotionally
- Pre-mediated

- Is aimed at certain groups, for example because of race, religion, disability, gender, or sexual orientation.

The school believes a whole school strategy is appropriate to tackle this issue. Students, staff, parents, and governors work together and ensure that clear action is taken to prevent bullying. The pastoral curriculum contains work on preventing and discussing bullying, and the behaviour policy should promote responsible behaviour; however, to reduce this problem, the staff will:

- raise the self-esteem of all students
- work with the victims as well as the bullies
- reward non-aggressive behaviour
- watch and listen for student difficulties
- tackle verbal, racist, homophobic and sexist language
- implement school procedures
- patrol the school at breaks and other times
- record events in a written form
- inform parents of both victims and bullies and get a response from parents
- inform and involve the QEB members

### **Reviewing, recording and reporting incidents of challenging behaviour**

All incidents of behaviour should be recorded on SIMs. Specific language and phrases should be recorded the behaviour and staff response to it.

Our categories of behaviour are summarised below:

Category	Descriptor
<b>Category A behaviours:</b> These behaviours are low level behaviours in the classroom or corridor that distracts from a little from learning, they are not recorded on SIMS but behaviour is reflected through their S2S score and the interventions that we put in place are appropriate.	
<b>Category B</b>	
Low Level Physical to Others	<i>Inappropriate but not dangerous. Participants are likely to be peers equal or contact in unintentional during an incident or disruptive behaviour</i>

Low Level Verbal to Others	<i>Verbally inappropriate towards a peer (where there is parity) or a member of staff</i>
Vaping/Smoking in School Grounds	<i>Refusal to stop smoking/vaping on school grounds when challenged</i>
<b>Category C</b>	
Damage to School	<i>Intentional and calculated damage to the school building and/or property</i>
Illicit Substance Abuse	<i>Possession or being under the influence of illicit substances on school site</i>
Physical Abuse: Adult	<i>Intentional physical harm to a member of staff (eg. hard hit, bite, punch, hair pull, grab (around the neck))</i>
Significant Persistent Disruption	<i>Persistent and significant disruption to the learning environment, causing loss of learning to others for</i>
Unsafe Behaviour	<i>A pupil puts themselves at risk of danger in an out of bounds area in school, or travelling to and from school on school-arranged transport</i>
Vaping/Smoking in Class	<i>Persistent vaping/smoking in a learning environment, with a defiant and non-compliant manner</i>
Verbal Abuse: Adult	<i>Aggressive and intentional verbal assault toward an adult</i>
<b>Category D</b> – These behaviours are a form of bullying / child on child abuse and should be recorded on SIMS and CPOMS	

### What should you record on SIMs?

Behaviour	B *****/ C***** using drop down options
Location	Use drop down option to signify where
Comment	What happened? Be factual
Action taken	Use drop down option to signify the action taken <i>Restorative conversation...</i>

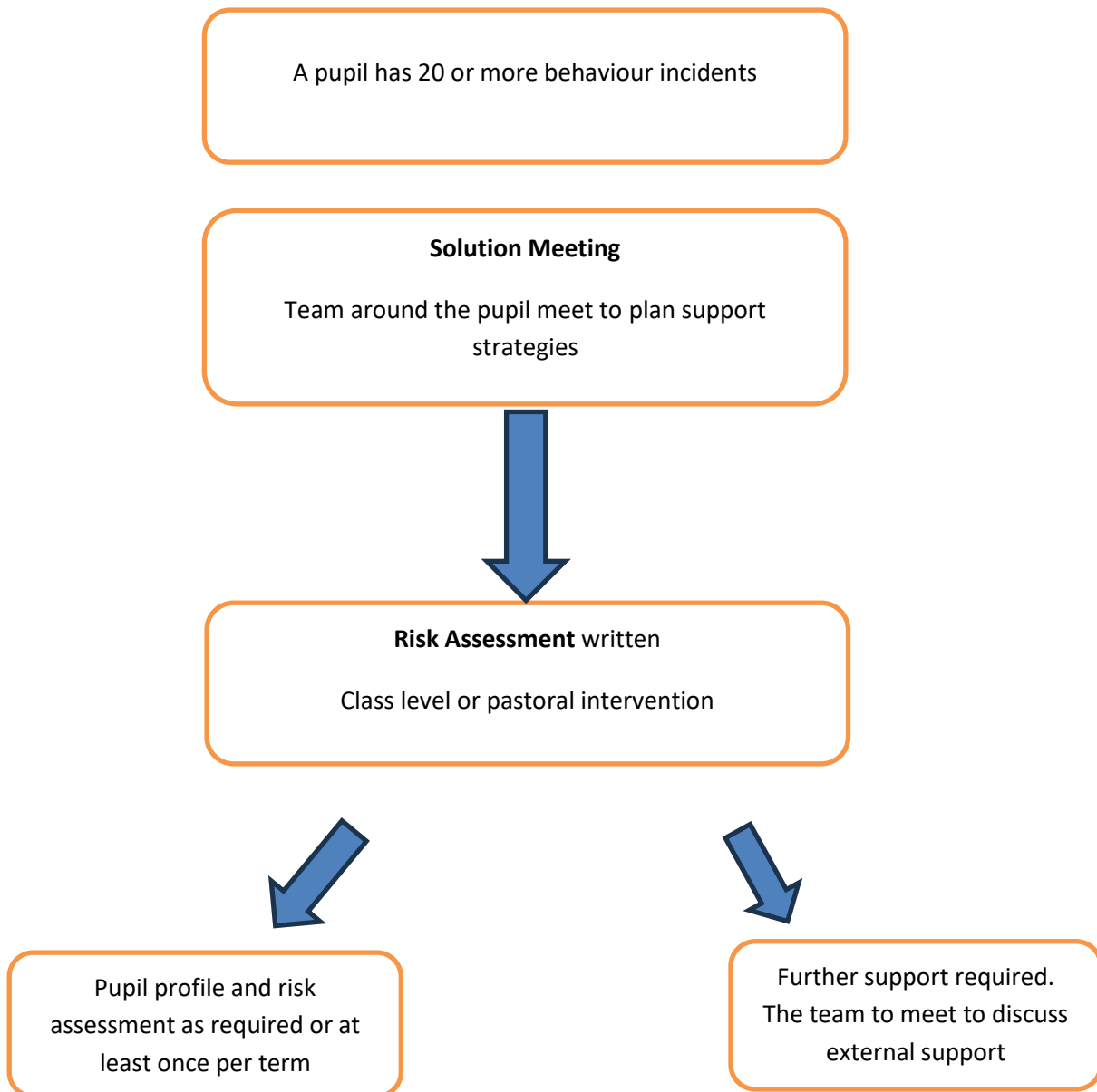


	Some actions will need a CPOMS log, such as any positive handling/ Team Teach responses
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### What happens when a child continually displays repeated challenging behaviours?

If a student hit's 20 or more behaviour points a risk assessment will be completed. This will be done in conjunction with form tutor, pastoral / site leads, safeguarding leads, SLT and parents. This will be reviewed regularly and always completed with parental engagement

#### Behaviour interventions and response flow chart



## **Incidents of Child-on-Child Abuse**

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. It involves anyone under 18. Child-on-child abuse includes bullying.

Incidents of child-on-child are recorded on SIMs and allocated a D code to enable effective identification and tracking of incidents and to inform further actions.

D – child-on-child - Cyber

D – child-on-child - Physical

D – child-on-child - Verbal

D – child-on-child - Sexual violence/sexual harassment

D – child-on-child - Homophobic

D – child-on-child - Racism

D – child-on-child - Prejudice

Some behaviours will need to be recorded on SIMs and on CPOMS:

- If behaviour is a safeguarding concern such as a harmful sexual behaviour
- Incidents of bullying
- Behaviour that requires an investigation
- If there is a need for intervention/early help or MASH referral
- If there is a need for significant follow up with family/other agencies due to complicating factors Add a 'see CPOMS' to the comments section of SIMs if a longer narrative is required.

## **Restorative Practice**

Restorative and reparative practice is a which helps build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict or incidents where expectations have not been demonstrated, either between pupil towards adults or between pupils themselves.

Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially regarding attendance and behaviour, when embedded in a wider restorative context, and within clear school improvement strategies.

A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

Restorative approach is a relational culture or ethos with the following practical goals:

- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-setting approach to meeting human needs;
- to strengthen relationships by making time for open and honest conversations that need to be had.

We understand that children and adults give their best when their needs are met, when they feel safe and when they understand their relationships with others.

We allow time to listen to the voice of individuals, whether that be pupils, their families or staff. We want to help all these parties clarify their issues and needs, and empower them to find their own solutions to what is concerning them.

Good restorative conversations should include the following threads:

- **Perspective** - *I notice that this has happened? Can you tell me from the beginning...*
- **Thoughts and Feelings** - *I wonder what you were/are you thinking? I wonder what were/are you feeling?*
- **Impact** - *That must be really difficult for you. What has been the hardest part of that for you? I wonder who has been affected and how have they been affected?*
- **Needs** - *What do you need in order to find closure/to move forward/for things to be better?*
- **Next steps** - *I wonder what would be the best approach moving forward?*

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure and repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately. If individuals are willing to come together, have sincere motives and don't feel it will cause more harm, a restorative meeting is something that will be promoted.

Ongoing risk assessments are undertaken for repeat behaviours and conflict to ensure no further harm is caused and those who have caused harm accept responsibility for their actions before restorative work is pursued.

## **Staff Development, Support and Wellbeing**

The induction of new staff includes an introduction to our Relationships and Behaviour Policy.

Staff briefings at regular intervals, at the start and end of every day enables relevant information about pupils to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings.

Regular, on-going and responsive training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

All staff are expected to complete and stay up-to-date with Team Teach training to meet the following objectives (taken from the Team Teach website):

- recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
- applying an understanding of the legal implications of positively handling.
- using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
- by applying an increased awareness of the need for documentation for the recording and reporting of incidents.
- using active listening skills and participating in a process of debriefing, repair and reflection.

Staff are always welcome and entitled to support in managing behaviour, holding restorative conversations, any physical interventions and when they are on the receipt of behaviours that do not demonstrate the expected standard – such as verbal and physical abuse.

When an incident of significance happens, such as a clear process will be adopted to support staff members, who are affected. This will include the following steps:

- **M**edical attention- First aid or emergency services (if necessary)
- **U**tilise space -
- **S**upporting adult - Appropriate and comfortable space to regulate
- **T**ime – staff will be allowed time to regulate before the resumption of support/teaching, this may be in another group away from the child before restoratives and responses are actioned.

### **Follow up:**

This will involve a follow up meeting with a Senior Leader on the day, to talk through the incident and look for resolving steps. Where an injury / first aid has taken place, a

log of this should be made on the necessary paperwork and colleagues can be supported with this by the School Business Manager (see First Aid Policy)

Any hand-on incidents should be recorded by the staff involved on CPOMS before the end of the day, and so parents/carers can be informed.

It may be that a parent/carer meeting is held as part of the response and the staff member will be allowed to attend if it is appropriate, as part of the restorative process.

Once restorative practice is successful, another check-in meeting will be held with the staff member(s) to check on the progress of the working relationship between staff and pupil within a week of the incident.

For any 'hands-on' approach all staff members should refer to the 'Use of Reasonable Force' Policy for more guidance.

Staff wellbeing is an important factor to school ethos, culture, development and relationships. Staff will be supported daily on their wellbeing through universal and targeted approaches. Examples of staff wellbeing initiatives that the school use are:

- Policy and Procedures shared and available
- Staff Code of Conduct
- Empathic culture (pupils/staff, staff/staff)
- Clear line management structure
- Clear fundamentals and expectations in key areas of school – safeguarding, quality of education, personal development, behaviour, attendance
- Staff rooms for a safe and comfortable space for staff to utilise
- Free tea, coffee and water facilities
- Coaching focussed CPD – with regular 1:1
- A strive to ensure reasonable workloads
- Ethos recognition
- Occupational Health
- Flexible working and reasonable adjustments
- Supervision

## **Relationships with Parents/ Carers and Outside agencies**

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

School will always look to be pro-active with parents/carers and resolve discrepancies through restorative practice, via scheduled meetings, phone calls and home visits if necessary.

## **Pupil transitions**

We appreciate that changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. Given that our pupils have usually been through some difficult transitions. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

A supporting induction will always take place prior to any placement, this will include the following aspects:

- Contact from a senior leader
- Meeting with a leader or pastoral lead onsite
- Tour of site
- Induction paperwork and capture
- Pupil voice, parent voice
- Reading test, Maths test, CAT4 test (to baseline pupil attainment and learning needs)
- Introduction to key staff
- Introduction to key policies, procedures and expectations
- Creation of a populated and shared pupil profile to support pastoral and academic needs
- Reviews of progress

Pupils will also be supported in their transitions out of school, with a good handover of information and an emotionally-available adult to support the transitions.

## **Policy Monitoring, Evaluation and Review**

The Head Teacher and Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

**Adopted by Spring Lane School on September 2023 (awaiting Governor approval in Autumn 2023)**

**Chair of Governors**

**Headteacher**