



Policy for Relationships and Behaviour

Rationale

We recognise that all of our pupils have needs around their behaviour, wellbeing and in some cases their mental health. These needs are challenging at times and pupils may have had previous negative experiences in education.

We manage these needs through a positive, consistent system with high expectations, clear messages and appropriate role modelling.

Positive relationships are imperative to our practice between all members of our school community.

- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

Practice

Each child has an Education Health and Care Plan or an SEN support plan with personal learning and behaviour/wellbeing targets , and/or other multi agency plans in place and a Positive Handling Plan (where appropriate). This also includes a pen portrait of the pupil. This includes positive, supportive strategies, agreed interventions and measures of progress.

We use Class Dojo to track both positive and negative behaviour, throughout the day. This allows us to monitor progress, be proactive, respond to patterns and report to schools/parents.

Serious incidents are recorded in such a way to enable us to review any triggers, type of behaviour displayed, responses of staff members and strategies used to manage the behaviour, outcomes of restorative work.

All staff are trained in Team Teach and trauma informed practice and use their training to intervene safely when required. If this involves Restrictive Physical Intervention, it is recorded on the appropriate form.

In exceptional circumstances and to reduce the need for pro-longed physical, restraint. Withdrawal may be used to manage behaviours which are extreme and pose a physical and health and safety risk to pupils and staff. A breakout room will be used and a staff member will support the child verbally whilst ensuring that the child cannot leave the area until calm/safe enough to do so. At no point will the child be left alone, the door be fully closed or locked.

Relationships with parents/carers are promoted via calls and visits.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher or another member of staff should be informed immediately.

In most cases the child will remain within sight on site, or quickly return. Once the child has calmed down, the Headteacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. A clear command of "Stop, you are not safe" should be shouted. The Headteacher will give direction on next steps and contacting parents.

Reward Sheets

Each child has a Class Dojo account, they can earn points for making the right choices when previously they may not have done, for being exceptionally kind or caring towards another child or staff member or for working hard on their personal targets.

Points can be exchanged for prizes and they are able to choose a prize from the prize box.

Daily rewards

Children can earn a certificate to take home for their exceptional effort when completing a work task.

Consequences

Where children and young people do not make the right choice in the first instance, the member of staff gives the opportunity and time to the child or young person to make a better choice by giving clear simple instruction for example "writing first then puppets".

If a child or young person is not able to respond appropriately or poor behaviour persists, the child or young person is given two clear choices for example "writing or sensory room" if the child moves to the sensory room, time is given to calm and then they must return to the original task.

If the child does not respond to the two clear choices and negative behaviour continues then the task is removed and the child is given the choice of calming then completing the task or moving on and then completing the task during choosing time/ break time/ lunchtime as appropriate to the time of day.

Dojo points are removed as a consequence of wrong choices..

A child may be required to work in a separate area for a short time.

Exclusions

There are certain behaviours that may warrant more decisive action to be taken due to the nature of the act, such as those listed below.

Exclusion will be used as a last resort and at the discretion of the Headteacher.

This is not a definitive list (all actions below substantiated by a number of reliable witnesses and thoroughly investigated):

1. Aggression towards others: (pupils, staff and visitors)
Serious physical assault
2. Health and Safety issues:
Making the school unsafe/unusable for other children and staff

(Please see exclusions procedure at end of policy.)

Achievements

All children and young people have potential and the ability to achieve both personally and academically. We promote a growth mindset and encourage children to learn from their mistakes. All effort is recognised, as well as achievement itself.

Achievements are recorded on Class Dojo and input into the service review with the child, parent and designated school as well as other multi agency meetings.

Praise certificates, positive texts and calls home and emails to designated schools are used to communicate both effort and achievement to parents/carers and the staff at the child's designated school.

Summary

Children and young people will make mistakes but deserve the chance to change and the support to achieve their full potential. If a child or young person wants to move forward, there is always a second chance at Flourish With Us.

Exclusions Procedure.

Flourish With Us will refer to and follow the latest DfE Guidance in relation to Fixed Term or Permanent Exclusions.

1. Investigation and information recorded on ScholarPack following a serious incident
2. Headteacher informed and decision made
3. Phone call to parent/carers clearly stating how long the fixed term exclusion is for
4. and when reintegration/back to school meeting is followed by letter.
5. Phone call to cancel transport (if necessary)

6. back to school meeting
7. Inform staff involved of decision and update ScholarPack

Monitoring & review, policy into practice

We will review this Policy annually in line with our other policies unless we have cause to review earlier.

Flourish With Us Ltd uses the guidance by the DFE

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](#)