



Relationships and Positive Behaviour Policy

Policy statement

'Kind words are short and easy to speak but their echoes are endless' - Mother Theresa.

At Highgate Hill House School (HHHS) we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic. Everyone at HHHS understands that they have a responsibility to support the growth of positive relationships, that constant effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Scope and purpose of the policy

HHHS's relationships and positive behaviour policy is combined in one because we all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need.

Our intention is that all staff will be capable of building relationships with children, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour. The promotion of positive behaviour is the corner-stone of the work of the HHHS team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every pupil has the right to learn in a nurturing and supportive environment.

Our approach is informed and underpinned by:

- Behaviour in Schools: Advice for Principals and School Staff – GOV.UK (September 2022)
- Ofsted School Inspection Handbook (section 5) – GOV.UK (July 2022)

This policy applies to all members of HHHS, including the Proprietor, Principal, Staff, Pupils and Visitors, including when on and off-site, activities and trips, lunch times and travel. The same standards of behaviour are expected online as in real life (please refer to Acceptable Use of Technology Policy).

This policy is also designed to provide guidance on physical contact (including safe to touch) with pupils to enable all staff to provide consistent support to pupils who exhibit challenging behaviour. By following this advice the aim is to minimise risk to the health and safety of all who use the school.

Aims

- To approach relationships based on the teachings of Trauma Informed Schools UK (TISUK), underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.



- To create a safe and secure environment for pupils and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that pupils achieve the best they can and become valued members of their communities.
- To ensure high standards of safeguarding & child protection.
- To act in accordance with the Behaviour Act 2010 and the DfE Guidance on Behaviour & Discipline in Schools 2016, Use of Reasonable Force 2013, Behaviour in schools advice for Principals and school staff (2022), Searching, Screening and confiscation advice for schools (2022), and schools suspensions and exclusions (2022).

We will achieve these aims by:

- Establishing a set of expectations which staff and pupils know and understand.
- Establishing relationships that meet pupils' emotional needs.
- Using reward and consequence systems consistently.
- Sharing the relationships and positive behaviour policy with all staff, parents and learners.
- Displaying school guidelines clearly in classes and around the building.
- Having a system in place for ensuring that children never miss out on consequences or rewards.
- Ensure that Senior Leaders are visible and accessible around the school.
- Checking the building is clean and well-maintained to create a positive learning environment.
- Ensuring all learners have individual emotional support plans.
- Involving learners in creating class and school routines by giving them a voice so that they are a key part in their own development.
- Giving feedback to parents/carers about their child's actions - letting them know about the good days as well as the bad ones to build positive relationships with all key stakeholders in learners' lives.
- Establishing a system of reparation, restoration and consequences for inappropriate behaviour.
- Raising emotional literacy levels to impact positively on self-regulation and empathy.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.

Trauma Informed School Relationships

Protect

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress



for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to not place children in situations that they cannot manage and focus on creating both physical and psychological safety. Specifically:

- All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
- Regular whole school training to ensure that all adults have a comprehensive understanding of PACE (Hughes 2016), whole school awareness of Social Engagement Theory (Porges 2017) and Panksepp's Emotional Systems (2012).
- Ensuring that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
- There is a no shouting, no shaming policy in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged at all times.
- All pupils will know 3 emotionally available adults or 'safe faces' and these are listed on their individual emotional support plans.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.

Relate

At HHHS, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle. Specifically:

- All adults understand the importance of secure attachment.
- All adults interact with each other, with children and with parents and carers from a position of social engagement not social defence.
- Adults strive to ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals, PACE (Playful, Accepting, Curious and Empathic) is embedded in all interactions.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals. PACE is embedded in all interactions.
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.



Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most

powerful ways to do this is to talk to children and help them to talk about what is bothering them. At HHHS, we are committed to doing this through the relationships we have with children and each other. Specifically:

- Providing children, time with an adult who they trust to help them calm down, ready to reflect.
- Teaching children strategies to support them in self-regulation.
- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour.
- Adults are aware of each other's needs and support each other through trusting and relational experiences.

Reflect

At HHHS, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. We use Zones of Regulation in school to support children and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection may require time and space away from the troubling incident and can only take place when child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored. Any consequences for inappropriate behaviour are always accompanied with reflections. Specifically:

- Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Children will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not what did you do but what has happened to you?
- Restorative conversations may take a variety of forms depending on individual needs and abilities.
- PSHE and RSE is informed by current research and taught through the Jigsaw scheme and teaches children about mental health, emotions, relationships and how to live life well.



Wherever possible the school will adopt a restorative approach when challenging or applying consequences as a result of negative actions.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them. Restorative practice involves helping the child think through their actions, its consequences and what they can do to make it better. Restorative practices centre around a set of key questions that help children think about their actions and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

HHHS have restorative reflective think sheets that explore these questions and identifies key areas for support and positive change. This will support our learners with developing their understanding of the impact their actions can have on themselves and others.

Roles and responsibilities

Every adult that works within HHHS, whether employed or voluntary is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. New staff, visitors and volunteers will be expected to read the policy and training will be given to enable them to understand the principles upon which the practice is based.

All staff are responsible for:

- Presenting a positive role model at all times and adhering to the rights and responsibilities for all members of the community.
- Leading by example and modelling desired behaviour.
- Treating everyone with fairness and consistency.
- Having high expectations of young people's behaviour, academic and social abilities and sharing these expectations with them.
- Identifying changes in a learner's emotional state that could indicate support needed in the home and work to support families.
- Meeting and greeting learners when they come into the classroom to create a positive environment and model positive relationship building.
- Ensuring that they are well informed about pupils' additional needs by reading information about them, such as the EHCP.
- Understanding that behaviour is an expression of need and primarily seeking to address those unmet needs.
- Planning and delivering a curriculum that is tailored to meet the social and learning needs of the young person.
- Sharing and recording information about young people's behaviour and using agreed systems consistently.



- Communicating with parents/carers in order to keep them informed about their child's behaviour.
- Celebrating success with young people and showing appreciation for the efforts and contributions within the school community.
- Developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Taking appropriate and consistent action when boundaries are broken.
- Seeking resolution where there is conflict.
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Challenge all inappropriate language and behaviour; 'banter' is not acceptable
- Take seriously any reports of violence or harassment.

Senior staff are responsible for:

- Acting as role models to staff and pupils at all times.
- Ensuring that structures are in place to record, monitor and analyse information about behaviour.
- Supporting staff and having regard for their welfare.
- Monitoring the effectiveness of the school's systems and procedures.
- Implementing risk management procedures.
- Ensuring effective communication systems.
- Identifying the training needs of staff.
- Carrying out lesson observations to ensure that the social, emotional and learning needs of pupils are addressed.
- Reporting to the Principal and Proprietor.

The Principal is responsible for:

- Ensuring the well-being and safety of Staff, Pupils and Visitors.
- Authorising suspensions.
- Ensuring that analysis and reporting of data and information regarding behaviour is shared with the Proprietor.
- Ensuring that staff have the opportunity to access appropriate training and professional development.
- Evaluating the effectiveness of policies and procedures.
- Reviewing this policy annually.

If the Principal is absent from school and not contactable, the Deputy or most senior member of the leadership team on site will deputise for her. (The senior teacher cannot authorise fixed-term suspensions).

Expectations of pupils

- Treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and remotely via social media and mobile phone.



- To work to the best of their ability.
- Accept responsibility for their actions and choices.
- To allow others to learn and make progress.
- To respect property.
- To sort out disagreements without resorting to verbal or physical aggression.
- To follow staff requests and instructions.
- Child on child sexual abuse and sexual harassment is never acceptable and will not be tolerated.

Encouraging and managing good behaviour

Creating a positive climate lays greater emphasis on rewards and praise than on sanctions and overt control. Giving positive feedback is an important element in creating a positive climate. For example, a high rate of praise when learning new behaviour is particularly important. Every lesson should include discussion and praise of positive behaviours (ROCK tokens).

Pupils need a framework of acceptable standards and secure boundaries within which they find safety and security. Part of this framework is the rules, which need to be applied with sensitivity and understanding. Pupils need to have their voices heard and their opinions respected. Pupils and their parents will be informed about the school policies, including the complaints and whistleblowing policies and staff will take responsibility to ensure that they understand and are given opportunities to apply them if appropriate.

Throughout the school year, particular attention is paid to the environment and climate in which the pupils learn. School staff are reminded to look at the 'setting conditions' that can have an external effect on behaviour and ensure that the following are in place:

- Positive organisational culture which encourages and supports all of the above.
- A calming physical environment.
- Programme related activities that engage, interest and stimulate pupils.
- Treating each child as an individual.
- Positive adult child relationships to ensure that the needs of pupils are met and positive attachments are made.

Reward System (ROCK)

Tokens/points are earned for each lesson, as well as break time and lunch time. Points can be awarded for children and young people for the following:

Respectful

On task

Creative

Kind

These headings reflect three of our school values (*respectful*, *honest*, *kind*, *committed*, *creative* and *independent*) and one behaviour expected for learning (*on task*). Points are recorded on the school system at the end of each day and these will be communicated with home. At the end of each week points will be calculated and converted to a monetary value so that children and young people can buy rewards.



Tokens that have been awarded will not be taken away however pupils may choose to contribute them during a Reflection, for reparation or restoration for damages they have caused to property.

Consequence System

There will be cases where the normal system of rewards and positive feedback is insufficient to encourage regular appropriate behaviour. In response to this, a hierarchy of strategies exists to discourage or stop unwanted behaviour. These are:

- Use of planned ignoring, where appropriate.
- Use of another member of staff/SLT/Safe Face to support the use of the schools restorative ethos.
- Verbal warnings and reminders of expectation using appropriate tone of voice, for example, a low, calm, non-threatening tone.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support/tutor.

Completing reflective think sheets to explore thoughts, feelings and solutions around potential negative actions.

Use of the safe places to support emotional regulation and reflection time.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

Pupils do not always behave in a positive manner. We use consequences to help them to reflect upon their behaviour and learn strategies to avoid such difficulties in the future. We use suspensions and permanent exclusions where necessary (please refer to Exclusions Policy). If it becomes apparent that the school is unable to meet the needs of a pupil, we would work collaboratively with the placing Local Authority to seek a more appropriate school placement.

The grid in Appendix 1 acts as a guideline for staff when dealing with incidents. It is not prescriptive, as each incident needs to be considered in context. It is a tier approach so that consequences match the seriousness of the incident. The language around the grid will be explained to children using Levels for behaviour and accompanied by visuals.

Restorative Reintegration Conferences

In the extreme circumstance where a learner has received a fixed term suspension due to their actions, a restorative reintegration conference will be held with a member of the senior management team, the learner, and their parents/carers.

The learner will receive alongside their letter of exclusion a reflective think sheet to attach and complete at home to give a starting point of discussion.

The conference aims to explore the incident and answer the restorative questions highlighted above. The reintegration minutes will be stored in their individual learner file and will highlight any actions that come from the meeting.



Prohibited measures of Behaviour Management

When considering the use of consequences it is important to be aware of the individual, their particular special educational needs, disabilities and cultural background to ensure that any measure can be justified. The Principal is responsible for Equality, Diversity and Inclusion and will provide support and advise in this area. All staff will receive training in equality, diversity and cultural backgrounds as part of the on-going annual cycle of CPD. This will give them the knowledge needed.

The regulations made under the Children Act 1989 set out prohibited sanctions as follows:

- Corporal punishment.
- Deprivation of food and drink.
- Restriction or refusal of visits/communication with the family, social worker or any other involved person.
- Requiring a child to wear distinctive or inappropriate clothing.
- Imposition of fines.
- The misuse of or withholding of medication or medical treatment.
- Intentional deprivation of sleep.
- Restriction of a child's liberty.
- Intimate body searches.

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

Bullying

HHHS understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships and supporting others and we will always look to challenge bullying in whatever form it might take. At HHHS we take a no tolerance approach to bullying.

Emotional Support Plans

Building relationships is a key part of the development of learning and support for learners within the school. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated, key members of staff (their Emotionally Available Adults), whom learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within the school and can have access to these staff where practicable. We recognise that sometimes this may not be available all of the time. We will also record 3 'safe places', a place in the school grounds where the learner feels most safe and where they are more likely to be able to regulate their emotions. Safe activities are also chosen by the learners as activities they may participate in that will support them in regulating their emotions where appropriate.



Emotional Support Plan (ESP) will replace a conventional behaviour management plan used in most schools and academies. This document explores and records the specific actions carried out by learners when in an emotionally unregulated state resulting in negative actions.

The aim of this document is to explore the root cause analysis of why any learner has carried out a negative action due to a change in their environment, resulting in them becoming emotionally heightened. If staff support learners to understand why they have performed in a negative way and give them the supportive strategies that both they can carry out and we can support with, we have a greater chance of creating a more emotionally regulated young person.

This document is drawn up in partnership with the learner, and key staff in order to work cohesively to support/meet all learners emotional and educational needs. Also, to give them the understanding and strategies they have access to daily across all environments within the school. This is a 'Live' document that shall be developed, reviewed and adapted throughout the learner's time at HHS.

The emotional support plan gives an overall picture of the learners needs and provides staff with a format to offer help, support and choices to a learner when they are in need. Choices are like forks in a path, one route leads to aggression and the others lead to other positive pathways, the more forks there are in a path, the more opportunities there are to diffuse a situation. The more choices a member of staff can offer a student without overloading them, the more opportunities there are to calmly resolve a situation.

Searching of Learners and Confiscation of Inappropriate Items

Principals and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers.
- Smoking equipment including vaping.
- Fireworks.
- Pornographic images.
- Electronic devices, including mobile phones.

Only the Principal has the authority to search learners and may delegate it if necessary. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.



- Is prohibited, or identified in the paragraph above i.e. the school rules for which a search can be made or is evidence in relation to an offence.

Staff must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

Staff can only carry out a search of a learner of the opposite sex to and/or without a witness present, where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Mobile Phones

Due to safeguarding reasons, mobile phones are prohibited to be used on the school site. They need to be handed in to the class teacher at the beginning of the day and collected at the end. There may be times when learners are found with mobile phones in their possession and if this occurs they will be required to hand this in to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school.

Supportive Use of Physical intervention

We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them, diffuse and de-escalate potentially challenging situations and promote positive alternatives. Although every effort is made to reduce risk and de-escalate challenging situations, in exceptional circumstances, trained staff may need to use reasonable and proportionate Team Teach handling techniques.

To be judged lawful, reasonable force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Physical intervention is a last resort to be used when all other de-escalation strategies have been tried and failed. Reasonable Force may be used in specific circumstances to prevent pupil's committing an offence, injuring themselves or others, damaging property and disrupting good order and discipline in the classroom.

The school employs a Team Teach Instructor who will review all areas of Team Teach Policy and Procedures.

Positive contact with pupils

There may be times when it is appropriate to have positive physical contact:

- Comfort.
- Curricular reasons (e.g. PE).
- Gentle guidance.



- To give First Aid (see final section in document).
- When a pupil is being congratulated or praised.

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the pupil or another person or where staff may be deemed negligent if they fail to intervene.

Therapeutic Interventions

As a specialist SEMH school that has the ability to cater for other additional needs, we offer additional methods in helping learners regulate emotions and improve their knowledge around emotional management. School have staff trained in Trauma Informed Practice, Lego Therapy, Play Therapy, and Emotional Literacy. HHHS employs a qualified Mental Health Nurse who works with children and young people and their families, she is an experienced CAMHS practitioner and is part of the Safeguarding Team. HHHS also employs a Occupational Therapist offering support and guidance to learners.

Parental Involvement

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively.

Parents/Carers are encouraged to support the school and work in partnership to get the very best outcomes for their child.

Parents will be invited into the school regularly to discuss learner progress with staff.

School will take a lead role in supporting parents with issues outside of the school and will be a conduit to getting increased help and support from outside agencies, in the form of Early Help.

Parents are provided with regular updates and termly reports as a summary of learner's behaviour and engagement within the school.

Reporting and recording

Positive and negative behaviours are recorded on Arbor ,HHHS Management Information System.. Any behaviour deemed by staff to warrant an official response is recorded in one of the incident logs. These are the:

- Serious Incident Log.
- Physical Intervention Log.
- Accident Book.
- Bullying Log.
- Racist or Homophobic Incident Log.

This must be completed within 48 hours of the incident. All incident logs are reviewed by the Principal on at least a weekly basis. If the incident involved physical intervention, this must be reported to the Principal on the same day and as soon as safely possible. They are reported to Melrose Education, Monthly.



Linked documents:

HHHS Safeguarding & Child Protection Policy
HHHS Whistleblowing Policy
HHHS Complaints Policy
HHHS Exclusion
Safer Working Practice Guidelines
Safe Care Plans
Pupil Risk Assessments
Acceptable Use of Technology Policy
Emotional Support Plans