

EASTWOOD GRANGE SCHOOL

POSITIVE RELATIONSHIP PROCEDURE



Eastwood Grange Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”.

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional, and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies and Procedures	Exclusion Procedure Reasonable Force Procedure Mental Health Awareness Procedure (for staff and children)
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Next review date – October 2025 – will be superseded after TISUK accreditation

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INTRODUCTION

Many of our pupils' special needs refer to associated complex and challenging behaviours. The causes of which can relate to learning difficulties, including attitudes and application to learning, medical factors, poor role models, faulty handling, negative perception of peers and adults, emotional difficulties, personal independence difficulties, institutionalised patterns of behaviour and often, a medical diagnosis, e.g. Autism, ADHD, and PDA. The school is undertaking Trauma Informed Schools UK Training (TIFSUK) in recognition that the largest cohort of children we have are those with diagnosed Adverse Childhood Experiences, which impact greatly on the ability to learn, attend, and behave in comparison to those children without those diagnoses, and Mental Health Awareness Training in order to recognise and address the issues relating to both staff and child mental health and wellbeing, where behaviours are having a detrimental impact on others in the school environment.

This procedure outlines our approach to how we manage a complex range of needs. Our beliefs and approaches have been drawn from staff's experience of good practice and some are supported by building 'Positive Relationships' research findings and links with other schools, mainstream and special. It is a working instructional document and subject to review and amendment.

ETHOS

We believe in an ethos which is ordered, structured and predictable, we address this simply through ensuring our whole school site follows the values of being **Respectful**, being **Resilient**, and being in the **Right Place/Time**. This promotes a positive environment and purposeful opportunities and experiences which are of paramount importance in the growth, development, and welfare of pupils. As such:

- We manage behaviour consistently in a safe, supportive, and stimulating environment and given the tools to become **resilient** learners and to recover quickly from difficult issues, that may have affected them and others around them.
- Teaching and learning is given a high priority and children are encouraged to be in the **right place/time**.
- We endeavour to foster a sense of community in which individuals have mutual trust and **respect** for each other.
- The school's ethos is affected by all the activities, inside and outside the classroom; therefore, a meaningful curriculum will include an emphasis on non-academic social learning, which is often delivered through the Identity Curriculum, incorporating PSHE, SMSC, RSE and CIAG and therapeutic intervention.
- The support and understanding of colleagues and the sharing of agreed strategies for handling difficult behaviour is important. Therefore, training is vitally important, these training opportunities include therapy intervention sessions on working with children with specific SEN, and modules for learning and extended learning opportunities via the school's Learning and Development Portal.
- The ethos of the school is dependent upon the quality of relationships at all levels: between staff [within education and between care and education], between staff and students, using appropriate, understandable language and also between students. There is always a willingness to listen and understand, good adult modelling and a commitment to develop self-esteem and adhere to high standards.
- When considering sanctions for negative behaviours, all staff should take into account the nature of the behaviour but importantly the reasons behind the behaviour, such as a child's current mental health concerns, whether they are being. Childadviceaware.org suggests that the reasons for many high-level tariff incidents that could even potentially lead to fixed term exclusions, are due to unresolved and ongoing mental health concerns, which manifest in physical negative behaviours.

RULES AND EXPECTATIONS

Our rules are kept to a minimum and stress a positive relationship model. These were put in place following consultation with pupils and staff, and they form part of our school's values, the unwritten rules, values, and normative patterns of behavior, which students are expected to conform to and learn while in school.

The Three Rs represent desired behaviours expected at school and moving forward to the students' future pathways, workplace expectations They are:

1. I will be in the **right place at the right time**.
2. I will be **respectful** to others.
3. I will show **resilience** to the challenge of my day and work set.

Simply put – **Respect, Resilience, Right Place/Time**

The Three Rs establishes pupil expectations of pupils in their taking up of wider curriculum opportunities, supporting children's moral, ethical and character development in supporting social, emotional and physical wellbeing to access subjects delivered in the Identity Curriculum and National Curriculum.

STRATEGIES AND APPROACHES

Our approach to Relationship Management is positive reinforcement supported, where necessary, by a sliding scale of opportunities for a child to reflect and restore a broken relationship, the purpose of which is to change behaviour that challenges us, without negating a child's self-esteem and exasperating the mental health of the individual, further.

Consistency, fairness, and choice are the key elements. A pupil is never personally criticised, our aim is to change behaviour by building on self-esteem and individualism; staff are encouraged to adopt a '**no blame**' approach.

CLARITY

All school staff need to know what they expect from pupils and communicate it clearly. Where pupils are finding it difficult to comply, it may be necessary to check whether they know exactly what they must do and whether or not they can do it.

Addressing behaviour in small steps is often a useful strategy. Some pupils who have learning difficulties or are generally immature for their age in most aspects of their development, including behaviour, will require modified expectations and opportunities to practice. This is relevant both to academic and social learning.

CONSISTENCY

The teacher should not take the pupil's behaviour as a personal threat but should keep the emotional tone of the interaction low, be aware of tolerance levels, and not invade body space. It is essential that **all** staff follow the procedures and apply them consistently, based on the individual pupils 'What Works for me Plan' (WWP).

REWARDS SYSTEM

A reward system is in place which encourages that learning and positive behaviour practice are acknowledged in all areas of the school. This is known as Steps2Success. Every child has the opportunity to earn rewards at different levels, which are monitored using a tick system. Again, the rewards are there to support children achieving goals and targets and desired outcomes, these are deemed to be suitable to the school and reflect the ethos and values of the Three Rs (**Respect, Resilience and Right Place/Time**) in working and achieving towards goals and targets and thus rewards, in much the same way they would be expected to achieve similarly in the workplace. Steps2Success targets are:

- Child centred goals, linked to the school values (The Three Rs).
- The rewards or benefits are on a rising incremental scale, so that the more ticks a child gets, the higher the value of the reward.
- The rewards can range from a voucher at a lower level to a reward trip at a higher level.

Added to the Three Rs as a fourth desired outcome for target improvement is a **Reading** goal.

The targets being related to **Respect, Resilience, Right Place/Time** and **Reading**.

CONSEQUENCES OF NEGATIVE BEHAVIOUR

We have an expectation that pupils will behave appropriately within the school. However, we recognise that this is not always possible; therefore, we have a structured consequence system in place. All young people need boundaries and none more so than those with social, emotional, and mental health difficulties. Some children, may have learned to gain attention in a negative way and so, on occasions, continue to act in a way which is both unacceptable and upsetting to the pupils themselves. No consequence is applied without a warning and with advice as to how the pupil can change their behaviour. This is often done in a pro-active way with Positive Relationship Manager intervention. Pupils at every stage, have a choice regarding their behaviour – making the correct choice is part of their development of being **resilient** learners.

Negative behaviours have consequences. Our scale of consequences is designed to give pupils opportunities to reconsider the choices they are making. From low-level behaviours, that may upset the running of education within that class or disrupt the running of the school site, to higher-level behaviours that might include assault, aggression, absconding or damage to property.

Reflection

- If a young person is not following the school's Three R expectations, then staff may direct time out for reflection. They will then talk this through with the young person to unpick and initiate change.
- Any reflection will be done as soon as possible to the incident; however, some young people may need longer to think and reflect so it may be extended.
- The school has developed a Hub (a go to classroom) where reflections can take place
- If a young person needs to see a staff member at break/dinner because of expectations not being followed but refuses, then it may be necessary to keep the young person after school that day to discuss and debrief.
- If a young person has wasted substantial learning time, the work will be sent home, and parents/carers communicated with. If a young person does not complete at home, they will be expected to stay at school the following day to complete.
- Consequences will be in the form of payback time that are realistic and proportionate and support a restorative approach e.g. groundwork on the school site for damage to property.
- **(This is a punitive response to behaviour – need to omit, and find a different way of addressing)**
- Reflection is given in the form of low- and high-level consequences to behaviour:

Low Tariff consequence may include:

- Early intervention to lower the risk of escalation with a Positive Relationship Manager (PRM) if available.
- Informing a PRM to work with the young person in class at a specific allocated time.
- A period of reflection time – Involving support staff or a PRM working with a young person outside of the classroom environment, (ideally The Hub if available), but certainly within the school environment, to address any social and emotional issues on a short-term basis to try to integrate the young person back into class or to reflect on behaviours, and to focus on specific work related to those behaviours and sometimes catch up on work.

- Restorative Justice' sessions wherein students are invited to complete guided reflective work following a particular specific incident in which relationships have been damaged through harmful behaviours. Students are directed to discuss the thoughts and feelings that lead up to harmful behaviour incidents in a non-confrontational, empathetic way, with the aim of encouraging empathy and insight into the thoughts and feelings of other people, to try and reduce the feelings that drive confrontation and aggression towards others. (There are two RSJ4S practitioners in the school).

Higher Tariff consequence may include:

- Organised education off the school site with a member of school staff, a PRM or RJ4S staff to ensure that a young person does not miss out on education, is in attendance with a member of school staff and is ultimately safe during the hours of education.
- Where risk of educating off-site is assessed as too high then a young person may get reflection time, involving support staff, a PRM or a RJ4S staff, working with a young person outside of the classroom environment. However, within the school environment, to address any social and emotional issues on a short-term basis to try to integrate the young person back into class or to catch up on work.
- At a suitably appropriate time, pupil de-briefs will be done involving the PRM's, TJ4S staff or school staff.
- Meetings may be held within the school involving therapists, school staff and other staff involved with the pupil's education to discuss new ways forward. These may be added to the pupils What Works Plan (WWP).
- The pupil is always consulted regarding possible changes to their WWP, in order to support behaviours next time and lower anxieties and trigger points in the future.
- Continued and persistent disruption may include holding a meeting with parent/carers and Local Authorities, to discuss ways of working with a pupil moving forward and review of the way that we work with that young person.

WORKING WITH PARENTS/GUARDIANS/CARERS/SOCIAL WORKERS

The school operates an **open**-door policy and parents/carers are welcome at any time.

If appropriate, designated staff can visit homes to work closely with parents [mainly day students]. This is a two-way dialogue whereby parents are encouraged to support our work in school and we are able to offer support and advice where it is required. It is vital that pupils see us working together.

Phone calls/letters home are made whenever a pupil has had an exceptional day/week.

Parents/carers are requested to complete questionnaires as or when the Head teacher sees fit, but no less than yearly.

Parents/carers are invited to attend review meetings as appropriate.

KEY ELEMENTS IN THE MANAGEMENT OF BEHAVIOUR

The promotion of positive behaviour relies on the management of a range of environmental and social situations. This section of the procedure which are the key elements in the management of behaviour at Eastwood Grange School.

STAFF RELATIONSHIPS WITH EACH OTHER AND WITH THE PUPILS

As part of its focus on developing a positive culture of mental health and wellbeing for themselves and children, they are expected to begin to develop the following attitudes when working with each other and with the children.

- All staff are to ensure that there is a consistent use of and reminding of the three Rs (**Respect, Resilience and Right Place/Time**). There is an expectation that the culture relates to all staff and children on site.
- Through the mental health audit process and the development of a mental health vision for the school. It will develop a culture that is:
 - Reflective
 - **Open**
 - **Non-blaming**
 - **Empathetic**
 - Supportive
 - Caring
 - Pro-active
 - Safe
- This cultural shift aims to develop the ethos of having grounded adults, providing strong relationships, with a positive and empathetic attitude towards each other and with the children they work with.
- Our pupils need to see positive role models; therefore, all our staff behave and act in a way that demonstrate the importance of acceptable and appropriate behaviour. This includes the Three Rs.
- Our staff show respect to the pupils and to the work of others.
- Staff always work closely with pupils to help them develop strategies to cope with conflict, anger, stress and anxiety.

THE ROLE OF STAFF AND PASTORAL CARE:

Includes Positive Behaviour Managers, the Restorative Justice for Schools Team and school staff

Day-to-day pastoral care is the responsibility of the form tutors and the teaching assistant assigned to the form, who will:

- Greet pupils at the start of the day as they arrive.
- Act as a point of contact throughout the school day e.g. parents, social workers, pupils.
- Prepare pupils for leaving the centre, safely and responsibly, at the end of the day.
- Monitor progress towards behaviour and IEP targets.
- Work with other members of staff to ensure pupils have access as required to specialist support services working within the school.
- Work with the class team to develop and keep updated pupils risk assessments, positive handling plans etc.
- Work closely with the therapy team to identify issues that may be having a negative effect on a pupil behaviours.
- Communication logs are set up to record conversations had, between parents and carers and the authorities in support of a child and this forms part of an ongoing communication chronology.

POSITIVE RELATIONSHIP MANAGERS ROLES:

Eastwood Grange Employs 2 Positive Relationship Managers (PRMs).

The role is as follows:

- To develop appropriate aspects of the school's vision
- To carry out the role as directed by line manager.
- To work with the Transition and Educational Interventions Lead to develop and maintain interventions in line with the school's nurturing ethos.

- Establish a good relationship with young people by using language and other communication skills that the young people can understand and relate to
- To be fully aware of information to support every young person (e.g. EHCP)
- To transition young people into the classroom as and when required
- To develop strategies for positive behaviour across the school and advise outreach work.
- To identify methods of reengaging young people in their teaching & learning groups with a focus on restorative practice
- To set the standard for positive role models in line with school policies amongst staff and young people
- To positively engage with and support our young people both in and out of the classroom, using a range of interventions.
- To feed back to teaching & learning, support, and leadership staff with regards to effective engagement strategies
- To report as required on the impact of the role both in terms of data and the development of our young people and contribute to young person reviews.
- To attend meetings as and when required
- To undertake duties as and when required
- To take part in and lead on continuing professional development
- To abide by and work towards all the policies within the school e.g. Health & Safety

In addition to this role to members of staff have undergone Restorative Justice 4 Schools Certificated Training:

The role is as follows:

- To support a child with guided reflective work following a particular specific incident in which relationships have been damaged through harmful behaviours.
- To direct a child to discuss the thoughts and feelings that lead up to harmful behaviour incidents in a non-confrontational, empathetic way.
- To encourage empathy and insight into the thoughts and feelings of other people
- To try and reduce the feelings that drive confrontation and aggression towards others.
- To show how real-life learning and incidents can lead to adverse outcomes beyond school.

CLASSROOM MANAGEMENT

Teachers have a responsibility to be organised with regard to-

- Planning, Assessment, Recording, Reporting and Monitoring
- Record keeping
- Developing and applying behaviour interventions where required
- Adequate preparation for lessons
- Resource management
- Consistency of approach e.g. strategies of behaviour management
- Providing a secure environment, including an effective/structured approach to the learning situations.

SUPPORT STAFF

Support staff play a vital role in the classroom and should be aware and involved in all aspects of classroom routines as outlined in lesson planning. Additionally, they are an integral part of the overall support that the school provides to the pupils, particularly in helping them to improve their behaviour. This is provided through mentoring, one-to-one, and small group sessions, running anger management and emotional literacy courses, etc.

THE THERAPY TEAM

Consists of a Counselling Psychologist, two Counsellors, an Occupational Therapist a Speech and Language Therapist and a Therapy Assistant. They help to support staff with appropriate behavioural strategies and spend timetabled time with individual pupils in supporting and providing personalised strategies so that they can help themselves with strong negative emotions.

MONITORING AND ACTION

All incidents (including Restrictive Physical Interventions, using Team Teach), are recorded using the Aspris' 'Engage' recording system.

Individual pupil targets are monitored and regularly discussed with pupils and can vary from class to class. It is important for individual classes to inform all staff of the appropriate behaviours that they are monitoring, so that consistency can follow through the school day. Some examples might be:

- Inappropriate use of mobile phones in lessons
- Swearing
- Leaving the classroom without permission
- Spitting

Behaviour that persists despite normal management techniques will receive special attention e.g. a pupil who is persistently bullying will take part in a bullying programme.

BULLYING

Bullying in any form is unacceptable and where it is identified in the school it will be dealt with swiftly, by one of the schools two Anti-bullying Officers. There is also an Anti-bullying student representative, who helps to support.

Bullying is recognised in many forms, including:

- Name calling
- Racist or sexist remarks and gestures
- Exclusion of pupils from a group by its members
- Demanding with menace
- Intimidation
- Physical assault
- Cyber bullying
- Child on child

SCREENING, SEARCHING AND CONFISCATION

School staff can search a pupil for any item if the pupil agrees.

Head Teacher's and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches are recorded on search logs.

Prohibited items are:

- Knives or weapons
- Alcohol
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or damage to themselves, others, or property.
- Head Teacher's may also search for any banned item within the school.

School staff can seize any prohibited item found because of a search.

GENERAL SUPERVISION

Pupils must be always supervised. To ensure safety, all classrooms and particularly practical areas should be kept always locked.

LUNCHTIME AND BREAKTIME SUPERVISION

Pupils are always supervised by members of the teaching school staff.

PUNCTUALITY/TIMEKEEPING

Staff always ensure that a good example is set regarding timekeeping being vigilant about lessons and break-time; therefore, staff will be at the pupil collection point or within the class base before pupils arrive.

STRATEGIES TO MANAGE BEHAVIOUR

There are many strategies that can be used to support pupils to improve their behaviour management. These strategies are not totally exclusive, but are part of an eclectic approach, and some are appropriate only in particular circumstances.

THE USE OF POSITIVE PHYSICAL HANDLING

The school uses Team Teach, as a way of addressing children's behaviours through nonphysical interventions. It further allows staff to make informed adjustments, in consultation with students, on proactive behaviour approaches, based on individual children's specific SEN. In keeping with its whole school ethos, Eastwood Grange School adopts a child centred approach to behaviour management which compliments the same emphasis we put on the child centred approach we provide through our curriculum.

Staff who are fully trained in Team Teach and have received accreditation may use physical interventions. Where staff have not yet received the training, they are able to assist an accredited member of staff under their direction. The school aims to get staff accredited with the appropriate training at the first opportunity upon their appointment.

Occasionally, regardless of how skilled staff are and how good their relationship with the individual student, attempts to de-escalate the situation do not work. At this point, staff may physically intervene with a pupil. This will only happen if the pupil is placing themselves, other pupils, or staff at risk, to prevent extensive criminal damage or if the pupil is displaying behaviour that is prejudicial to good order and discipline within the school setting. The handling strategy should be seen, as a positive action rather than a negative one and always staff will talk to the pupil to enable de-escalation. Following a physical intervention, the lead member of staff will undertake a debrief interview with the pupil and all staff involved receive a debrief interview to review and look at strategies to prevent similar issues occurring.

Any intervention must be moderate and time constrained. Staff must not enter a course of action unless training and guidance has been given and they have the capability to achieve success.

Training for staff must be refreshed on a regular basis, and certainly every two years.

When students are unable to control themselves, staff can help them gain control, however briefly, with the intent of teaching them the skills necessary for self-control. The safest, most effective techniques are of little value if students are not helped to develop a more constructive way of responding to the stimuli which caused the crisis.

POSITIVE HANDLING TECHNIQUES

Prior to becoming involved in a **physical** restraint of a student, staff **must** consider the following:

- If it becomes necessary to handle a pupil, to avoid injury and the infliction of pain, the amount of force used must be the minimum necessary to hold the student safely.
- The length of time a pupil is handled should be the minimum necessary to achieve the immediate objective.
- Whenever possible, there should be at least two members of staff present when a pupil is being handled, as a critical friend.
- If it is necessary to handle a student, a member of staff of the appropriate gender must be present from the earliest possible time.

Following the incident, the pupil, once calm, must be fully debriefed; this will allow for reflection and for discussion on what happened. The outcome of the meeting is recorded.

Members of staff involved in an incident should be fully debriefed and the incident discussed to ensure that all procedures were clearly followed.

RECORDING THE INCIDENT

All incidents must be recorded on the appropriate form via Aspris' in house recording and monitoring system – Engage.

The Management Team frequently review accidents/incidents or near miss incidents. Action or concerns from this review will be passed on to staff as appropriate.

FINAL COMMENT

Behaviour Management is the responsibility of **all** staff. The common strategies and approaches detailed in this procedure will facilitate joint working and strengthen the provision we offer to our young people.