

Brynlllywarch Hall School



Behaviour and Relationship Policy 2022 / 23

Brynlllywarch Hall School Behaviour and Relationship Policy.

School Vision:

Brynlllywarch Hall School provides a fresh start where there are high expectations through challenge for all and by all. Quality teaching and nurture enables all of our students to manage their emotions and take their place in society as lifelong learners.

Aims of this policy:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

Behaviour Management and Support:

At Brynlllywarch Hall School we use Sleuth to track all behaviour. *Sleuth* is a highly effective software tool for tracking pupil behaviour and personal development. *Tracking* is a 3-stage process involving **recording** data (about incidents, events and observations) which is then **analysed** to produce useful information that can **inform** our decision making. In order to ensure our data is accurate, both positive and inappropriate behaviour needs to be inputted onto Sleuth by staff during lessons. At Brynlllywarch, all staff recognise that '**it is not the severity but the certainty**' that all incidents are followed up and that all inappropriate behaviour is challenged. The complex needs of individual pupils means there is no one size fits all approach to follow ups. Staff need to ensure any follow up with a pupil is fair, proportionate and appropriate for their additional learning needs; this is referred to as **differentiated discipline**. Crucially, any consequence needs to build in sufficient reflection

time and allow the opportunity for reparation.

For any inappropriate behaviour from a pupil that warrants an entry on Sleuth, then whenever possible, that member of staff must implement the appropriate follow up with the pupil. It is vital that all follow ups serve a purpose and that staff are able to resolve incidents with pupils in a constructive and restorative manner.

If teaching and support staff in the classroom require more immediate support, pastoral support staff are available to respond to calls. If classroom and pastoral staff are unable to resolve an issue, a member of the senior leadership team would be available to provide support. It is the responsibility of all staff to pass on relevant information in staff daily morning briefings and afternoon de-briefs, this is to ensure a consistent approach and help inform support packages for pupils.

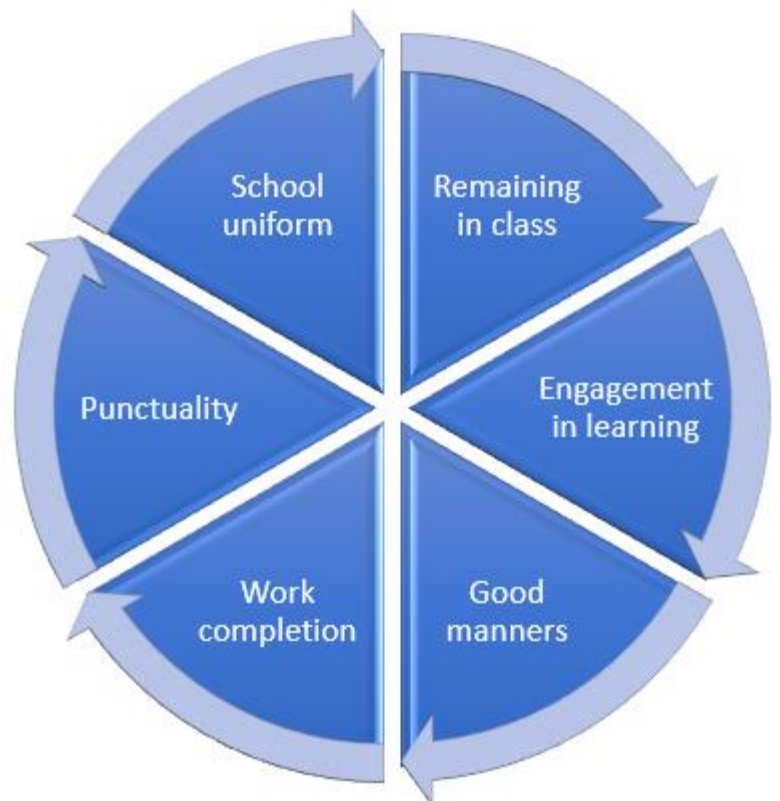
Parent / Carer Contact

At Brynllwarch we understand the importance of communication between school and home. It is the responsibility of form tutors to ensure that parents / carers are contacted on a regular basis, at the very least once per week. We firmly believe feedback should highlight the positives as well being an honest and constructive. All contact needs to be recorded on the Sleuth notes function.

Our Expectations:

During the school day all pupils can earn points on Sleuth for meeting 'core expectations'

Pupils also have the opportunity to gain points for 'exceeding expectations', these are instances where pupils may have gone above and beyond for displaying traits such as compassion, courage, determination, humility and resilience. Pupils who fail to meet certain core expectations will not have those points added for a particular session. It is the responsibility of the teacher in class to ensure core expectations are inputted



for pupils in their lesson. Pupils have the opportunity to earn up to £10 in Amazon vouchers per week if they meet the core expectations set out above, this can also include accessing end of term rewards trips and extra-curricular activities. Expectations need to be high. We view this as a very important part of our practice when implemented consistently. Students need to see the link between good behaviour, hard work and rewards.

For pupils accessing any academic or therapeutic provisions, these need to be inputted within Sleuth so SLT can measure pupil engagement.

Our Rules:

Our rules are displayed prominently around the school and in outside areas. Staff are expected to refer to and reinforced these throughout the school day.

We respect each other

We talk through our difficulties

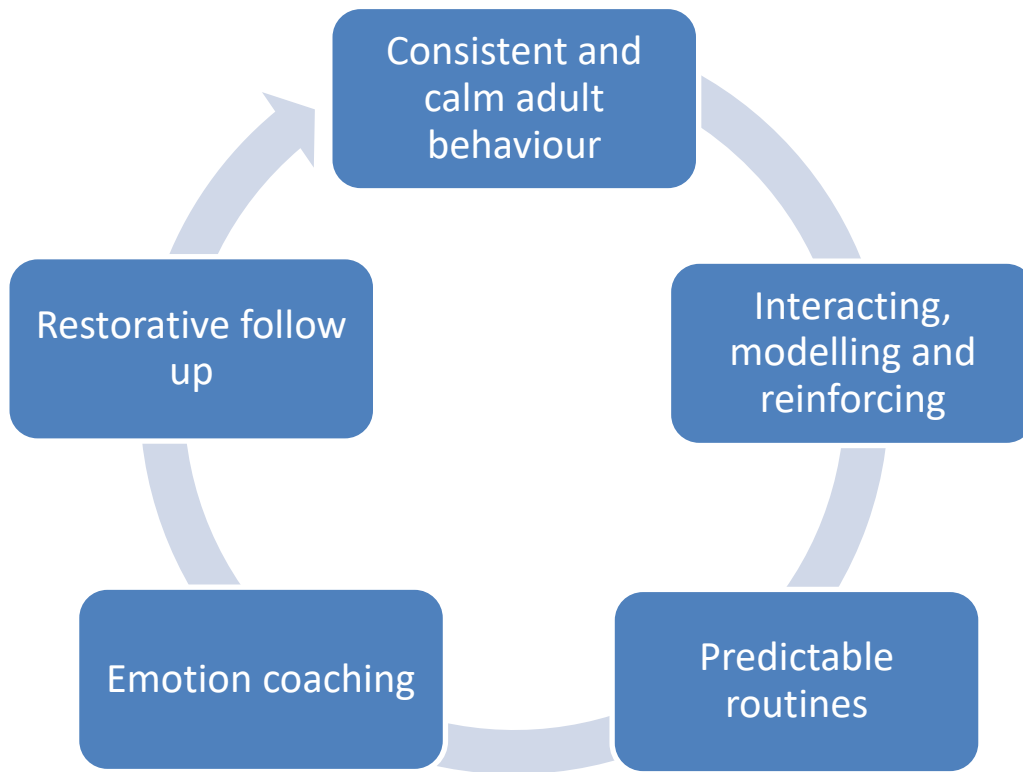
We listen to each other

We look after our school

We are kind to each other

The Brynllwarch Way:

The Bryn Way document is available within the appendix.



Consistent and calm adult behaviours:

Strong relationships between staff and pupils is vital. Staff must be consistent in their approach with pupils; ensuring high expectations and boundaries are in place at all times to allow pupils to feel safe and secure. At all times, staff need to be approachable and there to support pupils in helping them to make positive choices. If a member of staff needs assistance in supporting a young person, they need to seek support from another member of staff in order to ensure a positive outcome. Importantly, responses by staff need to be rational and planned.

At Brynllwarch Hall School we ask for adults (staff, governors and visitors) to amplify the following behaviours:

Calmness; Humour; Empathy; Consistency; Reflective practice; Catching students being positive; Recognising and praising good conduct publicly; Confident with a smile; Aiming for “win/win” situations; De-escalation; Avoiding power struggles, Meeting and greeting.

Interacting, modelling and reinforcing:

At Brynlllywarch Hall School, adults apply the following principles in all interactions with pupils:

IDENTIFY the behaviour we expect

TEACH the behaviour

MODEL the behaviour we are expecting

PRACTICE behaviour

NOTICE and praise positive behaviour (catching pupils being good)

CREATE conditions for excellent behaviour.

The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful.

Praise is important, At Brynlllywarch we have a variety of praise systems to build self-esteem: Staff are encouraged to provide specific verbal and written praise for good learning, effort or behaviour as well contact parents to share positive feedback.

Predictable Routines:

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy fulfilled lives and take their place in society. Having clearly defined rules, routines and rituals will help us to remain consistent. This provides security, children feel safe and secure in classrooms that are predictable and nurturing. Do not assume that children know how to behave; regardless of age, teach them the rules and expectations that operate in the school and precise routines and rituals for individual development activities.

- Use positive language when drafting rules and routines; identify the behaviours that you want to see rather than those which you don't want.
- Teach the children your routines for formal learning activities (independent work, group discussion, think/pair/share etc.)
- Teach the children your rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).

- Use acknowledgement and positive reinforcement to imbed school rules, routines and rituals.
- Ensure pupils have a full understanding of expectations and praise them in following them.

Playground Behaviour:

At Brynlllywarch, the expectations of our classroom behaviour and our playground behaviour are the same. We ask all adults in school to demonstrate **calm, consistent adult behaviour** and the expectation of respect for all members of our school community is reinforced. We actively encourage members of staff to engage with pupils in break time activities.

Concerning Behaviours:

Some children may exhibit particular behaviours based on their individual needs and circumstance. As a school, we recognise that behaviour is a form of communicating an unmet need. We also understand that for many children they need to feel safe and comfortable in their environment before they exhibit certain behaviours. For these children our focus is building strong, healthy attachments with emotionally available and trusted adults. All of our pupils have detailed case studies and individual development profiles that staff can refer to when supporting them.

To build up positive relationships and help provide our pupils with feelings of safety and security in school, staff use the PACE approach (refer to appendix for examples):

Playfulness: Using a light-hearted, reassuring tone - similar to parent-infant interactions - to creating an atmosphere of safety and reassurance where no one feels judged and the pupil feels able to cope with positive feelings

Acceptance: Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour.

Curiosity: It's 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.

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. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance.

At times positive handling may be required in order to keep the child safe or maintain the good order and discipline of the school. All our staff are trained in positive handling and understand the importance of it being a last resort after other de-escalation strategies have failed. In these instances, the member of staff needs to action this on Sleuth and organise with the form tutor an appropriate time for a restorative conversation / student de-brief with the pupil. Form tutors then need to ensure parents / carers are contacted and informed of the outcome of the incident. There will be instances where pupils will be required to work out of class due to their behaviour and the impact of it on their peers. In these instances, pupils can be supported by a member of the SLT until they are able to return to class successfully.

Emotion Coaching:

Emotion coaching is an 'in the moment' relational approach to behaviour that educates pupils about their emotions and encourages the development of self-regulation. At Brynllwarch, this approach is used throughout the school day when a staff member notices any indicators that the pupil is experiencing a difficult emotion. Emotion coaching consists of four steps:

1. Becoming aware of and empathising with the emotion:

This involves empathising with the child and demonstrating you are able to understand things from their point of view. This does not mean condoning the pupil's behaviour but you do need to empathise with the feelings that gave rise to it.

2. Labelling and validating the emotion:

Letting the pupil know that their emotional situation is understood and that there is no blame for how they are feeling is crucial. For example: "I can see you're getting frustrated by the amount of writing that needs to be done, it's hard to stick with things we don't enjoy very much." The labelling and validation of the emotions helps sooth the pupil's emotional brain.

3. Limit setting:

Limit setting involves discussion about what the rules or norms are regarding appropriate behaviour. In some instances strong emotions may not require any limit setting. However, instances where emotions

have resulted in challenging responses, limit setting is required. This can only begin once the pupil is calm and their thinking and emotional brains reconnected. Clear communication about expected boundaries of behaviour are important. For example: "You're angry that I've taken the phone away from you, but you can't use your phone in class. These are the rules everyone has to follow. I will keep it safe for you."

4. Problem solving:

Helping pupils to think about what they will do next time is important. Emphasis should be on pupils offering their own solution when possible.

Restorative follow up:

The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. For any unresolved incident that needs restoration, a restorative conversation needs to take place between the child and the member of staff at the earliest opportunity. A member of SLT can help facilitate this if needed.

Once the child is calm and focussed you can lead them through the following restorative script:

There was an incident, can you tell me what happened?

How did that make you feel?

How do you think others felt at the time?

How could a similar incident be dealt with differently next time?

What should happen now?

Alternative Provision, Fresh Starts and Exclusion (Fixed Term & Permanent):

At Brynllwarch, all our pupils have a bespoke package in place to meet their individual needs and aspirations. In instances where a pupils needs cannot be met in school 5 days per week, a Pastoral Inclusion Plan meeting will be organised between home, school and relevant external agencies. From this a Pastoral Support Plan can be implemented once authorised by a member of SLT and agreed by stakeholders within the Pastoral Inclusion Plan meeting. This alternative provision is reviewed on a regular basis and its impact measured in a variety of ways including pupil and parental feedback, staff feedback, attendance and Sleuth behavioural data.

If a pupils needs are unable to be met by staff at Brynllwarch that pupil can be given the opportunity for a fresh start at another school: this needs to be authorised by the headteacher and local authority.

In certain instances a fixed term exclusion can be sanctioned by the headteacher (or deputy in their absence). For any fixed term exclusion, a re-integration meeting will need to follow with SLT, parents and pupil in attendance. As a last resort, a permanent exclusion can be given by the headteacher. In this instance, pupils and parents / carers have the right to appeal.

In all instances, what is best for the child will be at the heart of all decision making processes.

The role of the parent / carer:

At Brynllwarch, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly;
- understand and reinforce the school language as much as possible;
- support the school in seeking out and maintaining positive behaviour;
- support the school by passing on any information that would help staff in support of their child;
- Support the work of the school as staff seek to support the whole family.

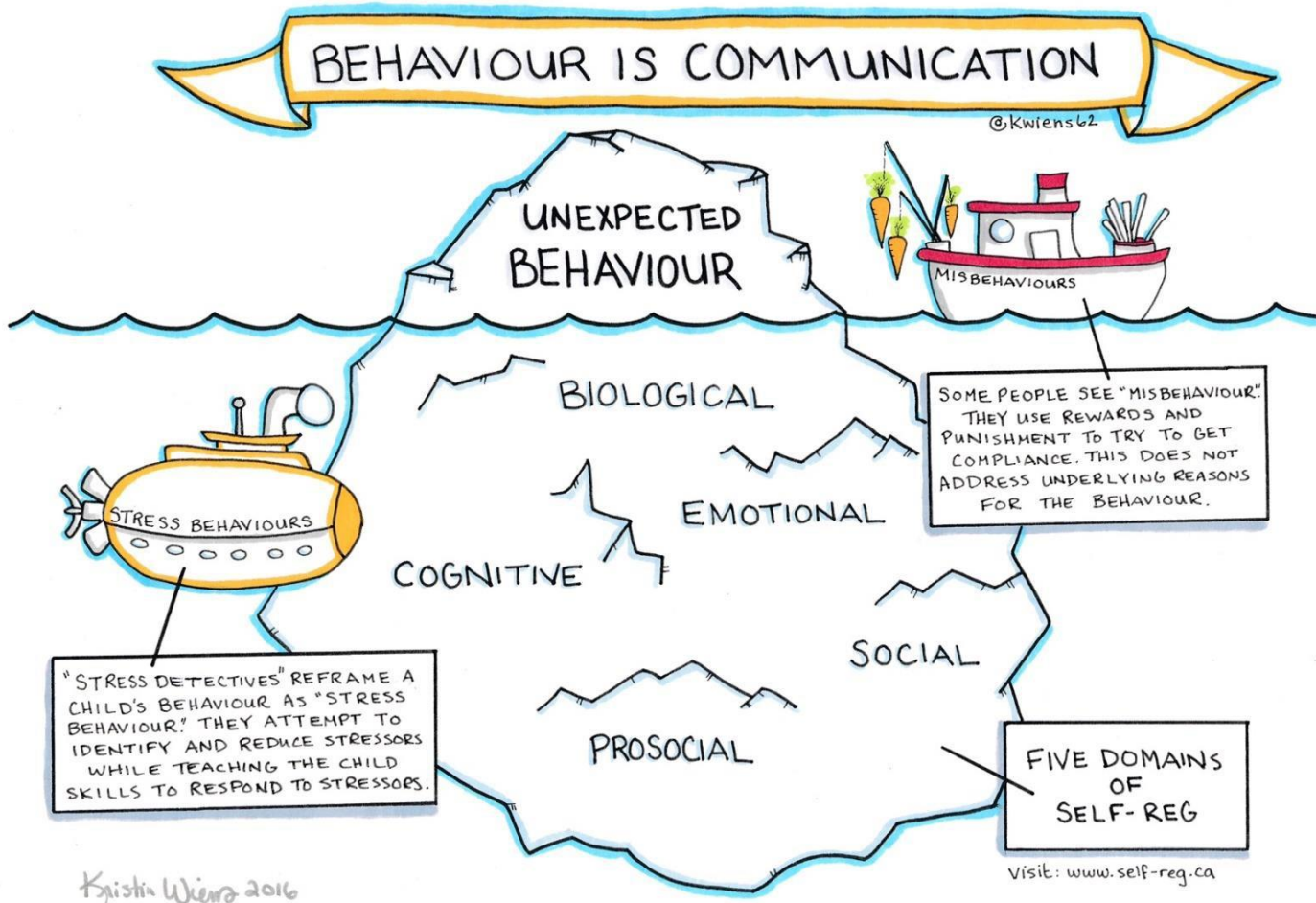
At Brynllwarch staff will maintain regular lines of communication with parents / carers.

Monitoring & Evaluation:

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up.

Appendix:

Becoming a Trauma Sensitive School Resource Bank



Recommended Reading:

- When the Adults Change, Everything Changes: Seismic shifts in school behaviour – Paul Dix
- The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences - Rebecca Brooks
- Conversations That Matter: Talking with Children and Teenagers in Ways That Help - Margot Sunderland
- Know Me to Teach Me – Louise Michelle Bomber
- Attachment and Emotional Development in the Classroom – David Colley.

THE BRYNLLYWARARCH WAY



APPROACH: (How we act in putting our philosophy into practice)	FOR EXAMPLE:	WHY:
1. Act as good role models to the pupils i.e. "do as I do" Not "do as I say".	1. Apologise when wrong, be punctual, dress appropriately, talk to pupils as you would wish to be spoken to. Use positive body language and tone of voice.	1. We are trying to teach our pupils how to overcome their individual difficulties. Pupils need to learn that some adults do what they say. It is easier to copy what you see than what you are told about.
2. Use descriptive praise in every interaction with a pupil.	2. We can praise achievement, effort and qualities <i>"You were brave to take a guess, even though you weren't sure"</i> <i>"You tried and didn't give up; you gave it your best shot"</i> <i>"You have stopped shouting at me and now you are listening"</i> <i>"Even though you are angry, you are not hitting. Your self control is improving".</i>	2. Descriptive praise is a way of giving detailed information about what we actually want. It means that we notice and mention the behaviour we wish to encourage. Pupils who are praised want to do more of the things that please us, in order to get our positive attention. As the praise describes what is actually happening, the pupil is likely to believe it and this is likely to increase their confidence.
3. Act in a consistent manner	3. Follow routines, do what you say you will do, follow agreed practices; do not allow your own mood to affect your behaviour towards pupils. Do not favour or discriminate.	3. Some pupils need to unlearn that adults cannot be trusted – by seeing that they can and that they are fair. Consistency gives children security (eventually), probably the most important ingredient for improvement and establishing relationships.
4. Reinforce, simple and clearly defined rules and limits fairly, always taking account of a child's additional learning needs (ALN) and ability to communicate	4. Have high expectations and work together to support all children to follow routines. Do not make rules too complicated – check that pupils have understood them before they are broken. Use visual prompts and short sentences for ASD children and those with communication difficulties. Follow up on all reported or witnessed incidents.	4. Pupils have often ignored or broken rules without anyone saying anything. Equally adults invent rules arbitrarily! This causes confusion and reinforces that adults are unreliable. Consistently applied rules and routines make life more predictable.
5. Speak to pupils in a clear, concise manner.	5. When giving instructions, keep them short – don't go on and on. Check that you are not using language which pupils cannot understand, or which, if taken literally, will be confusing. Don't use slang. Check pupils' understanding by asking questions, and get their attention before you give instructions/speak to them etc. This works for all young people.	5. Pupils cannot always take in long talks or long words; it is sometimes too much information to process. Their attention span may be short. They may only remember the very last thing you said and unintentionally fail to comply/fulfil with your requests.

	However, with ASD children it is an essential component of effective communication.	
APPROACH: (How we act in putting our philosophy into practice)	FOR EXAMPLE:	WHY:
6. Express disapproval of behaviour never of the individual. Never be personal, confrontational or chastise.	6. Use - <i>"Stealing is an awful thing to do"</i> rather than <i>"You are an awful boy for stealing"</i> . Never predict a child's future e.g. <i>state that they will not succeed as an adult or they will not get a job.</i>	No one likes to be put down or labelled and where self-esteem and self confidence are already low, such comments can be harmful and long-lasting. These types of comments can also be antecedents/ triggers to events escalating.
7. Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like and celebrate success.	7. Notice and comment when pupils have done something right, or haven't done what they usually do wrong. Recognise even small improvements – do not wait for perfection.	7. Praise is good for everyone. Success breeds success and positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.
8. Be a fair and reliable adult. Avoid letting pupils down whenever possible.	8. Turn up for work every day; be punctual, fair, and stick to your word. Keep pupils safe from bullying, put downs and any form of harassment etc.	8. We want pupils to learn to trust adults and have faith in them - this may be a new experience for them. Predictability = security = improvement.
9. Refer to pupils, their parents/carers and relatives in a positive and professional manner.	9. Do not show prejudice towards anyone. Be the one to mention positive attributes – look for them. Always refer to pupils by their first name. Always ensure that communication is shared with the appropriate staff and school procedures/ policies and guidelines are adhered too.	9. Negativity is hurtful to people and destructive to relationships and is completely contrary to the need to build self-esteem. Parents/carers, home-life, relatives and family history etc. are often sensitive areas for pupils.
10. Concentrate upon positives and what can be done, rather than the opposite.	10. Encourage pupils to compare their efforts and achievements, with their own abilities rather than those of others. Ignore minor negative behaviour and comment upon the positive behaviour you have identified. Where pupils do something wrong, remind them of all the good behaviour that has preceded it and acknowledge this your-self. Celebrate successes, however small.	10. This helps build self-esteem, self- confidence, and trust.
11. Show tolerance towards pupils exhibiting negative behaviour, comment on the behaviour not the individual.	11. Pupils are not rejected i.e. staff do not dismiss them because of the behaviour. Pupils are given another chance, and another and another – but staff may make it clear that they disapprove of the behaviour.	11. Pupils may expect you to reject them – after all, many other adults before you have. To do so would merely confirm their own hopelessness and that adults don't really care for you, only if you're being good. Negative behaviour may be used to test you out – i.e.

		do you REALLY care?
12. Listen to pupils.	12. When pupils are in trouble ask for their version of what happened. Give pupils time – even if you have to delay it until later. Don't interrupt – check that you have heard correctly.	12. The pupil's view of events is likely to be different from yours – you do not share their difficulties after all. It is a strong message that you value them. Pupils will not expect you necessarily to agree and just getting it off their chest may help.
APPROACH: (How we act in putting our philosophy into practice)	FOR EXAMPLE:	WHY:
13. Be aware of individual needs and how they are being met.	13. Read all information sent re: a child's personal ALN. Personalise how you talk and work with a child following the advice and guidance given from admission and lead professional. If in doubt ask!	13. If we do not meet the pupil's needs we are failing in our task. To meet them we have to know them and how they can be met.
14. Enable pupils to manage failure in a safe setting	14. Allow pupils choice, as appropriate, rather than making the decisions for them all the time (use choice boards with ASD children where appropriate). Allow pupils to take on as much as they think they can manage, rather than only what you believe they can manage. Look for opportunities where pupils can be involved in decisions which affect them.	14. Decision-making is part of growing up and moving towards independence. It can encourage pupils to view staff in a more collaborative rather than an authoritarian role. It can boost confidence through success and ownership and it provides the opportunity to teach pupils how to deal with failure and build resilience.
15. Plan your work for pupils. Then plan every other aspect of the school day.	15. Attention to detail often prevents difficult situations occurring. Think about classroom work, break times, meetings, assemblies, reviews, sports events, visitors. Difficulties often occur during transition times (ensure social stories and other ASD strategies are planned and used for individuals where appropriate) Active supervision is crucial.	15. Events run better when they are planned. Planning is another sign from staff that pupils are important and valued. Needs cannot be met efficiently in an ad hoc manner. Pupils with chaotic backgrounds or life styles need order in their lives.
16. Behave respectfully. Act towards pupils in such a way that their respect and dignity are not threatened.	16. Be aware of your body language. Never mock or use sarcasm and avoid personal criticism and any criticism in public, if possible. Knock on doors before entering. Do not discuss pupils in front of others. Address pupils courteously and by all means expect this to be reciprocated. Show sensitivity and caring towards pupils who are distressed and unhappy whatever the actual causes or eventual outcome.	16. Our pupils are often fragile individuals. They are also young people with rights – even if they don't respect the rights of others at all times. They are other people's children in our care and we have no right to make their situation worse, only a duty to make it better.
17. Persevere with pupils, never give up on them.	17. After a problem arises, as the adult, always show that is over and that you bear no grudges or hard feelings towards pupils. Never refuse to interact or work with a pupil. Start again as many times as necessary adopting a 'fresh start' each time.	17. This gives a very powerful message that you are different from all those adults who have given up on them, and that you really DO care and value them as individuals.
18. Be proactive to prevent or curb inappropriate behaviour	18. Be proactive to stop physical altercations, name-calling, swearing, running off and bullying. Express your disapproval of the behaviour not the individual(s). Be highly vigilant and	18. To do otherwise would be to abdicate your responsibility, and collude with the idea that the behaviour is acceptable. If you do nothing pupils could

	follow school protocols and procedures. Never ignore, unless it is minor. Divert wherever possible rather than confront. Look for signs and triggers and address them; act before it happens. Support colleagues- including intervening when an adult may be reacting 'emotively' to a situation and take over!	perceive you as ineffective, as well as unreliable and unsafe. It is part of proving that as an adult you can be trusted and that you will uphold what is right. If you do not intervene, it is likely that the pupils' behaviour will deteriorate further until something more serious happens.
19. Allow and encourage pupils to grow and develop by having appropriately high expectations of them.	19. Give pupils progressively more difficult work to do in class or tasks to undertake out of class rather than allow repetition in safe areas beyond that required initially to provide success. Avoid giving simple work purely for ease of containment.	19. It shows you care and value pupils and that you have a high regard for their ability, possibly higher than their own. You owe it to them as an adult in this school. You may help them to surprise themselves as to just how much they can do – if pushed.
APPROACH: (How we act in putting our philosophy into practice)	FOR EXAMPLE:	WHY:
20. Take an interest in all pupils	20. Find out pupils' likes and dislikes, strengths, weaknesses, family background, sense of humour and interests e.g. musical, sporting, fashion. Talk to pupils about the positive areas and use your knowledge to start conversations and to build and cement relationships. Share your interests with them, if appropriate – but don't bore them!	20. Pupils are people and as such are unique, varied and interested in something. Taking this path differentiates you from all the other adults who perhaps have not taken an interest or listened.
21. Be positive, enthusiastic and aware of the need to motivate yourself and others.	21. Make an effort to ensure that the work or activity is interesting or exciting and talk about it enthusiastically. Look for new ways to make the task exciting and interesting – be lively yourself. Encourage pupils to try new activities and join in yourself.	21. New activities can cause anxiety for pupils and unless they are encouraged they are more likely to opt out. If you are not enthusiastic about a new project, why should pupils be? If activities are new to pupils, they cannot have experienced failure in it previously and may therefore be easier to motivate.
22. Express your care for the pupils through the quality of your supervision of them.	22. Immediately report the absence of any child from your class/ activity. Follow up these absences – check their authenticity. Follow school reporting procedures when a pupil is missing. Stay mobile around the school area in order to supervise. Don't be gullible by accepting bogus excuses. Be highly vigilant at all times.	22. Supervision is an element of the structure required to bring a degree of security to chaotic lives. Make school an interesting, caring and special place so that pupils want to be here.

Exceeding Expectations

18 January 2023

