PHOENIX BAY

BEHAVIOUR AND RELATIONSHIPS POLICY

Policy Number	V1.1
Date Created	July 2021
Owner	Principal

Document History

Version	Comments/amendments	Name	Date
1.0	Issue July 2021	Ross Banks	July 2021
1.0	Additional Sex Education statement	Jacqui Sloane	March 2022

Contents:

1. Introduction

This policy takes account of:

a) legislation enacted by the Education Act 2011 which reinforces, supersedes, and replaces previous guidance, particularly in relation to:
   - Education and Inspections Act 2006, Section 93.
   - Education Act 2002.
   - Equality Act 2010. Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview ofthe powers and duties for school staff.
   - Use of force Guidance 2013

b) The underpinning values and ethos which are most appropriate for children and young people placed within Phoenix Bay School, as outlined below:

2. Underpinning Values and Ethos

At Phoenix Bay School we aim to meet the diverse needs of our students through:
   - Recognising our students experience a range of different physiological and psychological challenges.
   - Creating a Trauma informed culture that encompasses learning from neuroscience and neurophysiology.
   - The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries.
   - An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
   - At Phoenix Bay School our culture removes judgement, believes in giving second chances.
   - Hold high expectations matched with high levels of support, High levels of Challenge with high levels of nurture.
   - The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social, emotional aspects of learning.

All elements of learning to base upon the 6 principles of nurture which are:

> o *Children's learning is understood developmentally. …*
> o *The classroom/school offers a safe base. …*
> o ***Nurture** is important for the development of self-esteem. …*
> o *Language is understood as a vital means of communication. …*
> o *All behaviour is communication. …*
> o *Transitions are significant in the lives of children.*

It is through this person-centred, inclusive, trauma sensitive approach that students will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other students.

Consequently, all students at Phoenix Bay School have the right to:

   - To feel safe in school - know that staff are there to support safety
   - An emotionally available adult
   - Have their voices heard - through restorative dialog or other means
   - Recognition of their unique identity and individual consideration of their needs.
   - Be treated with respect and dignity and feel valued members of the learning community.
   - Be protected from harm, violence, assault, and acts of verbal abuse.

Phoenix Bay School understands the level of specialism needed and therefore staff are supported through high levels of quality CPD, Induction and supervision.

This enables staff to be:

- Trained in a variety of emotional regulation techniques
- Able to recognise the signs of stress and are able to reduce stress through active use of PACE principles (Playfulness, Acceptance, Curiosity, Empathy).
- Provide a pathway to create experienced staff that understand that often behaviour communicates, and it is our responsibility to translate and interpret to better meet the need.
- Aware of the importance of student regulation and know strategies to support this.
- Able to recognise the different stages of crisis.

Furthermore, Phoenix Bay School strives to ensure that:

- Parents, carers, staff and students are highly positive about behaviour and safety.
- Students make an exceptional contribution to a safe, calm, purposeful, orderly, and positive learning environment.
- Students show very high levels of engagement, respect, courtesy, collaboration, and cooperation in and out of lessons.
- Students have excellent, enthusiastic attitudes to learning.
- Students are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches.
- Instances of all types of bullying are extremely rare, and that students are acutely aware of different forms of bullying and actively try to prevent it from occurring.
- All students always feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours.
- Teachers will be responsible for developing class rules in conjunction with their students, making it clear to students what is expected in their learning environment.
- The provision of a safe and predictable learning environment is paramount, and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met (see appendix 7)
- Students need to be familiar with the expectations of class routines. Therefore, consistency and the regular maintenance of high standards is highly important. Routines are expected to be in place for students on arrival at school and throughout the entire day – including social time.
- All students need to be aware of the rules and routines and the logical consequences /Boundaries of meeting or transgressing rules and expected standards of behaviour:

3. Restorative Culture

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication; therefore, it is important to ensure students have learning experiences free from sanctions. We create a culture of repair and reflection based on the principles of restorative approaches. A restorative approach includes:
- Repairing relationships
- Restorative conversations
- Use of logical consequences
- Flexible consistency, the ability to consistently
- reflection time (alone or supported)
- Formal Restorative Conference (for use in restorative sessions - facilitated by trained staff)
- Strategies for dealing/managing emotions and feelings next time they arise

As part of the creating a restorative culture we use Logical consequences. Logical consequences take all aspects of an incident into account this includes the individual need of the student and the specific factors that resulted in the incident, there is no black and white approach to a behaviour. Some examples of logical consequences are below:
- Use of planned to ignore, where possible.

- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Temporary withdrawal from the learning environment for de-escalation and reflection
- Students remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom, the playground, around the school site.
- Logical consequences are implemented following due consideration of any incident an the student's age and needs.
- Supported Reflection

4. Debriefs, Concerns and Solutions

Debriefs generally occur at the end of the day once the students have gone home. Often these are more informal conversations and reflections with relevant staff which, share ideas and best practice moving forwards

When a student has been presenting a significant and consistent challenge or there has been a single large crisis incident, a member of senior leadership may call a separate debrief to explore the incident in detail. These meetings will be led by a member of the leadership team, are supportive and have a "no blame" culture. Their aim is to reflect on the behaviour / incident to:

- Promote honest and open reflection to the approaches to the student's needs and behaviour
- Identify more effective interventions
- Ensure approaches to behaviour are clearly shared and understood
- Find solutions that enable staff to better support students

5. Restorative Sessions

A Restorative session can be used when a student is unable to regulate, dangerous, violent, or aggressive behaviours - even after intervention within school. These cases are rare and the principal aim is to allow the student reflection time to then be able to complete restorative work. This usually happens outside of the normal school day. These sessions are primarily focused on rebuilding relationships, and safety NOT specifically catching up on work. Restorative Sessions should be recorded on SchoolPod.

This system is an alternative to fixed term exclusion and should not be viewed as a sanction but as a means of creating space for a restorative approach. School staff on site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

If parents or carers do not agree to students coming back to school to complete a restorative session, then this will be recorded as a fixed term exclusion, for a minimum period of half a day. Restorative sessions could include:

- Formal restorative conference (if required)
- Informal restorative conversations
- PSHE work around dangerous behaviours e.g., fighting, climbing etc.

6. Relationship repair activities e.g., games, Thera play and Thrive activities Positive Reinforcement Strategies

- Positive behaviours that are reinforced are more likely to be repeated.
- All staff are actively involved in consistently reinforcing positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of positive reinforcement used across the school are varied and reflect the individual nature of class groups and students.
- Staff understand that positive reinforcement can lead to positive chemical dumps in the

brain, strengthening and creating positive neurological pathways, this is a vital part of therelational practice.

Informal Positive Reinforcements include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the student or groups of students.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents/carers.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards an activity chosen by the student.
- Recognition and celebration of learning and behaviour in assembly.
- Stickers and stamps.
- Positive praise postcards and letters home.
- Certificate presentations in assemblies for progress in particular social skills.

Trips may form a part of our curriculum and are not rewards. If a student is unable to access a planned trip this will only be due to a lack of parent/carer consent or on grounds of health and safety.

7. Personalised Approaches to Learning

To ensure that the behavioural needs of all students are met, all students have:

- Educational Health Care Plan (EHCP)
- an Individual Student Risk Assessment (IPRA) – to define specific risks potentially posed
- bystudents' behaviour and identify how those risks can be mitigated
- A Behaviour Plan (BP) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.
- Flexible Consistency - We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

At Phoenix Bay School all teaching and non-teaching staff have responsibility for the care of students who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life may struggle to access the typical provision offered by Phoenix Bay School because of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the principal may consider that a Personalised Curriculum Access Plan is an appropriate means of supporting the young person up until the point when they are better able to access full time education. In these cases, Phoenix Bay will follow the *Protocol for Meeting Short Term Changes in Student Need* explained in Appendix 5 of this document.

The aim of a Personalised Curriculum Access Plan will always be to support the young person so that they can return to full time education as soon as possible. The duration will, however, depend on the needs of the individual.

8. Restrictive Positive Intervention (RPI)

At Phoenix Bay School we strive to create a safe learning environment, promote positive

behaviours, and minimise the risk of incidents that may require further support, which could Include physical intervention as a last resort.
.
All staff have CPI Safety Intervention training to help keep students and others safe. The CPI Safety Intervention approach is 95% de-escalation and staff are highly skilled at using these techniques to support students.

To protect students and staff, there may be times where staff may need to use reasonable, proportionate, and necessary (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations staff may use restrictive physical intervention (RPI).

8. Relationships and Sex Education

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect."

DfE Guidance page 25

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." *DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

9. Recording systems

It is the responsibility of all staff at Phoenix Bay to record the use of a physical intervention,

behaviour incident or safeguarding concern. Every staff member will be provided with training around each system as part of the induction cycle and on-going professional development for staff. Below outlines key systems that staff need to familiarise themselves with and follow.

SchoolPod

Every staff member should have a login and password for SchoolPod a s this is the programme, we use to record the following:
- Behaviour Incidents
- Positive Logs
- Parent/Carer Contact
- Therapeutic Intervention
- Restorative Sessions
- Behaviour Plans
- Risk Assessments

Serious Incident Reports (SIRs)

SIR's are a legal document that are shared with a range of professionals including police, LADO, parents and Social Care. They are designed to accurately depict an incident and will be used in court if required.

The SIR will be uploaded onto SchoolPod within 24 hours of the incident, but it is best practice to complete this by the end of the school day. Once completed, it will also need to be printed off for quality assurance by Principal.

Behaviour Plans

Every student has a behaviour plan, this is found in their file. If the student is new then class staff will need to create a new one, it is the expectation that all student facing staff know how to access a behaviour plan. It is the expectation that staff around a specific child will have accessed and read that student's behaviour plan.

Individual Student Risk Assessments (IPRAs)

Every student who attends Phoenix Bay School must have a risk assessment before they start. The Senior Leadership Team will create the first one and then it is the responsibility of class staff to continue to review and update. If for any reason you cannot find the risk assessment for a student, contact the principal.
staff.

10. Support systems for parents/carers

In addition to involving our parents/carers at all stages in their child's education and gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Contact with class teacher / form tutor
- Signposting through school to parenting support programmes and other voluntary parenting skills courses.
- Regular student progress reviews

If a student or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. This is available on the Phoenix Bay school website.

Support systems for students in addition to regular teaching and learning about positive

behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to students:

- Use of Early Help process.
- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by nurture approaches.
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion betweenthe student and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may beclose to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school.
- Access to therapeutic intervention.
- Educational Psychologist support.
- Access to regular Wellbeing Mentor

Appendix 1

Exclusions
Successful schools often share several features that help to create and sustain their success:

- Committed, highly visible leaders, with ambitious goals, supported by a strong leadershipteam
- Effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- Highly consistent working practices throughout the school
- A clear understanding of what the school culture is and the values it holds
- High levels of staff and parental commitment to the school vision and strategies
- High levels of support between leadership and staff
- Attention to detail and thoroughness in the execution of school policies and strategies
- High expectations of all students, and a belief that all students matter equally

As an inclusive organisation, Phoenix Bay School believes that:

- We should develop a supportive culture where exclusion is seen as an absolute final resortand where best endeavour is used by all our leaders to avoid permanent exclusion from school.
- Fixed term exclusion should be viewed, not as a sanction, but as a mechanism to providesupport and plan interventions.
- We should seek alternatives to the use of fixed term exclusion with an understanding thatits use is sometimes unavoidable.

To achieve these goals, Phoenix Bay School will:

- Develop high quality behaviour policies and systems that allow all students to prosper and flourish.
- Develop expertise in restorative practice, post incident learning, behaviour managementand personalisation.
- Explore, with sophistication, the reasons why students display challenging behaviour anddevelop strategies to address this.
- Develop alternatives to fixed term exclusion and create a culture that sees permanentexclusion as a rare and last option.
- Deliver high quality SEND interventions and develop appropriate strategies to supportchildren with additional needs.

Where a suitable alternative cannot be found, and the principal deems that a fixed term exclusion is appropriate.
Notification should be sent to the Local Authorities, stating the name and date of birthof the student, the reason for the FTE and period for which the student is excluded. The principal will ensure that legal guidance on the recording and notification of exclusionsis followed, and that appropriate written communication is sent to parents and carers.

Author	Ross Banks
Document Title	Behaviour and Relationships Policy
Date Reviewed	July 2021
Next Review Date	July 2022