



Relationships and Behaviour Policy

'When Adults Change Everything Changes' by Paul Dix and 'Trauma Informed Schools' by Dr Margot Sunderland

The school's new Relationships and Behaviour policy is based on the work of Paul Dix. Staff at the Dove Federation have spent the past year looking at the work of Paul Dix and Dr Margot Sunderland. This learning has helped us to develop our practice in schools and is the basis for the new Relationships and Behaviour policy.

Key principles from the policy

The key aims of the federation's approach are: **Be Ready, Be Respectful, Be Safe**

As part of our practice we follow four principles:

1. Calm, kind, consistent adult behaviour
2. First attention to those doing the right thing – praise behaviour over and above the norm
3. A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences)
4. Restorative follow up

How will we achieve the aims of our policy

- We will start each day and each lesson with a meet and greet. This shows children that they are all welcome in the classroom but also sets the teachers' high expectations.
- As relationships are key we will be focusing on building positive relationships between adults and children in school. Children need to know that they belong in the school community and that there are emotionally available adults in school who will listen to them.
- Pupils will be recognised for their effort and achievements both in their learning and their behaviour. However, expectations of what children can achieve should be high.

Pupils will be recognised during celebration assemblies, through the giving of house points, positive notes home and via the schools recognition boards.

- Staff will consistently model the positive behaviours we wish to see and use visual clues alongside verbal reminders to remind pupils of the expectations.
- Four members of staff have been trained as Emotional Literacy Support Assistants (ELSA). Our ELSA's will support our pupils' emotional development.
- Most of our staff have received training in using 'wishes and feelings' to hear pupils voices and attended Trauma-Informed Schools training. They will use the learning from this training to support pupils in managing their behaviour and emotions.
- A consistent approach to managing behaviour will be used. Time out will be used to manage behavioural incidents. This gives pupils time to calm down and reflect. Restorative conversations will be had with pupils to help them to understand why a behaviour was not acceptable and the impact of the behaviour. The most serious of incidents will be dealt with by the senior leadership team.
- Where appropriate natural consequences will be used. Examples of this are staying in to complete work that pupils have chosen not to complete in the lesson and picking up rubbish they have dropped on the floor.

How will we support pupils with special educational needs

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Where this is the case pupils may have an individual behaviour plan and/or a risk assessment that is used alongside or instead of the schools Relationships and Behaviour policy.

Our relationships and behaviour policy is available to view on the school website.