



Relationships and Behaviour for Learning Policy

Arbour Academy

At Arbour Academy we recognise that this policy should relate to the behaviour of and relationships between all members of Arbour Academy's community.

Positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation.

This policy is regarded as a "live" document; it is readily available and will be referred to as and when needed.

This policy has been written after consultation and through discussion with staff, parents, governors and pupils and it reflects the values and principles that we collectively consider are important to Arbour Academy.

The four key values which underpin the work of Arbour Academy are:

LEARNING

We enjoy learning and are inspired to learn

COMPASSION

We care about ourselves and each other

ENGAGING

We make the most of every opportunity

BELONGING

We can succeed together

1) All members of Arbour Academy community are responsible for their own behaviour and for fostering positive relationships and communication with others. Children and young people learn by example and adults must act as positive role models in their behaviour and relationships.

2) The vast majority of people respond better to encouragement and support than to a negative response. By focusing on relationships and positive behaviour and on the gifts and capacity that each member of the community brings, we can support each other to make Arbour Academy a truly inclusive service where all members are equally valued.

3) Teaching and learning and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to a curriculum that meets their individual needs and know that by discretely teaching social and emotional skills to our pupils we will make it easier for them to access learning.

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4) We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.

5) This policy, along with all policies in Arbour Academy, will be applied equally to all members of the community regardless of their gender, race, religion, sexuality or any disability. (Please refer to the school's Equalities Policy for further details).

Staff of Arbour Academy have collaborated to come up with behaviours we want to see and behaviours we don't want to see which will help us to live our four key values of belonging, engaging, learning and compassion.

<p>What we want to see you doing</p> 	<p>What we don't want to see you doing</p> 
<p>LEARNING WE ENJOY LEARNING AND ARE INSPIRED TO LEARN</p>	
<ul style="list-style-type: none"> • Supporting children to achieve academically and to feel positive about themselves and their future • Being creative and flexible in your approach • Researching and developing new ideas and being willing to try new things • Taking risks and encouraging others to take risks • Using mindfulness, yoga, counselling skills and other therapeutic approaches to support pupils to get their minds in the best place for learning • Creating a fun learning environment where pupils are happy to learn • Going above and beyond to ensure others are inspired to learn • Being driven and motivated to succeed • Having a yearning for professional development, looking for opportunities to develop yourself and your practice • Inspiring pupils to enjoy learning through your own passion for learning • Having integrity in all you do, doing things right as well as doing the right thing • Prioritising what you have to do and knowing when you have taken on too much • Inspiring children to learn, not just expecting them to learn 	<ul style="list-style-type: none"> • Focussing only on academic achievements rather than helping children to develop confidence in themselves • Not showing creativity or flexibility in how you work • Taking a traditional approach and not taking time to research and try new ideas • Preferring to play it safe, not encouraging or supporting others in taking risks • Not valuing the importance of yoga, mindfulness, counselling and other therapeutic approaches to enable children to get their mind in the best place for learning • Turning pupils off learning by delivering boring lessons, being <i>too</i> task orientated • Doing the minimum required of you, ticking boxes • Going through the motions, not showing a real drive or motivation to succeed • Thinking you have nothing more to learn, not investing in your own professional development • Not role modelling a passion for learning, showing facially to others that you are not enjoying your work • Being driven to succeed at all costs, cheating, cutting corners and being untrustworthy • Taking on too much and not enjoying what you do • Expecting children to do what you say because of your role or status, not because you inspire them

<p>What we want to see you doing</p> 	<p>What we don't want to see you doing</p> 
<p>COMPASSION WE CARE ABOUT OURSELVES AND EACH OTHER</p>	
<ul style="list-style-type: none"> • Showing dedication and a passion for the care of children and young people • Having a clear focus on keeping children safe • Making a positive impact on the mental health of individual pupils • Bringing positivity and a smiling, happy face to the pupils' day • Supportively challenging others when they need to be challenged • Thinking holistically about the needs of pupils • Reaching out to people when they aren't engaged • Being calm, patient and warm with pupils • Dealing with issues with behaviour in a fair way, showing compassion and understanding • Treating every child equally and respecting and valuing their individuality • Having an unconditional positive regard for others • Offering colleagues reassurances and support in times of stress • Giving children opportunities to make their own choices and to feel empowered • Seeking to understand others' point of view and making time to listen to their perspective 	<ul style="list-style-type: none"> • Not liking children, treating work as a job and not caring about children • Not prioritising or focussing on the safety of children • Missing opportunities to make an impact on pupils' mental health, focussing on other areas first • Being negative at work and allowing your negative feelings to impact on others • Avoiding challenging others or challenging in an unsupportive way • Not looking at the whole person, just thinking about them in parts • Focussing more on those who are engaged, not reaching those who aren't • Raising voices at pupils and/or patronising them • Overly using sanctions and punishments to deal with behaviour issues, not seeking to understand the reasons behind issues • Treating some children unfairly based on their differences, not respecting and valuing individuality and difference • Blaming and judging others • Adding to others' stress, not recognising when others need support • Controlling children, telling them what they can and can't do, not empowering them • Jumping to conclusions, not giving others time to say how they feel and give their side of the story

<p>What we want to see you doing</p> 	<p>What we don't want to see you doing</p> 
<p><i>ENGAGING</i> <i>WE MAKE THE MOST OF EVERY OPPORTUNITY</i></p>	
<ul style="list-style-type: none"> • Encouraging pupils and colleagues to step outside of their comfort zone • Nurturing pupils so they can rebuild hope in their lives • Having high but realistic expectations of yourself and others • Enabling pupils to flourish in the way that best meets their needs • Being hopeful about the future for every child • Challenging and changing pupils' negative attitudes so they can achieve and build on their self esteem • Using humour and fun to help pupils to engage • Encouraging and supporting pupils as individuals in all areas of development • Offering lots of different activities and outdoor opportunities for children to become engaged and interested • Encouraging children to develop high aspirations for what they can achieve in life • Tailoring qualifications to different children to ensure they can access them • Challenging barriers to pupils engaging in learning and working to remove them 	<ul style="list-style-type: none"> • Being in your own comfort zone and not encouraging others to step outside of theirs • Missing opportunities to help children to believe in themselves and their future • Having unrealistic, too high or too low expectations of yourself and others • Not taking time to think about how to help every individual pupil to flourish • Being pessimistic about the future for some children, not having hope and belief • Dismissing children who have negative attitudes rather than working with them to change those attitudes • Not seeing the need to bring humour and fun into learning • Not differentiating; using a one size fits all approach to supporting and developing pupils • Using a limited range of activities and tools, not making good use of outdoor and non-academic opportunities for learning • Encouraging children to have low aspirations for what they can achieve in life • Following fixed schemes and qualifications with all children • Expecting pupils to jump through too many hoops, creating barriers to engagement

<p>What we want to see you doing</p> 	<p>What we don't want to see you doing</p> 
<p><i>BELONGING</i> <i>WE CAN SUCCEED TOGETHER</i></p>	
<ul style="list-style-type: none"> • Welcoming everyone in to Arbour Academy community • Working with parents and supporting families • Ensuring parents and families understand the work you are doing and feel they can be part of that work • Working together with colleagues and valuing teamwork • Building good working relationships with people and building bridges with people if issues arise • Trusting people to do what they say they will do and showing them you trust them • Making the academy feel like a safe space for pupils and families to want to come to • Valuing others' views and opinions and making time to listen to them • Being approachable and letting people know they can talk to you if they have a problem • Ensuring everyone feels included and treating everyone with the same respect • Valuing other people's contribution and letting them know you value them • Acting professionally always and ensuring people don't feel uncomfortable by what you say or do • Helping pupils to feel connected to and part of the wider community and ensuring they understand their place in the world 	<ul style="list-style-type: none"> • Being unwelcoming of people and resistant to allowing people to be part of Arbour Academy • Keeping parents and families at a distance, not finding ways to support them • Confusing parents and families by not being clear in your communication with them about the work you are doing and their role in that • Working in isolation, not making yourself part of the team • Falling out with colleagues, calling people names and not resolving issues • Not trusting others, checking up on them and making them feel they have to explain themselves • Making pupils and families feel judged or uncomfortable coming to the academy • Being argumentative, believing your own is the only valuable opinion • Being unapproachable, making people feel they can't talk to you when they have a problem • Excluding people, being hierarchical and treating some people differently from others • Being dismissive of other people's contribution • Talking about pupils or families where they can hear what you are saying • Focussing narrowly, not helping pupils to engage with the wider community and understand their place in the world

Looking for Positive Behaviour:

At Arbour Academy we believe that positive, socially acceptable behaviour needs to be modelled by all adults who come into contact with young people.

The guidelines we follow are:

- Staff wellbeing comes first in order that adults are equipped to model positive behaviour and relationships for pupils at all times
- Looking for the positive and being specific in our praise helps pupils understand exactly what behaviour is appropriate
- Anticipating and planning for positive behaviour works better than waiting for dysregulated behaviour to happen

Rewards

We recognise that there is no one system fits all as regards what is perceived to be a reward – young people will respond differently to different approaches and as staff we should understand the young person and their needs.

Rewards we use include (in a general but not strict ascending order):

- Verbal and non-verbal praise and positive reinforcement
- Sharing and celebrating success
- Awards for both academic and social effort and achievement
- Communicating positive reports of young people's progress with parents/carers

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting young people with emotional needs and associated challenging behaviours. For young people causing concern this may initially be informal discussions between parent/carer and keyworker. Where young people are presenting with more serious challenging behaviour the school will arrange formal meetings with parents/carers, involving outside agencies where necessary. The purpose of such meetings is always to establish the best way forward in the interest of the young person. It is the responsibility of the parent/carer to take the school's concerns seriously and attend meetings as requested.

While we always look for the positive we do recognise that at some point consequences may need to be made explicit to the young person.

Some young people may need support in monitoring and moderating their behaviour.

How we minimise dysregulated behaviour:

In order to minimise poor behaviour we follow these general guidelines.

- Young people have access to a 'soft landing' on arrival at Canterbury Academy i.e. keyworker time, food and outdoor activity

- Good planning and differentiation of the classroom offer is essential
- By giving clear expectations of work and behaviour we give young people clear aims and boundaries
- We check if dysregulated behaviour is the result of a young person not being able to access the curriculum
- We adopt the core condition of unconditional positive regard for every young person and parent/carer
- We respond in as calm a manner possible so we can de-escalate the situation
- We understand that distracting and defusing a situation is safer for young people and adults than escalating it by bringing our own emotions into it
- We understand that good communication with parents/carers can support a young person to be more settled
- Use of brain breaks proactively

A consistent response to dysregulated behaviour:

We strive to ensure consistency in our responses to dysregulated behaviour. Some young people may need adjusted measures to support them in behaving a positive way.

We do not treat every young person the same – this is a conscious decision.

When managing a young person's dysregulated behaviour:

- Staff who work with a young person on a regular basis observe the young person closely and are best placed to anticipate emotional dysregulation
- Staff always attempt to de-escalate in the first instance
- Staff always take into consideration a young person's individual needs and any SEN
- A variety of interventions may be used at any time – staff will be guided by their professional judgement and knowledge of the young person
- Staff always offer young people the chance to change their behaviour
- All staff no matter how experienced or inexperienced may need support from colleagues with dysregulation issues; we assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution
- Staff understand involvement of SLT may escalate a situation rather than help
- Involvement of SLT needs to be guided by professional judgement and knowledge of the young person

In cases of persistent dysregulated behaviour, the Headteacher, Deputy, SENCO or young person's keyworker may:

- Call a meeting with the young person's parents/carers
- Adapt the young person's timetable to better meet their needs
- Involve external agencies to better support the young person and their family
- Consider exclusion

Exclusion

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting young people with significant behavioural and/or emotional needs. Exclusion does not fit with our ethos and will only ever be used as a last resort and can only be done by the Headteacher or the Deputy acting in their absence. Exclusion should not necessarily be viewed as a stigma; exclusion can open up opportunities for some young people.

Where exclusion is considered seriously as an option, the following factors are always considered very carefully:

- the severity of the behavioural presentation in terms of the safety of other young people, staff, other adults and the safety of the individual concerned
- significant damage to property
- specific background factors, for example frequency of extreme dysregulation and capacity of the academy staff to manage this (referring to any appropriate records)

Recording of Incidents

Where an incident requires physical restraint, all incidents will be recorded in a bound and numbered book.

Where an incident results in an injury to a young person, this is first recorded in the accident book. More serious injuries to adult or young person require an accident form to be completed. These are available from the school office.

Any exclusions or racist incidents are logged according to LA guidelines.

Physical Management

It is our statutory duty to keep all young people and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual young people and others. This is in compliance with the Department of Education guidance. All staff have received Team Teach training and will endeavour to de-escalate incidents in the first instance.

Support Available for Young People:

Arbour Academy will always support young people as much as possible in their social and emotional needs as foundational support of their academic needs. Young people may be offered access to therapeutic services including: Mindfulness, Counselling, Art Therapy, Wild Tribe and Play Therapy.

Parents/Carers:

Supporting parents/carers is part of supporting young people. Parents need to be able to communicate their families' needs to the school in a positive and open manner. Parents/carers are regarded with the same core condition of unconditional positive regard as their child. We encourage parents to approach their child's keyworker in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

Monitoring of policy:

This policy will be reviewed every three years.

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