



# **NEWBRIDGE SCHOOL**

## **Positive Relationships & Behaviour Policy 2018-2019**

**Date of Review: 1<sup>st</sup> September 2018**

**Next Review Date: September 2019**

**Ratified by Governors : September 2018**

**Staff Responsible: Assistant Head**

## **Newbridge Positive Relationships and Behaviour Policy**

### **Aim**

At Newbridge we believe that every member of our community has the right to work, learn and play in a safe, supportive and stimulating environment. We work together to establish a positive school ethos and promote effective learning within an environment where all pupils can feel safe and enjoy school, are encouraged to make healthy choices, and experience both a sense of belonging and celebrated success. We are proud to be embracing Thrive and are working to embed Thrive principles in all our interactions and activities. We recognise the importance of positive relationships for good social and emotional development, self-esteem and wellbeing.

### **Rationale**

Many systems of behaviour management/modification are based on a behavioural conditioning 'sanction and reward' approach. Although some young people are able to respond to sanctions (or the fear of punishment) there is evidence to suggest that pupils with certain additional needs (including social communication difficulties, SEMH and ADHD) do not respond well to an aversive conditioning approach as they may have difficulty recognising their own feelings and the feelings of others, may not have reached the level of emotional development required to fully experience empathy and may have a suppressed or unusual response to aversive stimuli. Many of our pupils are not yet able to reflect on their own actions by applying cause and effect thinking sufficiently to link punishments to their own behaviour and using this understanding to effect a behavioural change. Instead pupils often feel overwhelming anger when sanctioned that can be unhealthily transferred, fuel negativity and damage relationships. In addition punishment, and shame, does not help pupils build positive feelings of self, support well-being or increase emotional resilience. Pupils at Newbridge have already experienced a variety of sanctions during their past school experiences including break time and after school detentions, time in isolation and fixed term exclusions and these experiences have not helped them to improve their behaviour as they have all ultimately been permanently excluded from at least one high school.

### **The Newbridge Approach**

We use a relational approach to managing challenging behaviour.

There will be no routine use of sanctions on a day to day basis and staff will not use language that can be associated with punitive approaches. All of our interactions with pupils will be positive, avoid confrontation and promote emotional regulation.

All Adults are expected to

- be good role models at all times and in all interactions, with pupils and with each other
- show all pupils the respect of unconditional positive regard
- have high expectations for behaviour
- explicitly teach what we recognise to be acceptable behaviour
- recognise behaviour as a form of communication and always ask themselves what need a pupil's unacceptable behaviour may be conveying
- actively 'notice' and challenge any unacceptable behaviour according to this policy

**All members of staff recognise that they are responsible for establishing positive relationships with pupils in order to best support healthy neurodevelopment and meet each pupil's individual social and emotional needs.**

We work hard to build strong relationships with pupils and use them to positively encourage pupils and offer guidance, rather than sanctions, to help them choose better behaviour. Adults at Newbridge adopt the attitude of PACE suggested by Dr Dan Hughes<sup>(1)</sup> to help set a positive atmosphere, and therefore try at all times to convey **P**layfulness, **A**ceptance, **C**uriosity and **E**mpathy.

When pupils' behaviour is unacceptable we can communicate this to them in a variety of ways from a simple 'look' to a full discussion. We would usually try to give private reminders and advice as this is more powerful and less likely to escalate an incident than publicly addressing behaviour in a way that could cause shame. The adult stance should always remain calm and well regulated. We would usually avoid raised voices (and especially shouting) as we are aware that many of our pupils are sensitive to feeling shouted at and would likely respond by further dysregulating.

When pupils display unacceptable behaviour we...

1. Try to work out what need is being conveyed.
2. Use the Thrive **Vital Relational Functions (VRFs)**<sup>(2)</sup> to provide a relational basis for regulation and work towards emotional, social and neurological development.  
Attune/Validate/Contain/Sooth & Regulate
3. Remember that many of our pupils need take up time and consider if it is possible to give them some space to self-regulate.
4. Consider if a 'change of face' is necessary (especially if the pupil has a 'safe person' who might be better placed to help them regulate).
5. Consider offering (or directing) the use of 'Pit Stop' where pupils can be **temporarily** supported away from class by behaviour support TAs.
6. Always remember to address the behaviour, and not use language or phrases that could label pupils or sound negative towards the pupil personally.
7. Manage incidents in the moment; with our first priority always being to reduce risk and ensure everyone's safety.
8. Challenge unacceptable behaviours that individual pupils display with supportive, honest '**Shining the Light**'<sup>(3)</sup> conversations when pupils are calm and regulated.
9. Encourage **restorative approaches**<sup>(4)</sup>, including helping pupils work towards recognising when a simple **heartfelt apology** is appropriate.
10. Explain any **logical consequences**<sup>(5)</sup> carefully when they occur and support pupils to cope with these to develop their understanding of cause and effect.

## **Physical Intervention**

Sometimes a pupil's behaviour may be...

- causing, or at risk of causing, them harm
- causing, or at risk of causing, someone else harm
- causing, or at risk of causing, damage to property
- amounting to, or at risk of amounting to, a criminal offence
- causing significant disruption to an activity, a class, or the whole school

In any of these circumstances, whether the behaviour is due to a pupil making poor choices or a pupil losing control due to emotional dysregulation, we may use positive physical intervention to stop the behaviour and move the pupil if necessary. We use **Team Teach** (<http://www.teamteach.co.uk>) strategies and techniques when physical intervention is necessary for which we have received appropriate training, including refresher training as required by Team Teach.

## **'Targets for Success'**

Every pupil has 'Targets for Success' on their ISP (Individual Success Plan) to help them improve their social skills and behaviour. These are first set following an Emotional Wellbeing Assessment (EWB) on admission and are then reviewed and updated using Thrive assessments, Sleuth data and the pupils' own views.

## **Rewards**

In order to encourage intrinsic motivation, the most common reward should be regular, genuine, immediate praise and celebration of successes.

When pupils do well, with behaviour or learning, achievement, improvement or effort this should be celebrated with timely, positive communication home.

Each week that pupils achieve their targets they will receive a certificate recognising their achievement.

**Every day** each pupil will have the opportunity to discuss their behaviour, decide at what coloured level they have been according to the school system and receive a coloured reward ticket if they have earned one. For this reason, our timetable includes timetabled 'choose or restore' time during which these discussions and some reward or restoration (as appropriate) can take place.

All rewards tickets will be entered into a weekly rewards lottery with different rewards available for the different coloured levels of behaviour.

***This policy is intended to be at all times compliant with all safeguarding and child protection procedures.***

(1) Dr Dan Hughes PACE  
<https://ddpnetwork.org/about-ddp/meant-pace/>

(2) The Thrive VRFs  
[VRFs explanation sheet](#)

(3) Thrive 'Shining the Light'

(4) Restorative approaches  
<https://restorativejustice.org.uk/restorative-practice-schools>

(5) Logical Consequences

<https://www.responsiveclassroom.org/punishment-vs-logical-consequences/>