



**Be Safe**



**Be Kind**



**Be Respectful**

# Relationships and Behaviour at Heathlands

At Heathlands, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with staff and a belonging to the whole school community. Our Relationships and Behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and able to learn.

## **Consistent adult behaviour**

Model our Core values and code of conduct. Consistent in expectations, language and routines. Show deliberate botheredness - being interested/building rapport. Give attention to good conduct. Persistently catch children 'doing the right thing'. Using 'over and above' strategies. Foster the values of Trauma Perceptive Practise.

## **Over and Above recognition**

Verbal praise/proximal praise. Communication cards home. Phone calls. Showing work to other staff. Clear and consistent reward approach by all staff.

## **Relentless routines**

Meeting and greeting daily. Calm and sensible lining up. Safe walking around the school. Use of visual supports for all ages. Clear and consistent use of 'over and above' recognition.

## **Restorative conversations**

Use language to refocus behaviour:  
*'I've noticed that...'*  
*'I know you can...'*  
*'Thank you'*  
Key emphasis is for children to begin to understand the impact of actions:  
*What has happened? What were you feeling? Who was affected? What could be done to make things right?*

Trust

Respect

Enjoyment

Courage

Kindness

# Viewing behaviour as a learning process

## The approach we use is 'connection before correction'.

Strong relationships between staff, pupils and families are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach and can be based on external recommendations.

### Restorative approach

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

Our response to mistakes and incidents will use 4 questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

### SEND

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act. We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

### Consequences

Any behaviour that falls below the expectations of our school will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult.

#### Logical consequences

e.g. tidying the mess, an apology.

#### Protective consequences

e.g. increased staff ratio, change of timetable, differentiated teaching space, access to outside spaces, appropriate use of suspension.

#### Educational consequences

e.g. completes unfinished task, modelled situations, provide opportunity to put things right through reflecting, repairing and restoring relationships.

#### Stepped consequences

See appendix 2 of the full policy document.

Helping Everyone Shine Their Light