



LOXLEY HALL SCHOOL

Relationship Management Policy

Rationale

This document will be an aid to:

- Continuity and consistency of approach throughout the school
- New members of staff as they join the school
- School governors, parents/carers and stakeholders

Loxley Hall approaches behaviour in a positive and eclectic manner, which facilitates mutual respect and places emphasis on praise as a way of encouraging good behaviour. The rules by which the school operates are designed to ensure a safe and orderly environment, respect for people and property, promoting positive behaviour as means of improving teaching and learning.

What we expect to see

We would like to see pupils engaging in their learning through:

1. Building relationships
 - access to a safe, secure learning environment
 - understanding mutual respect between staff and pupils and a respect for the school environment
 - developing reciprocal trust
2. Celebrating success
 - management of own behaviours and accepting responsibility for actions
 - promotion of movement from dependence to independence
 - improving their approach to and skills for learning
3. Promoting change
 - making appropriate choices
 - development of self awareness and confidence
 - development of appropriate social skills enabling positive contributions to relevant communities

Aims

- Work in close liaison with parents/carers and other stakeholders to provide a team around the child.
- Build positive relationships with young people who have often had negative experiences of the educational system

- Reward positive achievement and celebrate success to build self esteem
- Promote self control and management encouraging young people to take responsibility for their own behaviour
- Recognise the positives and encourage young people to make appropriate choices
- Invest time, care, support and guidance in young people and use this investment to promote positive behaviour and deter bad behaviour.
- Ensure pupils know what is meant by bullying related to race, religion and cultural, homophobic bullying, bullying of pupils with a disability, sexist or sexual bullying and cyber bullying
- Deal promptly, fairly and firmly with bullying incidents
- The school has an Anti Bullying and a Race Equality Policy to ensure consistency across school. We strive to be an inclusive school.

We Believe That

- Students who feel valued, safe and able to achieve are less likely to express their feelings through inappropriate behaviour
- Students who are given opportunities to succeed and have their achievements recognised and rewarded tend to behave appropriately
- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to students behaving appropriately and achieving higher standards of learning
- Students who are treated consistently with clear and realistic expectations are more likely to behave in a positive manner
- Students with SEMH often need established routines to help them deal with the everyday circumstances and demands
- Students with SEMH often find it difficult to 'move on' from negative behaviour and need adults to initiate 'bridge building' providing opportunities for students to regain themselves

Code of Conduct

Pupils with SEMH are often from chaotic backgrounds. They need to know that school is a caring, ordered and safe environment for them and the adults working with them.

The code of conduct has been designed so that everybody has the opportunity to live and learn in peace; it has to cover expected behaviour in lessons and around the site. Our code of conduct is a working, breathing 'animal' which forms the whole school basis of our social and emotional target setting. (see target setting).

Expectations of pupils and staff

Staff were asked to prioritize pupil expectations, positive learning behaviours and essential moral behaviours we endeavour to encourage. Development of the following behaviours and skills were identified as vital to student progress, independence, mental health and wellbeing:

Learning behaviours:

- Listening skills – develop the essential skills around attending, active listening, recall and respect for others' opinions.
- Turn taking – SEMH children at Loxley often have attention deficit so require significant support to develop this skill effectively.
- Sharing adult attention – attachment difficulties allied to weak turn taking and attention/listening skills mean students need significant support to become confident in this.
- Willing to risk failure – students often fear failure due to previous negative experiences of education. Taking students out of their comfort zone and assisting them in risking failure in academic, practical, social or personal situations must be done skilfully and at the right time.

Moral behaviours:

- Show empathy for others – students with SEMH and associated difficulties are often dramatically delayed in their development of empathy for others needs and difficulties.
- Respect for other people and relationships – attachment issues and previous experiences mean students are often lacking in understanding of the importance of relationships.
- Respect for diversity and differences – out of school many students have limited experiences of a diversity of culture and equality.
- Respect for the school environment and equipment – holding value and ownership of the school.
- Showing good manners – adhering to expected social norms in school and public is difficult for SEMH students at times..
- Addressing staff and peers appropriately – students are not always aware of what constitutes appropriate social interaction.

Personal skills:

- Resilience – tolerating setbacks and self-managing in difficult, testing situations.
- Reflection – developing the ability to reflect on work, ideas, opinions, decisions and actions and review their positive or negative impact and act on this in future.
- Motivation – to be able to self-motivate in areas of school and personal life which are outside of a comfort zone or realm of experience.
- Creativity – to find ways to think, act, work and problem solve in new ways. Not just trying the same methods to achieve the same ends.
- Independence – to achieve independent thinking, action, working, communication and self-advocacy as opposed to dependence on adults for these things.
- Self-control – to be aware that some words, decisions and actions can hurt others directly or indirectly and to manage emotions positively.

These behaviours and skills will be encouraged/modelled by staff:

- Developing and maintain positive relationships and engender genuine trust.
- Making lesson objectives clear.
- Developing positive classroom culture.
- Communicating relevance and importance of work tasks and learning.
- Being patient and accounting for students' learning barriers.
- Encouraging practice of these skills in a way that accounts for students' emotional state and difficulties.
- 'Catching students being good' and praising them heavily for success.
- Challenging negative self-talk and personal self-criticism.
- Teaching a 'growth mindset'.
- Encouraging mental and physical health and wellbeing and modelling this themselves.

Preventing / Avoiding Crisis and Maintaining a Positive Environment

It is the duty of all staff working with the school to promote positive wellbeing and to encourage learning. This has to be achieved by having a positive learning environment, positive rewards system and a behavioural policy and procedures that are complimentary to the learning and ethos of the school.

The behavioural policy should support the day to day running of the school. Staff and pupils should be aware of what is and what is not acceptable practice for themselves and for pupils. Staff should have a range of 'tools' that enable them to deal effectively with many of the difficulties experienced within a classroom.

These skills range from the development of an appropriate curriculum and school day, to a system of support that can be utilised when pupils fall outside the range of school's normal behaviour management.

Formula for success

To encourage positive behaviour certain factors and principles should be central to our approach.

A. Staff should be positive role models, especially to young people who have often been let down by adults in the past. This permeates all aspects of the school community.

DO: be welcoming, warm, polite and non judgemental.

DO NOT: bear grudges, be sarcastic, verbally humiliate pupils.

B. Have high expectations of pupils, but do not turn this into a pressure they cannot cope with.

DO: praise good behaviour, including academic success.

DO NOT: make excuses for poor standards.

C. Be organised and prepared.

DO: be punctual, be 'one step ahead'.

DO NOT: create situations of conflict which could be avoided with appropriate planning.

D. Act calmly and confidently in your speech and demeanour, even when in a crisis.

DO: remember the student is looking to you to control the situation.

DO NOT: Shout or lose your temper, it diminishes your control.

E. Don't place yourself in a no win situation.

DO: think before speaking.

DO NOT: promise or threaten something you cannot/should not deliver.

F. Avoid confrontations in the presence of a group. Individuals draw strength from an audience.

DO: separate the offender from peers if possible.

DO NOT: take on conflict you cannot win (sometimes 'winning' is not the most important thing – have humility to let things go).

G. Offer pupils escape routes.

DO: Give pupils more than one choice.

DO NOT: back students into a corner.

H. Be vigilant. Know what pupils are doing and where they are. Look out for unhealthy combinations of students.

DO: diffuse situations before they develop – anticipate!

DO NOT: abdicate responsibility for dealing with such situations.

I. Pay attention to detail in the application of agreed rules, routines and management strategies (e.g School and class rules, IBPs, intervention plans, etc).

DO: be consistent and fair in the application of rules.

DO NOT: ignore basic established practices i.e running in corridors up to following behaviour plans.

J. Invest time in students – like a bank it gives you something to draw upon when you need it. It enhances relationships.

DO: engage in activities, go the extra mile, show personal interest in students (remember how many times many have been let down by adults before).

DO NOT: promise something you cannot deliver.

K. Catch students being good.

DO: tell them they have done something well and how they have done it.

DO NOT: assume they 'know' what the right thing is. Also do not drag up past misdemeanours.

L. Give support to (and do not be afraid to ask for advice or help from) colleagues.

DO: share good practice and agreed strategies – work as a team.

DO NOT: Be in denial of problems.

M. Retain a balanced view, keep things in perspective.

DO: have a sense of humour.

DO NOT: take yourself too seriously.

In - Class Strategies

There are going to be a very wide variety of strategies used by different staff and their impact is also going to vary according to the student. The list given is not prescriptive, but rather descriptive of the methods used to manage behaviour:

- ENGAGEMENT
- Behavioural and Academic Interventions
- Whole school rewards scheme based on attendance, task completion and personal target achievement.
- Individual Behaviour Plans
- Class rules (displayed)
- Rewards
- Sanctions
- Pleasant greeting / made to feel welcome
- Re-direction or distraction – new task or a 'job'
- Positive Relationships
- 1:1 support (in and out of class)
- Emotional Support Unit referral
- Verbal praise
- Certificates of achievement
- Tactical ignoring
- Consistent handling by staff
- Accurate differentiation
- Challenging work tasks within students' ability
- Positive behaviour models from staff members

This list is not hierarchical by any means and there are many others besides, some will be described in more details in the appended document 'Behaviour Management Processes'. The key strategy however is always **engagement**.

COVID-19 Strategies for maintaining social distancing

- Strict rules and boundaries set prior to COVID19 Admission and parents informed.
- Although these occasions may not be intentional, all staff need to be extremely vigilant and report to SLT if this is regularly breached.
- Smaller group numbers will reduce the potential antecedents for pupils becoming unsettled.
- Classrooms/Residential internal areas have been marked out for individual students.
- Reduced number of students onsite.
- Reduced expectations on academic demands are currently in place.
- Flexibility to use outdoor bubble area if he is becoming frustrated.
- Engagement activities are in place.
- Verbal reminders from staff supporting to regularly wash hands and use hand sanitiser.
- Staff to regularly direct to visual posters that are on display in various locations around the revised bubble setting and offer hand sanitiser.
- Pupils to have watched an awareness video regarding Covid-19.
- Higher ratio of staffing per student.
- Verbal reprimands and reminders of current expectations.
- Staff are to have PPE in proximity if there is the potential for his behaviour to escalate.

- Staff are to use social distancing markers to educate him of what social distancing is.
- Failure to adhere to these principles may result in the separation or in extreme circumstances will not be re-attending.
- Record instances when social distancing has not been adhered to in the logbook.
- Staff are to plan activities and engagement in advance to reduce the risk of boredom and potential adverse behaviours from the students.
- As far as possible, avoid games and activities which lead to physical contact between students.
- Pre plan activities and consider information recorded on the students I.B.P's and risk assessments.
- It is recommended to conduct as much activity as possible outside.

Rewards and Sanctions

What are the 'Appropriate and Proportional Rewards and Sanctions?'

Clearly there are going to be a wide range of sanctions and rewards across the school. Each class group will require different types of reward and sanctions and they will doubtless be implemented in different ways by different staff members. It isn't possible to prescribe a list or tariff of sanctions; neither could we 'force' an inappropriate reward on a student. However, it is logical to suggest the following:

Rewards

- Rewards should be consistent and fair. Allowing one student a reward, but denying it another who has worked equally hard is neither fair nor manageable.
- Rewards can be individualised, but care must be taken that the reward *can* be offered to other students should they request and earn it.
- Rewards should be offered for – achieving set targets, outperforming set targets, helpful or constructive contributions above and beyond expectations, consistent positive behaviours, responding to behavioural interventions. Again, they may be other reasons outside these which can be explored and outlined on an IBP/Intervention.
- Rewards should be tangible. The students should know how to achieve a reward. Any rewarded subjectively by a member of staff should be explained fully to the student.

Sanctions

- Sanctions should not be used punitively and as a 'pound of flesh' – it draws the adult into a tit-for-tat mentality. Stimulus – response is to be avoided. They should be administered logically and methodically.
- Sanctions should be proportionate and correctly timed. Cancelling a student's taxi at 9.30am for breaking a pencil is neither proportionate nor well timed. Thought needs to be given to the 'fall out' from a sanction and the ability and time for a student to 'make amends'.
- Ultimately the aim of a sanction is for the child to see that despite warnings their behaviour has led to this consequence and some loss of privilege. Notice 'privilege', we cannot sanction things the students have every right to.
- There can be a tendency to reach for the biggest sanction too early in many cases, listing possible sanctions for individual students on a Reward scheme, Intervention or BMP should help to avoid this occurring.

- The over-riding principle should be that sanctions are designed to change behaviour over time, they should never be used punitively as a 'pound of flesh'.

The purpose of any reward or sanction should be clear to staff member and student alike.

What rewards are there?

Currently at Loxley we use an Individual Target based system to award points as part of the reward system. Points are awarded for engagement, meeting Emotional targets (set by the emotional profile baseline and subsequent prescription target) and an individualised EHCP Target (This can be emotional, social, mental health or even physical).

Points can be spent on school reward trips and activities. Weekly awards are presented in assembly to acknowledge those meeting their Targets. These pupils are also celebrated on our Achievement Board outside the hall.

There are other informal reward systems in place across the school based on a range of rules, expectations and performance targets. These are implemented and governed by individual class teachers.

Top boy – each week staff are asked to nominate students for 'Boy of the Week'. A justification is provided for their nomination. Staff then vote on who they feel has earned 'Boy of the Week' status. Nominees and Winners are then reconsidered for the half termly, termly and yearly awards.

Best attendance – all students with 100% school attendance enter a weekly, half termly, termly and yearly draw. The emphasis is on positive outcomes for consistent attendance to school.

For both 'Top Boy' and 'Best Attendance' the winners receive:

Weekly winners get £3

Half termly total winner gets a £10 voucher.

Termly total winner gets a £15 voucher.

Yearly total winner gets a £40 voucher.

What sanctions are there?

Loss of rewards or privileges – for many students the simple withdrawal of a reward or privilege/incentive is a sanction in itself. Any good reward system should pair a positive reward with a sanction based on behaviours/achievements (on a linear scale). This behaviourist approach is well tried and tested. If a reward or privilege is withdrawn as a sanction there should be logical

and progressive steps before the sanction is applied. Equally students must be given the opportunity to 'reverse out' of a potential sanction with prescribed positive behaviours/actions.

Catch up work/alternative tasks – in the event of absenting or incomplete work staff may engage a student in catch up or alternative tasks. These are not prescribed, however every attempt should be made to make this an engaging process in the student's own time. It is an occasion where staff should seek to build bridges and resolve problems that have seen absenting/refusal to work.

Codes of Conduct

Classes should have written codes of conduct, class rules or student contracts where all students and staff agree to certain standards. These class rules should be revisited frequently and referred to when addressing behaviour.

Delayed taxis/detention

In the event where students are persistently not attending or completing tasks there is an option to delay or cancel a student's taxi. This should be done very carefully and not reactively. SMT must be consulted before this is implemented.

Before delaying or cancelling taxis staff must ensure they have given adequate and fair time for the student to make up missed work/lessons.

The first step is (should a student travel alone) to try and get the taxi to come later than usual to school. Cancelling taxis is a last resort. Staff considering this sanction need to ensure there are ways of getting the student home in the event of a cancelled taxi. Cancelling one in a frustrated and punitive manner can create many problems.

Parents will need to be contacted regarding this sanction and permission sought for the length of time the student will be kept. On the whole parents and carers are very supportive of this sanction.

Suggested implementation of rewards and sanctions systems:

A simple way of ensuring consistency and fairness in applying rewards and sanctions is to make the system linear. All reward systems at Loxley should fall in line with this approach. There should be some form of 'sliding scale' of reward and sanction that the student can observe. The scale should relate to behaviours – 'fair pairs', e.g. rewarded politeness at one end and sanctioned swearing at the other. More carrot, less stick is important. We want students to gaze at the carrot and glance at the stick, not stare at the stick and glance at the carrot.

It should be remembered that not every reward or positive reaction should be contingent on students' behaviour alone. Loxley works very much on a principle of 'grace' and managing students with unconditional positive regard.

Behaviour Management Processes

Emotional Needs Scale / Personal Targets

The Emotional Curriculum database has been replaced by Arbor. This online tool allows us to track behavioural patterns and areas of success and weakness. Essentially the tool tracks students lesson by lesson in terms of attendance, work tasks and their personal target. Scoring for each area is done by awarding marks between 1 and 5. 1 representing a fully, positive completion of the lesson, task or target and 5 represents a failure to achieve.

Attendance and work task targets – the expected baseline for attendance and work tasks is 80% of scores being between 1 and 3.

Personal targets – these targets are 'prescribed' following a completion of the Loxley's Emotional Needs Scale based on Chris Dyas' (NSPCC) work around unmet emotional needs and the pupils individual EHCP targets. Success is determined by achievement according to the baseline score. For example if a student's prescription target is taken from 'Self Control and Management of Behaviour' and their baseline in that area is 50%, success can be measured by the average score being 51% or more.

Blotschool data identifies problem areas that can be addressed through the IBPs.

Individual Behaviour Plans (IBPs)

These outline how individual students are to be managed. They are constructed in the following way:

- 'What' are the problem behaviours?
- 'Why' do they occur?
- 'How' do we manage them?
- Within the 'how' area there is more detail about early intervention, calming, reaction management, recovery and significant adults.

Students contribute to their IBPs via 1:1 discussion with tutors or keyworkers. IBPs are reviewed and updated appropriately, links are made to ongoing risk assessments where necessary.

The content of IBPs will effect the planning and presentation of in-class adaptations and Behavioural Intervention records.

Interventions plans/records

Where students are experiencing increasing difficulties in or out of school we often see behaviours that are exaggerations of existing behavioural problems, or sometimes new unexpected behaviours. In the event where IBPs or in-class adaptations fail to meet these new problems staff will complete an intervention record.

Intervention records ask the same questions as the IBP, however they are more specific. They in effect 'zoom in' on the presenting behaviour and the same process of 'what, why and how' is followed.

Students can have an input into these intervention records and help put together negotiated strategies to help them. The records also outline who is responsible and provide a timescale for review. These also provide a long term record for interventions that have been tried and have succeeded or failed. Intervention records are not magic wands and they may need refining or changing completely before a successful resolution to the problem.

COVID19 Behaviour Management

During this uncertain time we know that many children find changes to their routines very difficult. A different environmental setting and set of expectations can bring about apprehension and anxiety.

Displaying Behaviour that challenges is distressing for the person and for anyone in the immediate environment. Consider the following if you see a change in the person's behaviour:

- Provide choice where possible
- Praise and reward positive behaviour
- Keep language simple
- Use positive language
- Divert or distract
- Involve them in everyday activities
- Use body gestures/signs
- Give reminders of rules and routines
- Plan activities
- Withdraw from a situation if safe to do so
- Give what is wanted at the start to avoid escalation
- Stay as calm as possible in a low arousal approach

Reinforce positive practices of social distancing and hand washing. Remind pupils of the visual posters around school and expectations of social distancing.

Report any social distancing concerns to SLT, this can be done via the daily log book in the first instance. Consistent social distancing concerns or if the concern escalates inform the designated member of the Senior Leadership Team.

To use both environmental and student individual risk assessments, using what is known, in the light of experience, to make rational judgements about risk issues. Taking action to implement a range of approaches to support and safeguard children and keep staff safe.

In the event where pupils' behaviour and intentional breaches of social distancing rules becomes a key concern school leadership may consider taking more formal action including parental consultation and a review of placement being discussed. In some extremes fixed term exclusions may be necessary.

Exclusions

Fixed term exclusions and permanent exclusions are rare occurrences at Loxley Hall due to the culture of addressing behavioural concerns and risks with positive responses and incentivised interventions. The basis of the relationship management policy is to avoid applying a 'one size fits all' behaviour management system. We recognise that each pupil has arrived at Loxley Hall with individual needs and a varying ability to respond behaviourally, social and emotionally to the demands placed on them.

As such it is sometimes necessary to apply exclusions as sanction. The purpose is to:

- Reinforce absolutes in terms of behaviour, specifically those which place the pupil, others or property at significant risk.
- Communicate these absolute boundaries to the individual and allow peers to recognise when the level of risk or behavioural choice is unacceptable.
- Underline consistent breaches in behavioural expectations.
- Underline one off extreme behaviours as unacceptable.

Each case is individually judged on the consistency of the behaviour, the level of risk presented and the pupil's ability to self-manage behaviours over time and in future. Previous disciplinary measures, parental/carer meetings and input and external influences will all be weighed up as part of the decision.

While the decision to exclude ultimately lies with the headteacher a corporate response by the senior leadership team informs the decision making process.

Examples of behaviours which *could result in exclusion are:

(* this is not definitive or exhaustive list and discretion is applied based on information available, individual circumstances and internal mechanisms for discipline and support).

- Assaults on peers or staff
- Aggressive and intimidating behaviour (verbal, physical and via social media) which threatens the safety and security of peers and staff
- Damage to school property
- Sexual harassment or abuse of peers, staff or visitors
- Criminal acts not already listed
- Use of or exchanging of illicit materials/substances including drugs and alcohol
- False allegations against staff
- Behaviour which seeks to exploit or harass individuals, including bullying, racial abuse, peer on peer abuse, homophobic abuse (though related cognitive ability and social understanding will inform the response)
- Smoking/vaping
- Absconding and/or failing to respond to reasonable risk related boundaries
- Mis-use of social media or mobile devices in a way which influences the list above
- Coercion or exploitation of vulnerable peers in relation to the listed behaviours
- Any other behaviour which consistently undermines the good order of the school and others' learning
- Any behaviour which seriously jeopardises the wellbeing of pupils or staff

Despite the described behaviours the headteacher reserves the right to apply or disapply the behavioural expectations

Summary

The management of relationships and behaviour at Loxley Hall is multi-faceted and relies heavily on the quality and consistency of relationship between staff and students. The ethos and culture of the school is warm and friendly, but clear boundaries and expectations are held to.

All staff should support the school's relationship management policy in their conduct and classroom management.

All students and parents should be aware of these boundaries and expectations, but should also be encouraged to contribute to the school community and the development and maintenance of positive relationships.

The Senior Leadership Team consult staff regularly over the quality of relationships, ongoing interventions rewards and sanctions, causes for concern and complications around implementing any given aspect of the policy.

In the event of any questions or queries arising from this document or its implementation please feel free to contact the Headteacher for discussion.