

(Behaviour Policy known as)

Relationship and Conduct Policy

All staff at The Flying Bull Academy have been involved in drawing up values that they feel are important both for our academy community but also for the children's lives outside in their own community – values that are relevant now and in their later adult lives.

These values encourage us all to look inward (Resilience), outward (Respect), to each other (Co-operation) and to the future (Aspiration).

- **Resilience (Looking inward)** – Children will come up against barriers in their learning, their friendships and within their families. They need to equip themselves with skills that lead them to be resilient. This is prevalent at FBA as it grew from our work on Growth Mindset. Children talk about 'I cannot do that yet' and 'I need to practice this more'. They are encouraged not to just give up.
- **Respect – (Looking outward)** - A key value for all children and staff. To be respectful you need so many qualities – good manners, honesty, an ability to listen to other people's views, opinions and beliefs, being able to show empathy, a caring attitude.
- **Co-operation – (Looking to each other)** – Children need to know the skills that enables them to work effectively in teams. They need to know that working together to the same end can be more efficient.
- **Aspiration – (Looking forward)** Some children will not be getting encouragement with aspiration at home. As a staff, we need to speak regularly of aspirations and build it in to our PHSCE and P4C programmes of study. We should invite inspirational people to come in and speak to the children. People that have aspired to become something and have achieved their goal.

These values should be on display in all classrooms and areas around the school, where they can be referred to when necessary. They should be covered through the curriculum and through whole school and phase assemblies.

At Flying Bull Academy including the Nursery and the Inclusion Centre, our everyday practice is based on our training in the following areas:

- The PACE (Playfulness, Acceptance, Curiosity and Empathy) approach
- The work of Paul Dix 2017, 'When the adults change, everything changes'
- Louise Michelle Bombers 2020 'Know me to teach me'

These are all approaches based on attachment awareness, restorative and trauma responsive interventions.

From research and training, our staff are aware that any disruption within the early years and pregnancy onwards can impact the minds and bodies of our pupils in 3 key areas;

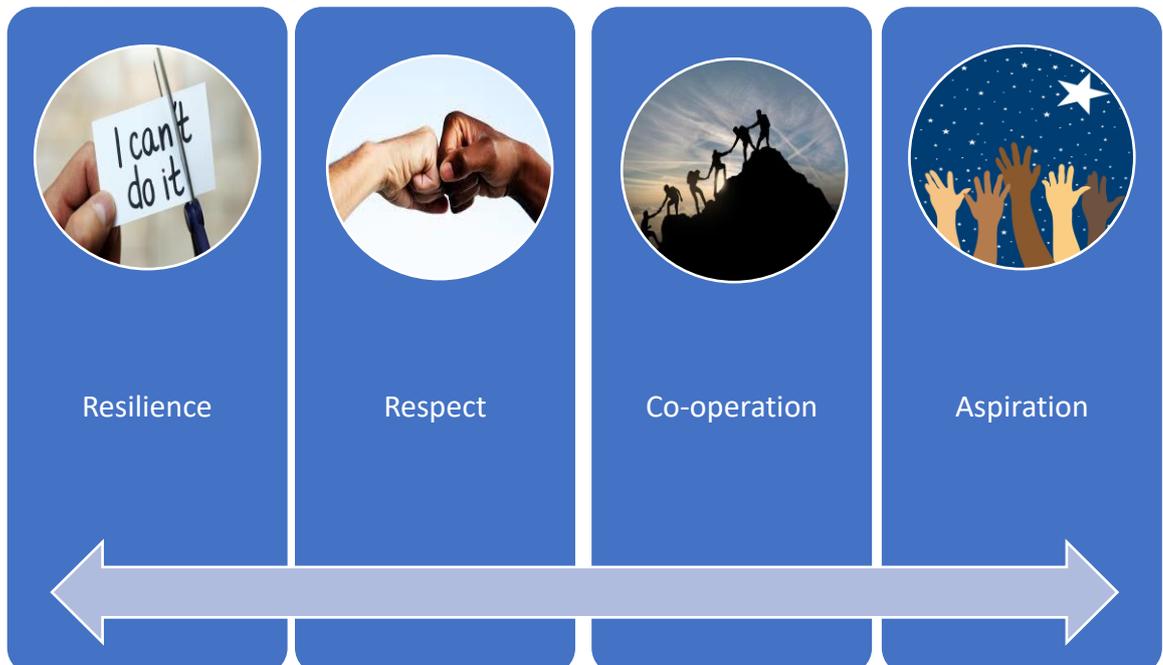
- **regulation** (the way we deal with our emotions),
- **attachment** (relationships between humans) and
- **executive functioning** (cognitive control of behaviour).

We understand that the toxic stress involved in adverse childhood experiences (ACEs) impacts the nervous system of human beings. Through rich, relational intervention, we believe that adults in school can play a large role in supporting children. We know that the development of key relationships, can bring about recovery so that children and young people can function well at home, school and out in the community. We view the school community as pivotal in a pupil's recovery journey. We will not discriminate how we relate to our pupils as we believe all pupils are worthy of our time, energy and patience. **However, we will differentiate according to need.** We will show empathy for pupils who are struggling, hurting or grieving for whatever reason.

What the staff will do

- We will learn all about our pupils and what they have lived through to date. If necessary we will look deeper at their resilience factors, their stressors (triggers) and their calmers (de-escalation strategies) and set up intervention based on the individual child.
- We will ensure that each classroom has clear routines and that through **respectful relationships**, our 4 class values that are absolutely explicit and understood by all pupils.

At Flying Bull Academy, we will encourage pupils to value:



- We will be wise with our words, making sure we do not label any pupil in our care, instead, encouraging them gently to believe in themselves and strive to achieve our values (please note each of these values can look very different for different children).
- We will automatically defer to the 30 second intervention rule (Paul Dix, 2017) when a pupil is not making sensible behaviour choices - deliver the message, anchor the child's behaviour with previous good behaviour and get out, ensuring both the child's dignity and adult's remain intact. This will be done in a calm and personal manner.
- We will be kind and caring, remembering that some pupils in our care have a very fragile sense of self.
- We will do all that we can to make sure that our pupils do not lose their thinking capacity by understanding how stress impacts them and by supporting them through it.
- We will utilise all and any opportunity to communicate delight to the pupils in our care; this will be done through verbal positive praise and acknowledgement (where appropriate), class recognition boards and sharing positive messages with parents as well as pupils, through text, calls and e-mail. Some pupils may need personalised visual representations of our delight in them as part of their personalised plan.
- We will see it as more important to always prioritise maintaining connection with our assigned pupils than aiming to prove a point or to get our point of view across.
- We will remain regulated throughout the day, taking regular quality breaks, supporting one another and pressing the pause button occasionally to re-resource.
- We will see it as our responsibility outside of school to attend to our own regulation and relationship needs to keep healthy and well in both our bodies and minds inside of school.
- We remember that everybody is doing the best they can with what they have lived through to date.
- We will try really hard not to take personal insults and rejection personally, or get triggered, as we know some pupils have experienced intimacy betrayal and do not trust adults in the moment.
- We will let others know if we are struggling, so that we can engage in safe, quality practice.
- We will be aware of our skill set and refer to experts as and when appropriate for specialist advice and support – Speech and Language Therapist, Portsmouth MABs, Portsmouth Outreach Service, Educational Psychology Service, CAMHS
- We will identify someone we trust in our work capacity to be our own professional Key adult, to give permission to check in on us on a regular basis, to support our self-care.

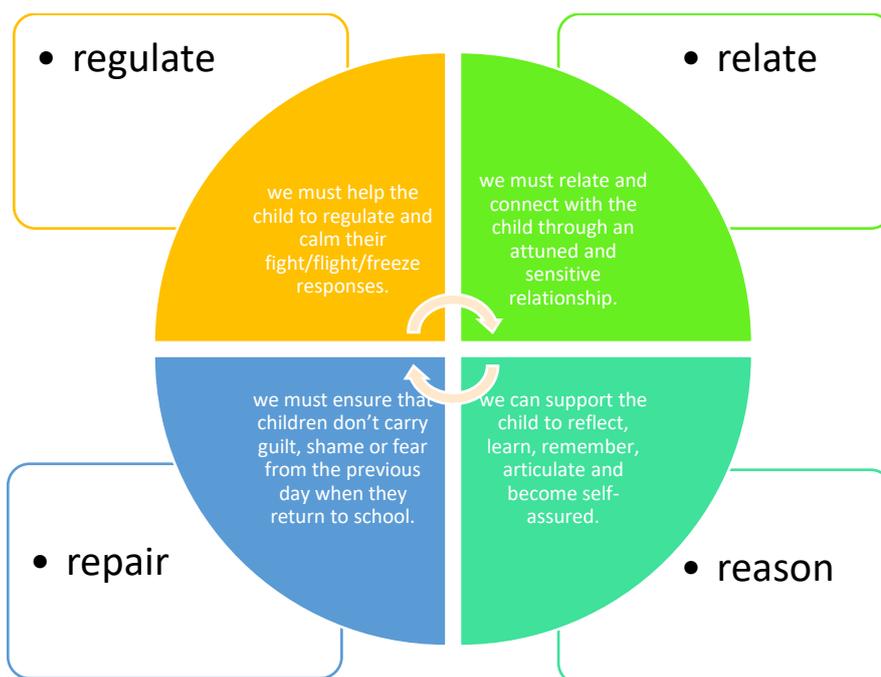
How we will work with our pupils who have experienced relational trauma and loss.

We will recognise that adverse childhood experiences (**ACEs**), may impact children in different ways

Examples of adverse childhood experiences (This is not an exhaustive list)

Physical abuse	Parental separation or divorce
Emotional abuse	Sexual abuse
Emotional neglect	Exposure to domestic violence
Household substance abuse	Household mental illness
Physical neglect	Household member imprisoned
Long-term illness, disability or Special Educational Need	Loss of a close family member/family pet
Household member in the forces	Financial difficulties in the home

- We will know our pupils' stories (on a need to know basis), tracing back what the child has lived through, taking note of any relational disruptions, ACEs and toxic stress.
- Where needed, we will provide relational support by allocating key adults to those who have experienced disruption in their early years, in teams of 4 or 5, calling them the 'team around the child' (Bomber 2016/17).
- We will use '**deliberate botheredness**' (Paul Dix 2017) techniques to prioritise spending quality time with our pupils, being physically and emotionally present, using a daily drip, drip, approach. Being attentive, attuned and responsive.
- We will prioritise **maintaining positive relationships** with our pupils, whatever other demands are going on, engaging in quality moments, recognising that it takes time to build trusting relationships.
- We will intentionally use **warm, open faces and body language**, a varied tone of voice, humour and playfulness in order to support feeling safe.
- We will engage our **playfulness approach** wherever possible, not taking ourselves too seriously.
- We will be **curious about why pupils do what they do**, wondering aloud so that our pupils have the opportunity to be curious too and start making links between states, sensations and feelings.
- We will not problem solve or reassure our pupils before first **really communicating that we have heard** what they are trying to tell us in their internal feelings and thought.
- We will support our pupils to **regulate, relate, reason and repair** as well as acknowledging the need to circle back through the stages if our pupil's stress levels and state indicate they are not yet or are no longer ready for a particular stage:



TRANSITIONS

We recognise that transitions can be an area of stress for some pupils. In order to minimise stress:

- We will take all necessary efforts to communicate change with pupils directly and with compassion. The adult may also give the pupil something to support them to manage this separation or change of plan; for example, a visual planner, a note or a card
- If an adult needs to leave the school for whatever reason, we will make all efforts to ensure the pupil has a carefully thought through and staggered goodbye.
- If the pupil needs to leave the school, for whatever reason, the team around the pupils will make all necessary efforts to support their transition and say goodbye, by visiting, letters, cards and discussing any concerns around the move. Genuine care will be communicated and a sense of them not being forgotten.

RELATIONAL REPAIR

- We will never leave a pupil on their own after a difficulty or a relationship rupture. This is the time they need us most.

- If there is a difficulty between ourselves and our assigned pupil or another member of staff, we will do all we can to resolve it so that we can be at peace with one another. This may include, asking a pupil to have a chat at the beginning of break, lunch or the end of the day.
- If an interaction with a pupil becomes difficult for an adult, the adult will take time out to get themselves regulated before re-engaging at a later stage, another familiar adult will swap in to be with the pupil.
- As adults we always try to apologise directly to the pupil if we mis-attune to them and their state becomes aggravated.
- When a pupil becomes aggravated we will match the intensity of the pupils affect so that the pupil feels heard and validated.
- If something needs to be repaired, we will join in too, using the restorative approach, even if we don't consider the difficulty to be our own personal responsibility.
- If we notice a pupil becoming stressed by any of our interventions, we will switch what we are doing, recognising that relationships can be stress-inducing for pupils who have experienced relational trauma or loss.
- If there is a tension build-up in the class, we will check in with our pupils with a warm smile and a 'We are here for you'.
- If something goes wrong, we will seek understanding from the pupils themselves, rather than making our own assumptions. We will communicate curiosity: 'Help me to understand...' Or 'I wonder what was happening for you...'

OUR AIMS INCLUDE SUPPORTING ALL PUPILS TO:

- Function well at home, school and out and about in the community.
- Experience safety, security and stability with us.
- Reduce their blocked trust.
- Increase their tolerance of intimacy.
- Increase their comfort zone.
- Increase their self-awareness.
- Strengthen their sense of self.
- Increase their internal controls.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Develop a personalised tool kit that will support them to move from alarm to social engagement.
- Integrate their body and mind.
- Integrate their past experiences into a coherent narrative.
- Move towards interdependency with others.

These are the approaches we expect to see in all classes.

- **Recognition board**
This could be focused on one of the key values or children's work. It must however be rewarding over and above only.
- **Deliberate Botheredness**
Taking time to be bothered with children, especially those who are experiencing or have experienced difficult times.
- **Meeting and Greeting**
Being at the door when children come in – greeting them by name – remembering those special things about them.
- **Positive Notes**
Texts home to parents/carers celebrating the successes.
- **Positive class routines**
The Keystone Five
(1) Getting the class silent and ready for instruction
(2) Setting the class to work
 TROGS – (1) time and task (2) resources (3) outcomes (4) grouping (5) stop signal
(3) Reflective questioning
(4) Eliciting success criteria
(5) Routines for students: three is the magic number

For more information, see Chapter 5 of *When The Adults Change Everything Changes*.
- **Avoid commenting on secondary behaviours**
Keeping on the initial behaviour issue
- **Consistency**
Once this policy is agreed, staff should be consistent in their approaches.

WHEN THINGS ARE NOT WORKING

Children can go in at the most appropriate level depending on what has happened.

STAGE 1 LAPS involvement – mediation

When all class approaches have failed, the Phase LAPS member needs to be brought in to the restorative conversation. This could form some sort of mediation or short term plan with clear SMART targets to work towards expected behaviours.

STAGE 2 Withdrawal for fixed time in LAPS

This is when the above has not had a positive or could be part of above plan – time out in LAPS room to carry out restorative work.

STAGE 3 SLT involvement – Parents informed

When the above stage has not had a positive outcome, SLT should be brought in to the conversation. Again, this should be of a restorative nature. Parents need to be informed at this point that there are concerns.

STAGE 4 MULTI AGENCY BEHAVIOUR SUPPORT SERVICE INVOLVEMENT

When the above stage has not had a positive outcome, the MABSS Advisory Teacher will be invited to a Pastoral Support Planning meeting by the LAPS / Inclusion centre caseworker. Parents will be invited to these meetings.

STAGE 5 Withdrawal with SLT – Parents invited in.

A set time out with SLT member in SLT office. Work set from teacher. Parents invited in for a conversation with SLT.

WE WILL MEASURE EFFECTIVENESS BY:

- Checking our attendance data.
- Seeking the pupil's own views about their mental health and well-being- this may be done as a small group intervention as a 1:1 session, through ELSA and resources recommended to us by specialists- eg. CAMHs, EP service, MABs.
- Timing how long it takes our children to recover from every day, low-level stressors in school.
- Logging how any times senior leaders have to deal with serious incidents.
- Reports from CPOMS on different categories of incidents.
- Measuring their learning progress, in comparison with themselves, not their peers.
- Logging any transitions made between classes or schools mid-year.
- Asking children to complete a This is me document (see below).

THIS



IS ME

My name is

Education Health and Social Care

About me...

My family



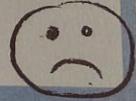
My friends

What I like / what works well for me

Things I find difficult are

Things I LIKE

Things I DON'T LIKE



One day I would like to...

