

Behaviour & Relationships Policy

Sept 2024 - 2025



The New Broadwalk

Signed by:

_____ Chair of governors

Date: _____

_____ Headteacher

Date: _____

Date of Policy: September 2024

Review of Policy: September 2025

Rationale

Broadwalk Green acknowledges that our pupils may exhibit challenging behaviours that vary both in intensity and duration. Challenging behaviour is defined as ‘behaviour of such an intensity, frequency or duration that the physical safety of a person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of common facilities’ (Emerson 1987).

In developing appropriate behaviour in our pupils the PRU promotes the use of a range of techniques. It also acknowledges that some pupils’ behaviour may be so severe as to require the use of reasonable force (DfE July 2013) to ensure both his/hers and others’ physical wellbeing. It is crucial to the successful management of these behaviours so that staff work closely with parents/carers/other agencies and the pupils themselves to ensure that a consistent approach to behaviour management is implemented. This allows the pupils to develop their own ability for their behaviour. The approach used draws from the experience of ‘best practice’ combined with the principles and practice of Team Teach.

Team Teach is a structured, non – violent staff development programme that promotes techniques that are effective in the de-escalation and management and anger and aggression, utilising therapeutic, educational awareness and communication of positive handling strategies. It puts an emphasis on whole teams of staff working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

“Team Teach techniques seek to avoid injury to the user but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.” (George Matthews Director of Team Teach)

Aim

The aim of the policy is to ensure the correct approach is used to support pupils in modifying their own behaviour. Whilst our behaviour policy is followed and applied consistently, there are times where staff are required to be flexible in their approach due to the significant differences in our pupils needs.

Overview

The Broadwalk Behaviour Policy clearly identifies our rights and responsibilities as learners and leaders in learning. In our world there are no bad kids, just impressionable conflicted young people, wrestling with emotions and impulses, trying to communicate their feelings and needs the only way they know how" Janet Landsbury.

As a body of staff at Broadwalk Green Pupil Referral Unit we fundamentally believe that you can't make children feel better by making them feel worse, when children feel better they behave better. It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment in which everyone feels happy, safe and secure.

This relational approach underpins the ethos of Broadwalk Green PRU and the way we support pupils with their behaviour. After all we all view behaviour as just a communication. We focus on meeting the needs of pupils albeit social, emotional and academic rather than focussing on the behaviour in its own right. We believe that the most powerful tool we have for influencing the behaviour of our pupils is the relationship we build with them.

Our mission Statement

We are committed to providing a safe, caring and inclusive environment where you all thrive academically, socially and emotionally. We offer you a nurturing environment where everyone feels valued and supported. Our school community values integrity, diversity and personal growth. Together, we will strive to bring out the best in each other, ensuring that everyone maximises their potential and is as fully as possible for their journey ahead.

THE BROADWALK APPROACH TO PROMOTING POSITIVE BEHAVIOUR

All staff are responsible for maintaining high standards of behaviour.

All staff will deal with inappropriate behaviour in the following way to ensure a common approach.

Challenge inappropriate behaviour by following the code of conduct and the traffic light system

We have a traffic light system in place which is used in lessons. All pupils start the lesson on Green, failure to follow the rules or failure to meet expectations, pupils will be given a verbal

warning and reminded of the expectations with positive reinforcement. before being moved onto Yellow. If a pupil is still refusing to follow instructions, a further warning will be given before a pupil is placed on Red. In the event of this happening, the pupil will be removed from the lesson and will work 1:1, they will also be expected to complete a 10-minute detention at the end of the day. Their points in that lesson will reflect this.

Points

Recognition and reward of good behaviour choices is intrinsic to the culture at Broadwalk Green. Staff reward good behaviour appropriate to individuals. As a body of staff we feel that our practise seeks to lead pupils towards increasing their self-esteem, we believe that the self esteem affects thinking and learning behaviours. Verbal praise and reward is often the most powerful as it is working in collaboration with the positive relationships that are made. It is important that pupils develop a 'feeling' that it is 'worth-while being good'. This information is relayed to parents through class charts and phone calls to parents/carers.

Pupils behaviour, work and attitudes is tracked through class charts which parents/carers can see throughout the day. Pupils points are discussed at the end of every lesson, pupils may earn points for effort in classwork, using manners and being respectful to name a few. Pupils can also be awarded points for peer coaching or volunteering, as well as meeting a Broadwalk Green value, subject of the week award, representing the school or a Head Teachers award. Points can also be deducted for poor behaviour such as theft or personal threats. In the event of a serious breach of the behaviour policy, pupils will lose 100 points and will receive a fixed term suspension. Pupils can see their points at any time and their points will be discussed during weekly form time review. Pupils are also awarded points for 100% attendance.

Truancy

Internal truancy is tracked through class charts, in the case where a pupil may truant a lesson, they will receive a 10-minute detention per lesson truanted (up to 30 minutes) at the end of the day. If a pupil is unable to complete detentions after school, they may be asked to complete them over the lunch period. Should a pupil fail to complete this detention, parents/carers will be informed and they will be expected to complete a 30-minute detention the following day. Failure to comply will result in 1 to 1 in the reflection room or an outreach session.

CONSEQUENCES

All actions have consequences whether these are positive or negative, below is a list of Broadwalks consequences.

Sanctions

Equally to develop the skills of our pupils we will use sanctions to identify boundaries, deter inappropriate behaviour and direct pupils towards positive behaviour.

When rules and routines are not followed the following sanctions will be used in accordance with the school's code of conduct:

- Pupils will be reminded of the expectations.
- Pupils will be reminded of the consequences of their behaviour
- Pupils may be moved to another seat.
- Pupils may not achieve their class behaviour/work points
- Parents/carers may be contacted.
- Pupils may receive a detention.
- A letter may be sent home.
- Pupils may be withdrawn from the classroom to resolve the difficulty.
- Pupils may spend a period on 1:1 or in reflection.
- Pupils may receive an outreach session.
- A pupils' mentor may be involved to discuss/resolve the issue.

Serious breaches of the Rules and Routines or non resolvable difficulties will result in pupils and parents/carers being called to a meeting

The meeting will decide what further action should be taken from the following outcomes:

- Take no further action (in exceptional cases only)
- Renegotiate agreement (timetable restructure/group change)
- Give a verbal warning to the pupil
- Give a written warning to the pupil
- Restorative Justice
- Fixed term exclusion
- Involvement of other agencies eg the police / YOS / social care etc
- Parents/carers will be notified immediately and pupils, if agreed with parents/carers will be asked to leave the Centre with a fixed term exclusion.
- Pupils will be expected to attend a meeting with their parents/carers to try to resolve the difficulty.

Failure to leave the Centre premises upon request may result in the police being called.

Guidelines

- Follow up actions must be directly related to the warning.
- Removal from the lesson should be a last resort.
- If staff require a pupil to be removed from their lesson, the support will ask the pupil to work in another room.
- Pupils who are removed from class will be expected to discuss and resolve their behaviour appropriately.

Relationships and Behaviour for Learning

At Broadwalk Green we recognise that this policy should relate to the behaviour of and relationships between all members of Broadwalk Greens 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 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 Broadwalk Green.

The five key values which underpin the work of Broadwalk Green are:

RESPECT

INCLUSION

COURAGE

KINDNESS

RESILLIENCE

1) All members of Broadwalk Green 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 The Broadwalk Green 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.



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 Broadwalk Green, 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 Broadwalk Green have collaborated to come up with behaviours we want to see and behaviours we don't want to see (see Appendix A)

Appendix A

What we want to see you doing 	What we don't want to see you doing 
LEARNING - WE ENJOY LEARNING AND ARE INSPIRED TO LEARN	
<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 • Promoting a positive classroom atmosphere • Engaging starters and correctly pitched lessons • Being aware of individual needs, sensitivities and triggers. • Consistency in marking – raising further questions to challenge pupils thinking. 	<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 • Negative mentality • Highlighting individual difficulties in public • Interrupting lessons

What we want to see you doing 	What we don't want to see you doing 
COMPASSION - WE CARE ABOUT OURSELVES AND EACH OTHER	
<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 • Listen and show empathy • Knowing personal facts about individuals • Showing an interest, asking about their weekend/holidays. • Supporting colleagues • Being polite and kind • Give time, space, change of face. 	<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 • Making personal comments

What we want to see you doing 	What we don't want to see you doing 
ENGAGING - WE MAKE THE MOST OF EVERY OPPORTUNITY	
<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 • Building positive relationships • Treating pupils as individuals • Planning around their interests and needs • Show you care by keeping a clean and tidy classroom, regular praise and marking • Being professional at all times – dress code, time keeping, respectful • Sharing good practice • Positive attitudes 	<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 • Negative attitude towards learning • Being unprofessional

What we want to see you doing



What we don't want to see you doing



BELONGING - WE CAN SUCCEED TOGETHER

- Welcoming everyone in to the New Broadwalk
- 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 centre 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
- Celebrating success
- Show a united front at all times
- Show compassion
- Team building events

- Being unwelcoming of people and resistant to allowing people to be part of the New Broadwalk
- 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 centre
- 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
- Verbal and non-verbal negativity
- Being inconsistent
- Leaving people out