

# Triumph Trust Statement of Intent

## Relational Approach to Behaviour

We believe that each person in our schools has the right to feel safe, valued, respected and happy. All pupils, staff and visitors are free from any form of discrimination, modelling the very highest standards of behaviour at all times. Our behaviour policy is shared and understood by all and consistently followed. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that this will support our children to learn to manage their own behaviour and to be responsible for their own actions.

By forming positive, supportive relationships and by everyone acting as role models in schools, we are promoting our Core Values of:

- Pride,
- Resilience,
- Kindness,
- Responsibility,
- Collaborate.

These values are used consistently across our schools and the language of our Core Values is used with all children and adults when referring to behaviour. Our values are taught and reinforced through assemblies, our curriculum and PSHE lessons; they help our children understand how to demonstrate these values in different places, in and out of school.

Children are praised for demonstrating the core values. Our approach to behaviour is a relational one where we see behaviour as a communication of need. We use the current research in neuroscience and attachment theory which shows that positive relationships that promote high levels of care alongside high expectations are essential to children's personal and academic success in school.

**Developing Relationships** Our school ethos of kindness and by collaborating together as a 'family' underpins all that we do to ensure that our schools are a place of safety and a positive learning environment for all children. All adults in school invest in building relationships with the children they work with. All children are treated with kindness and valued as individuals. All members of staff in school are expected to model and promote behaviours and further embedding positive relationships. We all follow the principle's from Paul Dix book (When the adult changes everything changes) of 'visible consistency and visible kindness to allow exceptional relationships and behaviours to flourish' and that 'praise in public, reprimand in private' to support the culture of kindness.

Relationships are built through:

- Consistent caring adult behaviour,
- Clear high expectations for behaviour and learning,
- Consistent routines and practice in all areas in school. Setting boundaries and celebrating positive behaviour Good and expected behaviour must be role modelled and promoted by all staff at all times. Around our schools children should be given regular, specific praise for excellent behaviour.

The reward system is designed to celebrate and encourage the individual skills and traits that are needed for children to develop a positive attitude towards their learning and development but also to support them to become responsible members of the school community by collaborating as a class. Consistent routines through teaching and promoting the core values, our children learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

**Supporting Inclusion** We recognise that some children have difficulties in self-regulation and managing their own behaviour resulting in disruption to learning or relationships. After teacher intervention, if children are regularly displaying unacceptable behaviours they will be referred to the school's pastoral team and SENCo and seek support from their link member of the Senior Leadership Team.

The Core Values be used by all adults to support children to make the right behaviour choices, the language of the values should be used to help the child reflect on and choose their behaviour. All classes have their own calming Thrive

area for children to use to aid self-regulation, children are taught to use these resources and to understand how this is helping them be ready to learn again. Through Thrive sessions children are taught breathing techniques, mindfulness and calming strategies. All adults in school will always respond to in a calm and consistent way. In the classroom adults use the “30 second script” to support children in making positive behaviour choices (appendix 1). This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct the behaviour after the script is delivered.

All children are entitled to a calm and safe place to learn and if a child’s behaviour is continually disrupting they will be asked to leave the classroom as part of the 30 second script. Every classroom should be a positive learning environment and children should feel safe in all parts of the school. If a child continues to not follow instructions to keep themselves or others safe then parents will be contacted to discuss actions moving forward that are appropriate to the child’s circumstances.

Children with many social, emotional and mental health difficulties will find self-regulating their emotions a challenge; we understand that their behaviours are a way of communication. Children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Individual children.

We recognise that some children in some circumstances, may find it difficult to regulate their emotions with the support of an adult. In these situations, their behaviours may be dangerous to themselves and/or others. In these cases, children will need to have an Individual Behaviour Plan which identifies triggers, strategies and adults who can support the child. In the case of an emergency situation, the adult supporting the child must request additional help from any available adult by requesting ‘help needed’.

All unacceptable behaviours must be dealt with and addressed with the child. A playtime/lunchtime incident should be dealt during playtime/lunchtime rather than interrupting learning time. Adults will ensure that children understand that an incident will be resolved at a given time during reflection time (playtime/lunchtime/end of a lesson) to ensure the child is able to engage in their learning until this time. Adults will use these restorative interactions to help the child resolve the incident or conflict and understand how to repair the harm caused.

The level of the behaviour may mean that there needs to be a further reflection time on other days to resolve and repair the incident. It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that behaviour is a communication of need or circumstances so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Where the behaviour escalates so that it is not so easily managed in the classroom environment, there may be a need for another teacher from the year group to be involved or the link member of SLT. If persistent behaviour is disrupting the learning of others it may be decided that the child works out of their classroom for a fixed period of time.

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist/bullying/homophobic language) or damage to school or others property will involve head/ deputy head teacher or senior leader overseeing the year group. The child will have a meeting with the head/ deputy head teacher to discuss what has happened. After investigation, parents will be informed of the school’s actions and will be expected to support the school’s decision. An appointment will be made for parents, teacher, child and head/ deputy head teacher to discuss the child’s future behaviour.

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the member of Senior Leadership Team linked to each year group. This will allow any persistent issues/ children to be identified. If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the school inclusion and pastoral team.

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