



Relationships Policy

***Our unique approach to
Behaviour Management***

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Our Beliefs

1. We believe that every person in our school is an individual of equal value and deserves to be treated with respect.
2. We believe that every decision we make and everything we do is to make life better for our pupils.
3. We believe that our role in managing behaviour is to enable our pupils to manage it for themselves.
4. We believe that every pupil must get the very best education so that they can reach their potential and have the future they deserve.
5. We believe that our school is exceptional and our pupils deserve to have this recognised.

Relationships Policy: Our Unique Approach to Behaviour Management

Silverdale School believes that our most important job is to help students develop skills so that they can manage their own behaviour to be ready to go out into the world and become successful and resilient tax payers.

Many of the students who attend Silverdale School have had to face trauma and challenges that could be described as Adverse Childhood Experiences. Our first aim is to develop a positive and trusting relationship with our students and their families so that we can best understand what they need and how we can tailor and offer support. We start by forming effective and positive relationships with all students in the school and extending a warm welcome to families.

Silverdale School is on a journey to understand the whole child so that staff can offer support using the right strategies to meet that individual child's needs. Children have a physical response to distress as well as an emotional reaction and we are developing our understanding of how best to support a child so that they feel safe and calm. Once the child is settled and feels safe staff will review incidents and problem solve with the child to move behaviour responses on into positive reactions.

In the beginning staff may need to regulate the child to help them find calmness instead of escalating into a crisis, those skills will then be developed so that staff and the child can co-regulate, this leads onto to the child self-regulating. Once a child feels they can manage their own emotional responses it is hoped they will have raised self-esteem and be able to take responsibility for their choices and decisions. Supporting our young people to feel safe, secure and to develop self-regulation skills is our core work.

We value our children and their families so the physical environment and curriculum is a high priority and maintained to the highest standards. We aim to deliver high quality interactions between adults and students and consistently highlight, praise, reward and celebrate appropriate behaviour, positive actions and achievements. External areas have been developed to provide stimulating and engaging places for our young people to socialise and play. This is ongoing work.

Various approaches are used to support children to feel safe and settled in school. Snacks and food are provided as needed as part of the work relating to nurture and meeting basic needs. The Thrive Approach and nurture sessions are targeted at key individuals as needed and all class rooms are welcoming, safe places. Coaching is in place in all phases as needed. Staff work with young people's strengths promoting an atmosphere of success and praise. Energy is put into repairing relationships rather than focussing upon who is right in a situation. Staff are observant and proactive in identifying need and addressing any issues as they arise.

Developing Positive Relationships

We want the best for our students and therefore every opportunity will be taken to change behaviours which could be detrimental to their progress and the progress of others. Staff recognise and praise good choices and positive behaviour, however, incidents that put others at risk of harm or damage are dealt with case by case and consequences are discussed and agreed by the Senior Leadership Team. Examples of consequences include meetings with families to ask for support and discuss strategies, bespoke individual strategies and plans, review of pupil risk assessments, advice and guidance from supporting agencies and services, Fixed Exclusions and in very rare cases Permanent Exclusion.

In Silverdale School we believe that the behaviour of the student is a symptom of problems and rather than treat the symptom we should treat the cause of the problem with understanding and sympathy. In Silverdale School our Relationships Policy relies on a sound pastoral system involving personal relationships and flexible, appropriate, individual responses to behaviour.

We use many ways and means to help us to develop positive relationships with our students:

- 1)** Primarily we set out to make and maintain strong and positive relationships with the students of the school. One way this is done is through a Link Worker system and it starts as early as the preliminary visit of the new student to the school. The Link Worker has a remit for working directly with family and carers who have parental responsibility for the student and they will ensure families/carers are informed and involved about all areas of progress.
- 2)** A major part of our policy is to work closely with carers and parents on our approach to behaviour management. When specific, undesirable behaviour is becoming particularly problematic for the school, the school will use specific, appropriate and collective action in partnership with carers/parents to improve this.
- 3)** Carers/parents will be consulted on a regular basis.
- 4)** There will be regular discussion through formalised daily briefings with staff on pupil behaviour and presentation. This may be departmental.
- 5)** Through the Link Worker system and through student voice, students will be encouraged to take part in discussions monitoring and improving the school's offer. Their feedback is valued and respected.
- 6)** The academic curriculum is applied in real life situations particularly in break and lunch times. Students are taught social skills through the PSHE and Careers curriculum and staff use every opportunity to promote and practise those skills in preparation for adult life. This curriculum starts in EYFS and is delivered in all phases. It is considered to be part of core curriculum at Silverdale.

7) In Silverdale School all adults are role models for our students and demonstrate behaviour and attitudes which will support and encourage students so that they can achieve the best outcomes.

8) In Silverdale School the resolution of conflict is deemed essential. All conflict will be sensitively and thoroughly dealt with so that all parties feel they have been heard and the matter will always be addressed with an outcome. Some situations may need ongoing work and this is monitored and reviewed until a positive resolution is achieved.

9) There will be a high collaboration amongst all staff at all times so that a united approach is in place providing consistency and reassurance for all.

10) The school will operate in a flexible way so that the individual needs of the child are paramount.

11) All staff are trained in using the school system of Behaviour Watch to log and track all incidents, observations and concerns. This is analysed for patterns or trends and then addressed through SLT and MLT. Governors closely monitor numbers and severity of incidents.

12) The school has a written attendance procedure and attendance is monitored and discussed weekly. Absences will be acted on through the Link Worker system. Good attendance is rewarded appropriately.

13) In Silverdale School we only use positive handling as a last resort, however when this is required it is undertaken with the child's best interest at heart. Staff at Silverdale School have been trained in how to use positive handling safely and this training is regularly refreshed and reviewed. See the 'Use of Positive Handling Policy' for further details, including how we use repair and reflection to maintain the staff-student relationship after a physical intervention.

The Circle

An important part of Silverdale's Upper School's day are the daily assemblies known as 'Circle Time'. The philosophical rationale of the Circle is that all are equal therein. Both adults and students have, in theory, equal access to Circle and all are encouraged to participate fully, regularly and positively before going off to lessons. The Circle also has a practical use in that it is used as a forum for reflection, discussion, the sharing of information, plus an opportunity for calming down before the dispersal of classes.

The use of the Circle is varied and it may appear differently in the various school departments, but the principles are the same:

Transitional time

Great emphasis is put on personal and social skill in Silverdale School. Breaks and lunch times are integral parts of the students' day – the transition from this informal time to the formal lesson time is marked by the Circle. Hopefully, students will move psychologically from informal behaviour to formal behaviour and be ready for work. To this end no-one will continue eating, drinking or talking in the Circle which is convened directly after the buzzer sounds. Body language will also reflect a formal scene.

Information dissemination

The Circle is a time when all are present. It will be a time when visitors can be introduced, timetable changes announced and information or instructions passed on.

Certificate ceremony

Building self-confidence and self-esteem among students is one of Silverdale School's aims. It is therefore useful when students have been awarded certificates that they are given out "ceremoniously" with everyone present. Certificates to be awarded will be given to the Head Teacher during the week for presentation at an appropriate time during the Circle. The school also holds a Celebration Event each year to recognise achievement and efforts.

De-briefing of previous sessions

All members of Silverdale School will be invited, during Circle time, to comment on how activities, events or sessions have gone and if appropriate, discuss some of the issues that emerge during the course of the day.

The rules of the Circle

Bearing in mind the uses of the Circle, it is not surprising that there will be some expectations placed on all of its members. The Circle is important and all teaching staff, support staff and pupils are expected to be there. Only in exceptional circumstances will any attending member of the school not be present. Good punctuality, particularly by staff, is expected.

The Circle, as a transitional facility means that we will all be punctual and a short buzzer will indicate the approaching end of breaks. The Circle is a move from informal to formal time so no food or drink will be seen in the Circle. Body language will be appropriate. Adults will sit amongst the students to encourage appropriate behaviour. All members of the Circle will be encouraged to speak regularly and creatively by those who have more confidence in the Circle.

The Circle has few rules. Latecomers, though welcome, will be as discreet as possible on entry. No member of the Circle will interrupt another member whilst that member is speaking and the remarks made in the Circle will be positive or will be made in such a way that no-one feels vulnerable, threatened or diminished.

Students will be asked to leave the Circle if their behaviour is unacceptable.

Issues pertaining to the Circle will be discussed as and when appropriate at staff meetings.

Students will leave the Circle for lessons in a variety of ways depending on current issues. Dismissal procedures will be discussed when appropriate at staff meetings.

The Points System

8	Friday		
Lessons	Work	Behaviour	Total
Maths			
Art			
PE			
ICT			
Social Time			
I will follow staff advice and instructions.			

The points system is designed to support and promote positive behaviour of students within school. It reinforces our belief that *“every person in our school is an individual of equal value”* and the system is used in the formal setting of the classroom.

In each lesson students are awarded points for positive behaviour and a good work ethic. They can earn:

- a maximum of 5 points for positive behaviours (including meeting their individual behaviour targets)
- a maximum of 5 points for work related targets

Students’ individual targets will be agreed and set by analysis of their behaviour using behaviour descriptors and all staff are involved in the discussions around setting the targets. Once these targets are decided discussions will take place with students and their carers/parents. Students are given two behaviour targets which correspond with their EHCP outcomes. Targets are recorded on points cards and teaching and learning staff refer to them in daily sessions.

At the end of the session the points are allocated according to whether:

- Individual targets have been met
- Work has been completed
- Behaviour has been appropriate and positive.

The points are written onto a portable card (shown above), which students are responsible for looking after throughout the school day. The points are also recorded on an electronic points system and it is the duty of each member of staff to enter the points on the system promptly and before the end of the school day.

The points are totalled and all students meeting or exceeding the set thresholds earn the right to take part in Social Time (see below) as well as access to extra-curricular activities offered during the daily break time sessions.

Feedback from the Points System is regularly given to carers/parents via the Link Workers.

An explanation of the Points System forms part of the students’ induction on entry to Silverdale School.

Virtual Bank Accounts

Each student has a virtual bank account which is updated weekly by their Link Worker:

- If a student earns “double 5s” in a lesson as part of the Points System, they receive £0.20 into their virtual account.
- If a member of staff nominates a student as a “Worker of the Week” during the Circle for positive behaviour or a good work ethic in the previous week, the student earns £0.20.
- If a student gets a “Special Mention” during the Circle from a member of staff for a good deed or exception behaviour, they also earn £0.20.

Good attendance is rewarded at the end of each half term:

- For attendance of 95% and above, students earn £2.50.
- For 100% attendance they earn £5.00.

At the end of the school year, for 100% attendance they earn £20.00.

Social Time

Students at Silverdale School are offered regular periods of supervised social time, including extended sessions typically on a Wednesday and Friday afternoon.

Social Time is used to give our students the opportunity to:

- interact with others around them in a healthy way
- develop friendships
- develop communication skills
- build self-esteem
- soothe anxieties
- grow the all-important staff-student relationship.

Students who meet or exceed their targets as part of the Points System unlock access to special extra-curricular activities during Social Time which help to acknowledge when a student has made an effort during the working week. The Social Time sessions are fun and enjoyable and are looked forward to by all students.