

Relational Policy



Date: May 2023

Review Date: April 2024

Responsible Person: Karen Holmes

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

The Gottman Institute

Behaviour is a means of communication, and all behaviour has a functional element. 'Challenging' behaviour is often described as communicating unmet needs. Children are communicating something through their behaviour during every moment in every day, even if they are not aware of it. A child's problematic or inappropriate behaviour is a sign that he is upset and that something is not right. Children with complex needs have many unmet needs and often find it difficult to express them. Unexpressed needs can result in a child being perceived as having challenging behaviour, and being labelled as aggressive, antisocial, or offensive

When children behave in a way that challenges us, we need to question why they are behaving in this way, consider the origins of the behaviour and wonder what the message behind the behaviour might be. This will help us to understand the meaning behind the actions, and avoid us attaching labels to the child.

Statement and Vision

More Than Ed Independent Special School (MTEISS) has a holistic approach to education valuing all learning both inside and outside of the classroom. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour, enabling everyone to work together with the common purpose and aim to help all children to be the best that they can be. In order for students to feel safe, their environment needs to be rich with both nurture and structure. Our ethos is already grounded with nurture principles and being Attachment and Trauma-informed, we use Emotion Coaching to structure our Behaviour Regulation strategy.

Our school is committed to the emotional mental health and well-being of its staff, students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. To facilitate this, we provide a safe and nurturing environment where students can be themselves and be empowered to engage and be ambitious in their learning. Furthermore, adult and child relationships are integral for this to occur. Through the development of trust and co-regulation of emotions, students learn to become more independent and develop self-regulation.

The school expects every member of the school community to behave in a considerate, cooperative, and respectful way towards others. Students should be treated impartially and with the Regulation Policy being applied in a consistent and attuned way.

This policy is to ensure we have a clear and consistent whole school approach for all staff, students, parents/carers, visitors and partners working within the school and provides guidelines and procedures how our school supports and responds to behaviour. The development of positive social, emotional and learning (SEL) behaviours is at the heart of our Relational Policy.

1. Aims:

Our aim is for all students to:

- feel safe and happy
- build positive trusting relationships with staff and peers
- develop self-worth and self-esteem

- develop self-regulation and resilience skills by creating emotionally positive and calm environments modelling empathy, respect and self-regulation.
- make both academic and emotional progress in line with their starting point

We aim to enable students to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, students will be encouraged to build tolerance, resilience, self-esteem, and take responsibility in readiness for them taking their place in Society.

As a Trauma-Informed school, we are guided by the overarching principles of Dan Hughes' PACE model, and Eva Holmes' and Eve Boyd's Six Principles of Nurture. Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that opportunities for students' to achieve their SEL outcomes should be integrated into every part of their school day; this we do.

2. Strategies:

2.1 Zones of Regulation and Linked Emotions



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From *The Zones of Regulation*™ by Leah M. Kuypers • Available at www.socialthinking.com

2.2 PACE/PLACE

PLAYFULNESS: creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE: actively communicating to the students that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a student makes them feel secure, safe and loved.

CURIOSITY: wondering about the meaning behind the behaviour of any student. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY: the member of staff demonstrating that he or she knows how difficult an experience is for the student, and telling the student that they will not have to deal with the distress alone. Empathy gives a sense of compassion for any child and their feelings

2.3 The Six Principles of Nurture



2.4 Emotion Coaching

We use Emotion Coaching, an evidence-based strategy based on the work of John Gottman and colleagues 1996-97. Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families’ (Gus et al 2017). This approach helps young people to understand the different emotions they experience, why they occur and how to manage them. We want to support children to understand, regulate and reflect on their behaviour and feelings. We recognise the power of a relational approach and understand that, for emotion coaching to have impact, the adult involved must have an existing relationship with the young person.

We do recognise that staff will need to react very differently to stop a behaviour that is dangerous, however, we will not restrain students unless they are at severe risk of harming themselves or others. Restraint will serve to further traumatise any young person and will irreparably damage the trusting relationships we have with our students.

We use a 4 steps approach to emotion coach and manage behaviour:

Step 1	Recognise the student’s feelings and empathise with these feelings and not the behaviour.
Step 2	Verbalise and label the feeling with the young person, validating why they might be feeling that way, and that it is ok to feel that way. Use Zones of Regulation if necessary. This supports the young person to identify how their feeling links to an emotion.
Step 3	Set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then.....

Step 4	<p>If appropriate, problem solve with the young person, supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the young person to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a young person receives, the more empowered they become in identifying their own feelings and emotional regulation.</p> <p>It is important to note that if a young person suffers a complete meltdown, they will rarely be able to remember their actions, and problem-solving would simply lead to shaming the student.</p>
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3. Behaviour Practices and Procedures

“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos”

At More Than Ed we do not have Classroom Codes of Behaviour or Conduct Agreements; we understand that by addressing the problem, we prevent the behaviour.

We see a student’s dysregulation as an opportunity for them to practice co-regulation, and eventual self-regulation. Our young people are not punished or shamed for dysregulating, instead they are comforted and listened to.

Our in-depth knowledge and understanding of our students’ needs, alongside our extremely high staffing ration, allows staff to very quickly identify when a young person is becoming heightened or anxious, and immediately support them in regulating their emotions. This can include distracting the young person with another activity, accompanying them into the garden or for a walk to help them calm down, or simply acknowledging and listening to how the young person is feeling.

In line with our belief that behaviour is communication, we cannot issue a fixed-term exclusion to young person who has suffered a severe meltdown due to their trauma or SEN, or to a young person who has become so emotionally heightened that they cannot regulate due to their compromise mental health. On the rare occasion that this does happen, we will contact parents/carers, and inform them that we are taking the young person home. If the child is too dysregulated to be safely transported, we will ask a parent/carer to collect them. We are happy to accompany the student home, and stay with them for the rest of the school day should this be deemed safe and appropriate by all concerned.

3.3 Rewards

At More Than Ed, we do not reward good behaviour. Good behaviour is often a result of a young person repressing their emotions and anxieties (Betsy de Thierry, 2017). A young person can never learn to regulate their emotions if they are not allowed to show them and acknowledge them.

We reward co-regulation and self-regulation with praise and encouragement. We let our young people know that we have witnessed their efforts to self-regulate, even if they failed, and we congratulate them on their effort. We inform students’ parents/carers of any occasion where their child has displayed self-regulation, and the young person’s efforts are recorded on Evidence for Learning (EFL) under their Social, Emotional Learning (SEL) achievements.

Rewards given to students for their achievements in learning and academic work are explained in our Teaching and Learning Policy

3.4 Behaviour Interventions

When a child is displaying extreme behaviours which may put themselves and others at risk of harm, we recognise that more robust actions must be taken. The incident(s) will be considered carefully and responses will be made following a Professionals' discussion including some/all members of the team around the child.

In most situations we will be able to implement the correct interventions and therapies required to modify the child's behaviour and reduce their anxieties, however, there are some situations that will provoke a more severe response from school and could result in the contract for the students' placement being terminated. These incidents could include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Any illegal activities; e.g., incidents involving drugs, alcohol or sharps.

In the case of a contract being terminated, parents and Commissioners will be informed.

Throughout all our responses to behaviour, we recognise that our partnership with parents/carers, external agencies and Commissioners plays a vital role in ensuring good outcomes for students. We will work, wherever possible, in agreement and consult fully on actions and next steps.

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.