Principles of Our Approach

This policy is based on research and practice related to understanding child development, the brain and bio-social needs using a relational approach to support behaviour change.

Interpreting what children say and do and the signals they give acknowledges that behaviour is a form of communication that, when analysed, can reveal unmet needs.

It is important to understand the following elements:
★ Role of the adult and relationships
Relationships are important across our whole school community. Adult emotional and behavioural responses to a situation can be central to the outcome. Appropriate behaviour needs to be taught, modelled and rewarded, interventions need to be appropriate and early in order to support a change in behaviour. We recognise that how situations are perceived and interpreted can impact on how behaviour is understood by staff and pupils.

★ Behaviours are often a consequence of biosocial needs
We all have basic needs which when met, help us to be resilient and cope with what life throws at us. These needs have been embedded within the Haringey Resilience Wheel. These are 'Safety' 'Belonging' 'Achieving' 'Empowerment' 'Purpose' and 'Adventure'. If these are not met, children and adults can respond by adapting their behaviour. Some adaptive behaviours are not helpful at school. Inappropriate behaviour needs to be understood and supported through relationships, so that pupils can adapt and modify their behaviour.

★ Policy
Policy is based on the knowledge that many pupils may have experienced upset and worry (trauma) or insecure attachment in their lives.
Rigid approaches to learning and development do not support all pupils. For those in our community who have experienced adverse childhood experiences (ACE's) and been impacted by trauma, many will have difficulty self-regulating and processing information and actions, due to their brain being alert for survival. We recognise that emotions affect the child's ability to learn, therefore helping a child to manage their emotions is critical for change.

★ Resilience can be built
We understand that everyone's resilience can be built and that is why we have adopted an approach in our school that encourages self-awareness, self-management, social awareness, relationship skills and responsible decision making. It also acknowledges that mistakes have been made, but they can be fixed, and that things can change.

★ Interventions rather than punishment
Within the context of this policy an intervention is seen as key to bringing change rather than a sanction. An intervention is put in place to support active learning to change a future response; this is usually with the support of someone else. A sanction is a punishment in response to a

behaviour. Many sanctions do not offer support for pupils to reflect or look at their behaviour differently.

We use the term intervention rather than sanction or punishment. Our interventions   (i) demonstrate care (ii) focus on identifying the cause of the child's misbehaviour rather than focus on the behaviour (iii) help the child to create meaningful solutions.

★ **Rewards should be relational.**

Intrinsic rewards that have a relational element are more effective in bringing about long-term behaviour change than extrinsic, non-relational rewards. Some rewards do not work for everyone - if pupils are unable to link the reward to something concrete, or it triggers a shame response due to low self-esteem or trauma, they place no value on the reward.

★ **Being mindful of equal opportunities**

Sometimes children need to be treated differently to ensure fairness; there is a difference between equity and equality. Equality brings about fairness by all pupils being treated the same way regardless of needs. Equity recognises that some pupils need to be given what they need or treated slightly differently in order to make things fair. This can be hard for some in the school community to understand but it is vital for some pupils that equity is applied to a situation or incident.

★ **SEND Code of Practice**

Schools may want to make use of the graduated approach from the SEN code of conduct to deal with significant behaviour concerns. Behaviour policy can support identification of psychological and emotional needs for some pupils, although not all pupils who have behaviour difficulties have special educational needs. Schools may want to make use of the four-part cycle from the code of conduct i.e. (i) assess intervention matched to need, (ii) plan involving parents and teachers, (iii) deliver interventions and (iv) review.