

# Relational Behaviour Policy Workshop

## Aims of workshop

- To outline what must / should be in a behaviour policy
- To look at behaviourist and relational approaches
- To give you examples of relational behavioural policies
  
- You will not get told how to do it!



# What does the DfE say by way of preamble ..



**Behaviour in schools**  
Advice for headteachers and school staff

September 2022

It is for individual schools to:

- develop their own best practice for managing behaviour
- create a culture where pupils and staff flourish in safety and dignity
- manage behaviour well so they can provide calm, safe and supportive environments which children want to attend
- to teach pupils how to behave well and appropriately within the context they're in



# What does the DfE say about what should be in a policy....

- Purpose – including the underlying objectives of the policy,
- Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- School systems and social norms;
- Staff induction, development and support – including regular training for staff on behaviour;
- Pupil transition – including induction and re-integration;
- Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- Banned items – a list of items which are banned by the school and for which a search can be made.



# What does the DfE say ... adhering to the principles of being

- Accessible and easily understood: by pupils, staff and parents;
- Aligned and coherent: aligned to other key policy documents;
- Inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- Consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members;
- Supportive: address how pupils will be supported to meet high standards of behaviour



# Behaviourist or Relational – a NAVSH view ..

- While advocating for an inclusive approach the guidance only says what schools ‘should’ do. While weaker than ‘must’ a school that, as a matter of policy, refuses to do what it *should* do is taking a reputational, and possibly inspection, risk.
- While separate sections on SEND suggest that children without recognised SEND can all be treated the same, the guidance goes out of its way to stress that sometimes ‘additional needs’ should be recognised as a factor and includes ‘abuse & neglect’, ‘mental health needs’ and ‘experiencing significant challenges at home’ as examples of circumstances a school *should* consider when making decisions relating to behaviour or support to meet expectations. The phrase ‘emotional overload’ is also welcome in this context as is the advice to explore ‘underlying factors’ rather than simply escalate sanctions.
- Responses to behaviour go beyond reward & sanction to helpfully include ‘de-escalation’, ‘reflective conversations’ & ‘targeted pastoral support’.
- There is also a helpful clarity over when, and for how long, a child should be subject to removal from the classroom (e.g. internal exclusion etc.), is very welcome, as are the expectations of what schools should do when this happens.



# From a relational perspective what could you have in your policy ..?
















For those who have been on the Behaviour – is there another way? 7 day course –

What concepts and approaches may you want to include in any policy?



# So as not to start with a blank piece of paper ....

Some schools and LAs have already looked to develop policies in this area:

-  A Relationship Approach to positive behaviour and anti bullying
-  B&NES Trauma Informed Behaviour Policy Guidance
-  Behaviour Policy Framework - Yorkshire
-  Behaviour Regulation Policy Guidance - Sep 18 Brighton and Hove
-  Behaviour\_in\_schools\_guidance\_sept\_22
-  Birmingham LA - Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy
-  Chapel Street Primary Relational-Approach-Positive-behaviour-policy-May-2021
-  Essex - Model Relationships and Behaviour Policy - November 2021
-  Essex Primary School Behaviour-Policy-2022-2024
-  Leics - Trauma-informed-relationships-and-behaviour-policy
-  Relational Behavioural Management Policy - April 2023
-  St Meriadoc infs relationship policy
-  Understanding Behaviour in Schools Toolkit
-  Wellington Primary School-Relational-Behaviour-Policy-1
-  Woodlands School - Relationships based Behaviour co-regulation policy

