Relationships & Behaviour Model Policy

GUIDANCE

The guidance is intended to support schools to make this policy their own and to further clarify key principles and practice of a relationship-based approach.

Contents

A: School relationship and behaviour policy context

These guidance notes should be read in conjunction with the Anchor Approach Relationships and Behaviour model policy, (hereafter referred to as model policy).

A school policy is individual to schools and establishments; it needs to be adapted and owned by the school community. To meaningfully embed the Anchor Approach principles found in the model policy, schools should think about how much their school community currently reflects a relationship-based approach.

The model policy offers a framework for schools. Schools should adapt their policy to align it with their unique behaviour curriculum and processes, so that it reflects the ethos and values of their school. The model policy has been written in line with the legal duties and advice from the DfE Behaviour in schools; Advice for headteachers and school staff (September 2022), (hereafter referred to as DfE behaviour guidance).

As outlined in the DfE behaviour guidance, schools should adhere to the following principles as they review and adapt their policy:

- **accessible and easily understood**: clear and easily understood by students, staff and parents;

- **aligned and coherent**: aligned to other key policy documents;

- **inclusive**: consider the needs of all students 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; and

- **supportive:** address how students will be supported to meet high standards of behaviour.

We suggest that each schools' Relationships & Behaviour Policy should be developed and reviewed in consultation with students, staff, parents/carers and governors. Once the policy has been updated and completed headteachers should ensure that the adapted school policy fulfils the requirements of the statutory guidance.

B: Scope of policy

The model policy has been written for use in mainstream schools with statutory aged students, and can be adapted for other education settings, (for more information contact the Anchor Approach). It incorporates the key themes of the Anchor Approach using the building of resilience to support positive behaviour change, education attainment and mental health and wellbeing.

A behaviour policy does not work in isolation; it needs to be applied in line with other policies including the special educational needs, antibullying and safeguarding policies (see list on page 15 of policy). The school will need to ensure that these policies are aligned to the Anchor Approach principles found in the model policy.

The model policy is part of the Anchor Approach whole school toolkit, which includes other resources and tools. As schools work to adapt systems and practice it may be helpful to add a priority within the school's improvement plan, such as 'To improve the resilience and wellbeing of our pupils'

C: Transitioning to a relationship-based behaviour policy

Changing to a relationship-based approach will take time and adjustments will often be in steps as processes are adapted and practice refined.
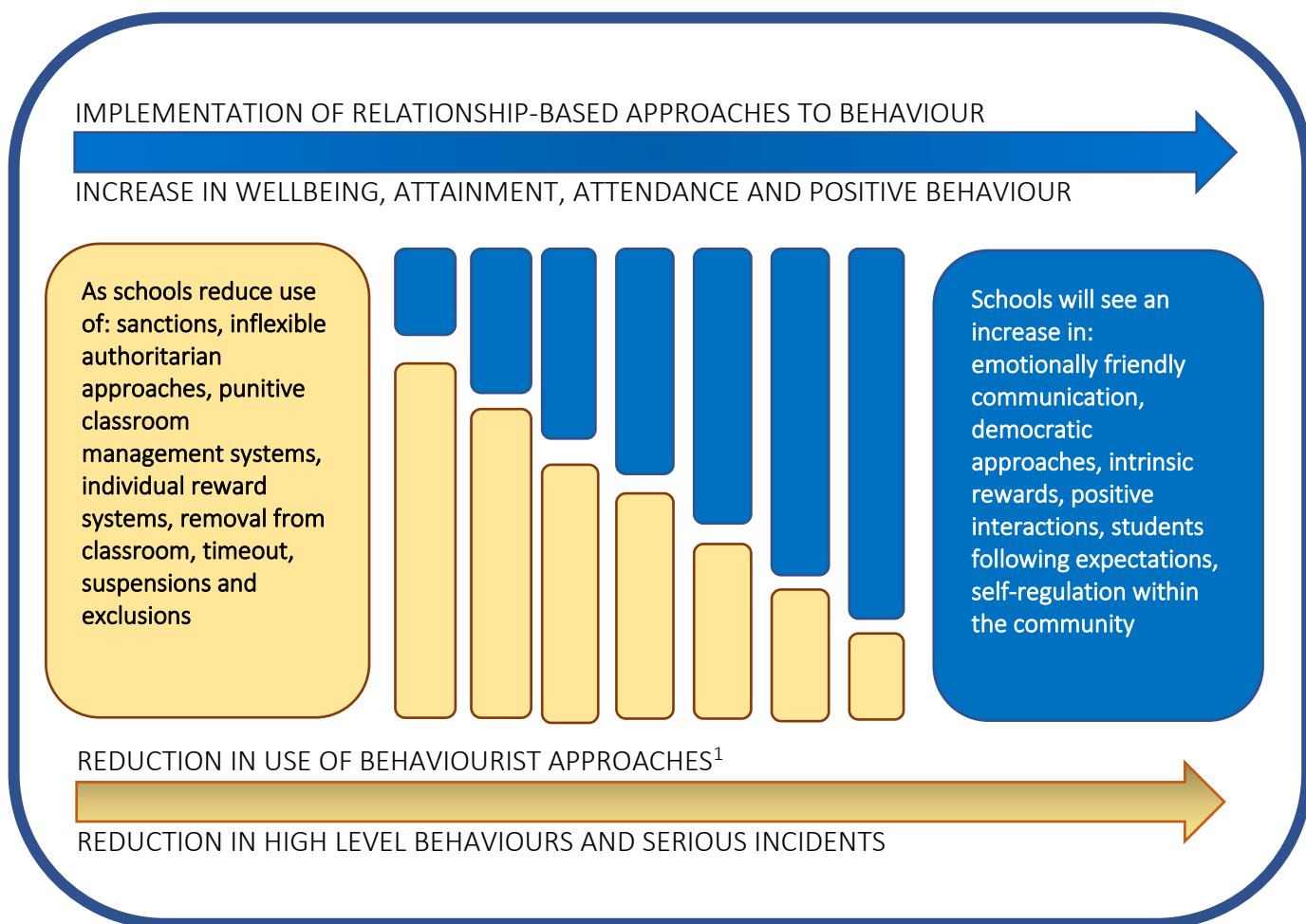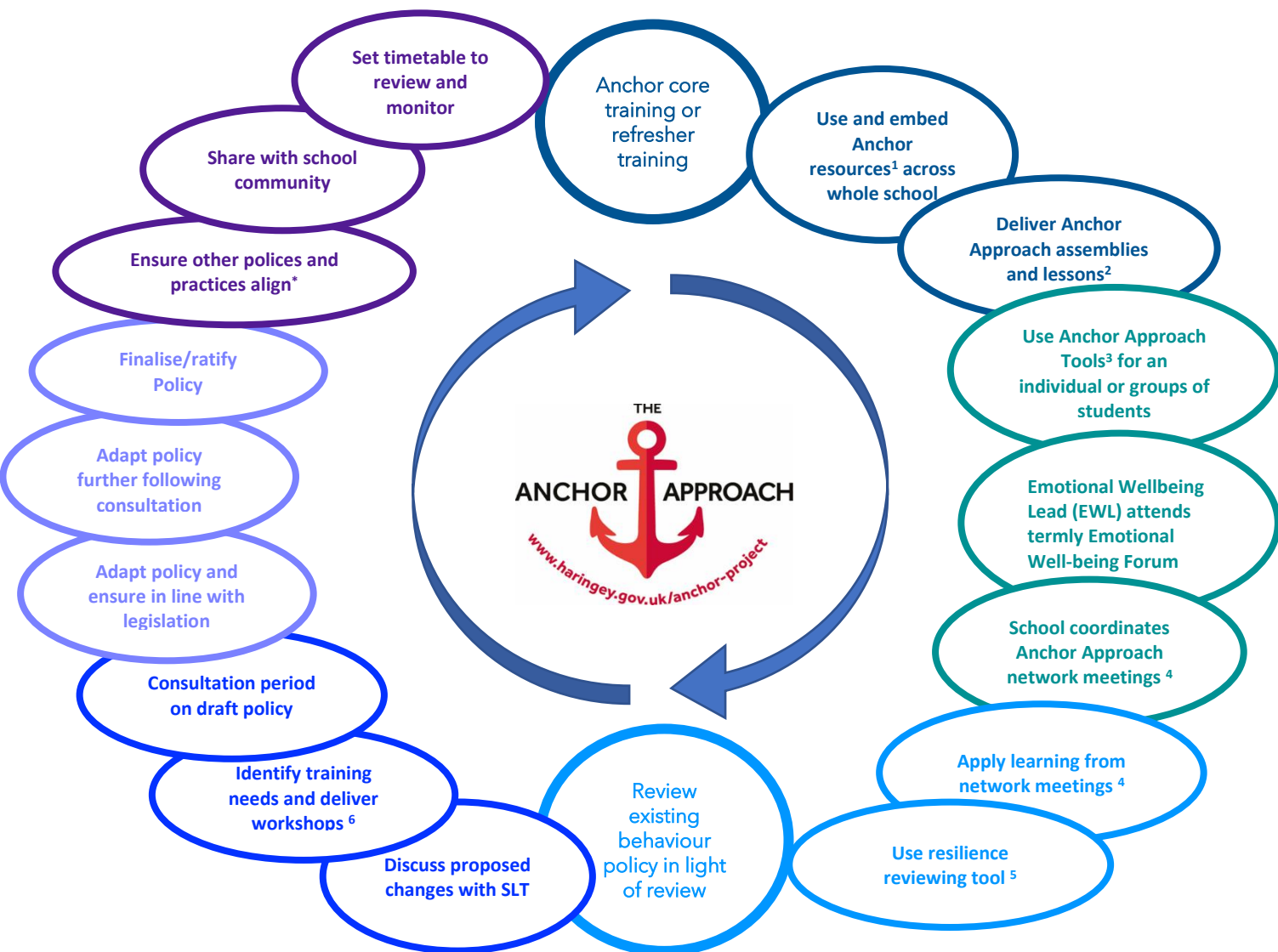
IMPLEMENTATION OF RELATIONSHIP-BASED APPROACHES TO BEHAVIOUR

INCREASE IN WELLBEING, ATTAINMENT, ATTENDANCE AND POSITIVE BEHAVIOUR

As schools reduce use of: sanctions, inflexible authoritarian approaches, punitive classroom management systems, individual reward systems, removal from classroom, timeout, suspensions and exclusions

Schools will see an increase in: emotionally friendly communication, democratic approaches, intrinsic rewards, positive interactions, students following expectations, self-regulation within the community

REDUCTION IN USE OF BEHAVIOURIST APPROACHES[1]

REDUCTION IN HIGH LEVEL BEHAVIOURS AND SERIOUS INCIDENTS

FIGURE 1: TRANSITIONING TO A RELATIONSHIPS BASED POLICY

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[1] Behaviourist approach - focuses on the use of rewards and punishments to establish expected behaviour through conditioning, while thoughts, feelings or life experiences are not considered.

FIGURE 2: CYCLE FOR ESTABLISHING A RELATIONSHIPS AND BEHAVIOUR POLICY

Set timetable to review and monitor

Anchor core training or refresher training

Use and embed Anchor resources[1] across whole school

Share with school community

Deliver Anchor Approach assemblies and lessons[2]

Ensure other polices and practices align*

Use Anchor Approach Tools[3] for an individual or groups of students

Finalise/ratify Policy

Emotional Wellbeing Lead (EWL) attends termly Emotional Well-being Forum

Adapt policy further following consultation

Adapt policy and ensure in line with legislation

School coordinates Anchor Approach network meetings [4]

Consultation period on draft policy

Apply learning from network meetings [4]

Identify training needs and deliver workshops [6]

Review existing behaviour policy in light of review

Use resilience reviewing tool [5]

Discuss proposed changes with SLT

THE ANCHOR APPROACH
www.haringey.gov.uk/anchor-project

ANCHOR APPROACH RESOURCES AVAILABLE TO SUPPORT A WHOLE SCHOOL APPROACH
*under development

1.
   - Emotionally Friendly Classroom (document)
   - Emotionally Friendly Communication Booklet (resource)
   - 'How to Be' Guide (document)
   - Co-regulation in practice (sheet)
   - What is the Resilience Wheel framework? (resource)
   - Using the Resilience Wheel – strategy sheet (tool)
   - Adult guide to help children understand 'flipping our lid' (poster)
   - Handy guide to resilient thinking (poster)

2.
   - Philosophy for Wellbeing – Year 3 and 5 (resource pack)*
   - Assemblies for Wellbeing (resource pack)

3.
   - Resilience Indicator Strategy Tool (RIST). (tool)
   - Stories for Wellbeing (resource pack)*

4.
   - Network meetings: A session where a teacher can discuss specific students or class with staff from the Anchor Approach, and think about using tools and techniques to support change.
   - Internal processes for learning (poster)
   - Cool Croc, Cranky Croc (sheet)
   - Understanding intrinsic and extrinsic rewards (document)

5.
   - Whole school reviewing tool*

6.
   - School-led training workshops (resource)*

IN-SCHOOL RESOURCES REQUIRED TO SUPPORT A WHOLE SCHOOL APPROACH

Schools may need to ensure that resources and facilities are in place to promote and support the implementation of a whole school approach and a relationships and behaviour policy. This could include:

- Time is given to ensure that all staff (teachers, support staff, administrators and supervisors) are aware of the whole school approach and how it is embedded in policy, systems, procedures and practice
- Space for students to self-regulate identified in classrooms and possibly in the school building
- Systems are in place that do not rely on a child to explain why they are out of class when there is an agreed strategy to help them self-regulate
- Provide students with self-regulating resources
- Time allocated for groups of teachers to discuss strategies and ideas
- Students have access to key-adults

D: The importance of using a relationship-based approach

Schools play a vital role in the community, not only being institutions for learning but also the place where students learn to interact with others and engage within moral norms.

The basis for a relationship-based approach is adult behaviour in school that supports the building of relationships and recognises the importance of students having access to key adults and safe adults.

Relationships, cognition and emotions

○ Recent brain research has shown that cognition is processed through our emotions. When relating to others it is important that emotions are acknowledged and valued. Some students will need support to self-regulate. Relationships are key to supporting the development of co-regulation especially those students impacted by trauma.

An increase in exclusions and emotionally based school avoidance (EBSA)

○ In recent years there has been an increase in the number of students getting excluded from school, avoiding school and an increase in violent behaviour of young people. Research has shown that EBSA and anti-social behaviour are developed over time, with a multitude of triggers and consequences. By responding to bio-social needs and supporting students through relationships, students' responses to triggers can be appropriately adapted and changed.

The increase in the understanding of the impact of trauma

○ Research has revealed that both a single trauma or multiple traumas impact and impede child development and brain processing. Some students may experience many different traumas; this can be referred to as poly-victimisation. Adverse Childhood Experiences (ACE's) demonstrate what contributes to trauma and physical implications. Trauma can lead to students having difficulty regulating their emotions, managing stress, developing concern for others, and using language to solve problems.

Importance of supporting students' mental health

○ The DfE 'Review of mental health and well-being provision in schools' (2018) acknowledged that school behaviour polices which promoted mental health and well-being, also recognised that behaviour is a possible manifestation of social emotional and mental health (SEMH) needs. They promoted self-esteem and self-discipline to address behaviour rather than sanctions and tried to understand the underlying causes of disruptive behaviour.

Bio social needs and empathy

○ Understanding why a young person may be behaving in a particular way encourages empathetic responses that seek to identify and address unmet needs. It seems likely that young people would intuitively be more amenable to an approach that supports their development rather than one aimed at fixing their behaviour.

Perspective and interpretation of situations

○ When using a relationship-based approach it is important to acknowledge that how adults and students attribute meaning to behaviours can influence outcomes. The way a situation is interpreted by adults and/or students can be key to being able to respond in a helpful way.

Adults need to be aware of the importance of recognising and reframing negative thoughts and interpretations. E.g. choosing to recognise a behaviour as a mistake rather than a deliberate act of sabotage.

Building students' resilience, self-efficacy, self-regulation and stress management

o Through adult support and effective teaching and learning students can be supported to change their responses and build tools and mechanisms to cope and engage positively at school. This investment in supporting students to be able to self-regulate, build self-efficacy, and manage appropriate stress and challenges supports brain neuroplasticity and the ability to change and adapt.

Behaviour change

o Behaviour change takes time and is strengthened by positive relationships that build trust so that students feel safe enough to take risks and try out new, unfamiliar ways of responding or behaving. These new ways of responding will be helpful to students in the long-term and take time to integrate into a way of being, as the process is cyclical. As students gain confidence to try new ways of being, or talk about things that are challenging, they will cycle back sometimes, exhibiting unregulated responses. This is an essential element in this process of recovery and of learning new ways of being. At these times, we acknowledge that students will need adults to create safety and stabilization. In summary behaviour change can be seen as a cycle moving between stabilisation, integration, and adaptation. (See 'Internal processes for learning' poster).

Stabilisation

Integration

Adaptation
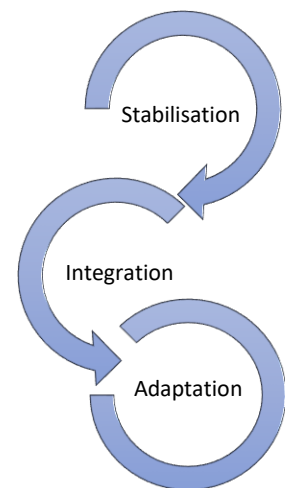
E: The importance of values

School values are the foundations for a relationships and behaviour policy as they can set the culture for how the school community behaves, learns and responds to unwanted behaviour.

> 💡 KEY INFORMATION
>
> Schools need to ensure that students understand what the values mean and understand how to adopt and demonstrate the values. Values must be taught and reinforced as aspirations, something to strive for, and something that can be learnt. They are not expectations that can be punished. Schools will need to help students understand that values are also qualities that we appreciate in others such as helpfulness, kindness, and respect. A lack of engagement with values can be an indicator that some developmental needs are not being met.

Values are seen as integral to the establishment of a Relationships and Behaviour policy. Below is a table linking the resilience wheel to British Values for schools that want to reference British Values in their Relationships and behaviour policy.

TABLE 1: British Values aligned with the Haringey Resilience Wheel

Haringey Resilience Wheel - bio-social needs	British Values
Belonging	- enable students to distinguish right from wrong and to respect the civil and criminal law of England; - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; - encourage respect for other people;
Achieving	enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
Empowerment	- enable students to develop their self-knowledge, self-esteem and self-confidence; - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
Purpose	encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

F: Anchor Approach model policy and DfE guidance

The DfE 'Behaviour in schools; Advice for headteachers and school staff' states that a behaviour policy should include detail on the following:

TABLE 2: Anchor Approach model policy and DfE guidance

Details required	Section in Anchor Approach model policy
purpose including the underlying objectives of the policy and how it creates a safe environment in which all pupils can learn and reach their full potential;	Section 1 - *Introduction*
leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated, and engagement of governors/trustees	Section 5 – *Roles and Responsibilities* Appendix 2 – *Wider roles and responsibilities for all staff*
school systems and social norms – including rules routines and consequence systems;	Sections 5 - *Roles and Responsibilities* Section 6 – *Responding to good behaviour* Section 7 – *Responding to unwanted behaviour* Section 8 – *Logging behaviour* Section 9 – *Student Support* Section 10 - *Removing students* Section 11 – *Student transitions* Appendix 3 – *Enhanced behaviour* curriculum Appendix 4 – *Responding to unwanted behaviours*
staff induction development and support – including regular training for staff on behaviour;	Section 12 – *Communicating the policy*
pupil transition – including induction and re-induction into behaviour systems rules and routines;	Section 11 - *Student transitions*
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;	Section 9 - *Student Support*
child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and	Section 13 - *Additional guidance* to be added by schools
banned items – a list of items which are banned by the school and for which a search can be made.	Section 13 - Additional guidance to be added by schools

G: Step-by-step guide to adapting a Relationships and Behaviour policy for your school

Use this step-by-step guide to adapt your policy. It provides additional information regarding terminology and other things that need to be considered.

Once the policy has been updated and completed, headteachers should ensure that the adapted school policy fulfils the requirements of the DfE behaviour guidance.

- **All sections in purple are taken from the model policy**
- **References to page numbers and appendices in parenthesis [ ] are found in the model policy**

Section 1 – Introduction, [page 4]
Here existing school values can be added
It is important to integrate and state your school values within this section; at the end of the introduction.   More information about the importance of values and how the resilience wheel links with British Values can be found on page 9 of this guidance.

Section 2 – Aims and objectives, [page 5]
The aims and objectives given [below] are considered central to the Anchor Approach and a relationship-based policy. If needed, you can add aims from your existing policy that you feel are relevant to a relationships-based approach.
All the aims and objectives stated in the model policy are key to a relationship-based approach across the whole school. We advise that schools should not alter the essence of the aims and objectives as they adapt the policy. (If schools want to seek advice, they can contact the Anchor Approach).

Section 3 – Legislation and statutory guidance [page 5]
Add here additional information regarding legislation if needed.

ANTI-BULLYING POLICY
It should be noted that this model policy does not include information on preventing bullying, (including cyberbullying, prejudice-based and discriminatory bullying). It is recommended that each school has its own anti-bullying policy.

Section 4 – School expectations and routines (core behaviour curriculum) [page 6]
The expectations for behaviour in the core behaviour curriculum (Table 1), are based on the 6 areas of the resilience wheel. Most school expectations will fit into an area of the resilience wheel (Appendix 1). See enhanced behaviour curriculum (Table 3, Appendix 3) - for greater detail of each expectation. 'Core Behaviour Curriculum' [Table 1] and Enhanced Behaviour Curriculum' [Table 3] in the policy both need to be reviewed, updated, and agreed by the school to ensure they align. Identify the key points that need to be displayed, taught and modelled around the school. The following takes into account the Ofsted descriptor for good behaviour and attitudes.

The DfE guidance recommends that schools should outline both expected and unwanted behaviours (The DfE refer to this as 'permitted and prohibited').   A list of 'unwanted behaviours can be found in [Table 2 and Table 4].

 KEY INFORMATION

SCHOOL EXPECTATIONS AND RULES

You will notice that throughout this policy we have avoided using the term 'rules', replacing it with the term 'expectations'. Rules are often seen as strict guidelines that must be followed, with consequences for those who break them. In contrast, expectations focus on positive behaviour and encourage students to strive for their best.

Expectations can be taught through the behaviour curriculum, this leads to a sense of ownership and responsibility that can be difficult to achieve with rules. Overall, replacing school rules with school expectations leads to a more proactive and positive learning environment. Students will need support to understand expectations which can be taught through discussions, development of routines, and modelling of respectful communication between adults, students nd peers. All in the community, and particularly students, are encouraged to make positive contributions rather than simply avoiding negative consequences.

It is important that everyone in the school is familiar with the Anchor Approach. Referencing and reinforcing learning from Anchor Approach training and tools is key to supporting the implementation of the relationships and behaviour policy.

Using an intervention such as Emotion Coaching (rather than a sanction) will help the student to understand the impact of their behaviour. When ready (settled) they can be supported to learn ways to repair any damage their actions may have caused and prevent future, similar incidents. This may mean part of playtime is missed to allow student time to reflect. However, this is viewed as a consequence, rather than a sanction and should be used as an opportunity to continue to build relationships. Relationships can be built through schools offering opportunities to be creative, play and make choices during free time such as breaks and lunch and learning from mistakes.

TEACHER: CLASS RULES AND EXPECTATIONS

In many schools, at the beginning of the school year, teachers are expected to create their own class rules (classroom behaviour curriculum), in addition to whole-school expectations. This is often done in consultation with students and presents an ideal opportunity for teachers to create a class behaviour curriculum based on collaboration based and democratic principles. The behaviour curriculum can be actively taught using the resilience wheel as part of those discussions. It is suggested that class teachers are encouraged to consider how a relationships-based approach fits in to any classroom management systems or practices they use.

Teachers should avoid setting up a classroom culture that is overly competitive as this can cause conflict that escalates in the classroom and in the playground. Instead, create a classroom narrative of group endeavour with everyone bringing skills and knowledge for shared learning and increased success for all.

Schools may also wish to create a behaviour curriculum for the playground using the same approach outlined above.

Section 5 - Roles and responsibilities, [page 8]

Each school will need to check that the roles and responsibilities outlined in the policy match to staff contracts. They should also ensure adequate support is in place, so staff feel equipped with time, space and resources to undertake their responsibilities.

(By signing home school agreement at point of enrolment or your schools equivalent)
This bullet point is found under the parent/carer responsibilities. Schools should check their home/school agreement to ensure it follows their published behaviour curriculum and is worded in a relationship-friendly way.

Section 6 – Responding to good behaviour, [page 10]

List here your school's systems for giving positive feedback – i.e. headteacher/peer/teacher feedback and celebration assemblies.

-☼- KEY INFORMATION

FEEDBACK
It is important that positive feedback is specific and timely. Feedback should be varied and relationship-based, with no approach overly relied upon. Direct, specific, personal feedback is highly valued and impactful.

USE OF REWARDS
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 students are unable to link the reward to something concrete, or it triggers a shame response due to unmet needs or trauma, they will place no value on the reward.

Section 7 – Responding to unwanted behaviour – summary, [page 10]

'Responding to unwanted behaviours summary' (Table 2) is directly related to 'Responding to unwanted behaviours' (Table 4) in the policy. Both need to be reviewed, updated, and agreed by the school so they are aligned.

The first paragraph of this section explains why the term intervention is used, rather than sanctions. This can be a major change in policy for some schools and will require consultation and agreement of the whole school community.

-☼- KEY INFORMATION

INTERVENTIONS RATHER THAN SANCTIONS
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. Interventions are designed to identify and address underlying causes of student behaviour, rather than simply punishing students for breaking rules.

They offer support for students to reflect and look at their behaviour differently. Behaviour change is supported through relationship and learning.

A sanction is a punishment in response to a behaviour. Many sanctions do not offer support for students to reflect or look at their behaviour differently. Sanction-based systems which lack interventions that support change in behaviour through relationship and learning can lead to unintended negative consequences including student disengagement, damage to teacher/student relationship; resentment and resistance.

For example:

- Logging behaviour without discussion - students may not fully understand or know what is being documented, possibly building dis-trust and a feeling of injustice.

- Not being included in activities or events can bring on feelings of rejection, exclusion and build on the sense of feeling separated and not belonging.

- Using contemplation sheets without support and discussions are not supporting learning or reflection as students may feel shame, alone and confused.

- Withdrawing privilege or having something they have earnt removed for students can build a feeling of hopelessness and it is pointless trying, particularly for students who have experienced a high level of loss.

☀ KEY INFORMATION

THE IMPORTANCE OF LANGUAGE

If expectations are not met by a student, it is important to talk and think about this in terms of safety. This helps students to think about and understand how their actions might impact on others. The language we use is important.

For example, rather than saying:
    '*You hurt John. Say sorry*'
When student is settled, we say something like:
    '*Well, I don't know about you, but if I thought I would get kicked when I came to school, I might not feel that school was a safe place. We want everyone to feel safe at school, and that is why we try not to hurt others at school*'

NB: This may also provide an opportunity to link to expectations outside the initial incident.

WHEN REVIEWING THIS SECTION SCHOOLS SHOULD CONSIDER:

○ The examples of behaviour given and whether they agree with the categorisation of these as either low, medium, high, and serious.

○ The response to behaviour that is suggested and whether this fits with a) staff responsibilities b) protocols for parent/carer contact) what stage formal meetings are held. SENDCo should also be consulted for advice.

○ How teachers are supported to use appropriate interventions to support positive behaviour and relationship building.

An alternative to the DfE endorsed sanction 'a *loss of privileges'* could be:
> '*Remind the student that there will be an opportunity for them to talk to you at the end of the lesson/at playtime and that you are there to be helpful. Arrange time to talk to student outside of lesson; helping them to think for themselves to problem-solve and find solutions.*

AS SCHOOLS ADAPT SECTIONS OF THE MODEL POLICY AND PARTICULARLY [TABLE 2 AND TABLE 4] THE FOLLOWING THEMES NEED TO BE MAINTAINED;

- the importance of understanding behaviour
- the experiences and lives of students
- the need to support change through a relationship-based approach
- the role that staff play in supporting emotion regulation
- that having an over emphasis on external strategies to manage behaviour (sanctions and rewards) is less likely to develop understanding and bring about behaviour change.

Section 8 – Logging behaviour, page 12
Please add more details here about the system used for record keeping in school, including GDPR compliance.

SCHOOLS TO CONSIDER HERE:

- How students are monitored over time, including identify the patterns that emerge and responsiveness to concerns and incidents including reconciliations and resolutions
- How incidents are logged – are they sanctions led. Schools need to be clear on the how information is captured across the school, particularly when numerous incidents occur with one students in multiple settings in a specific time frame.
- How needs are assessed and captured

Section 9 – Student Support, page 12
In this section are key themes related to supporting students with specific needs as outlined in other legislation. Below is some further context related to section 9 in the policy.

ACCOUNTING FOR OTHER FACTORS
EQUITY
Sometimes students need to be treated differently to ensure fairness, there is a difference between equity and equality. Equality brings about fairness by all students being treated the same way regardless of needs. Equity recognises that some students are individuals and 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 students that equity is applied to a situation or incident.

MENTAL HEALTH AND WELLBEING
It is important to consider the relationship between behaviour, mental health and wellbeing of students. In the Mental health and well-being review (2018) three keys to ensuring the wellbeing of students were identified:

- Proactive staff
- Research and knowledge training
- Continuous training and development opportunities

USE OF SEND GRADUATED APPROACH
To support identifications of needs, schools may want to make use of the graduated approach from the SEN code of conduct to deal with significant behaviour concerns. It is important to acknowledge that not all students who have behaviour difficulties have special educational needs. Schools may want to make use of the four-part cycle from the SEND Code of Practice i.e. (i) assess, (ii) plan involving students, parents and teachers, (iii) deliver interventions and (iv) review. This process can be supported by the Anchor Resilience Indicator & Strategy Tool (RIST) available from the SENCo.

Section 10 – Removing students, [page 13]
Suspensions and exclusions:
School to add here any further information about use of suspensions and permanent exclusions

Classroom removal:
School to outline here when and how students can be removed from the classroom. See [Appendix 5] for information about a relational approach to classroom removal.

Student support units:
School to add here any information about use of a student unit as defined in the DfE guidance for schools.

Managed moves:
School can outline information about managed moves here, the process, and when it may be a considered approach.

School may also want to mention the management and use of nurture groups or other sessions that remove students from their usual classroom.

Section 11 – Student transition, [page 14]
Mention specific interventions used by school to support transitions here, this can be between spaces, classes, year groups, teachers, and schools.

Section 12 – Communicating the policy, [page 15]
Ensure that this policy is published on the school website and communicated to parents, staff and students as required by law. Adapt this section to include information about how staff, parent/carers and students can understand more about the policy and its' implementation in the school community.

COMMUNICATING TO STUDENTS
Schools may want to ensure they offer guidance to staff as to how they communicate the policy to students, this could include:
- Ways and expectations for setting up a classroom
- Anchor Approach - Assemblies for Wellbeing (primary schools)
- Anchor Approach - Philosophy for Wellbeing (primary schools)
- Teach students social emotional strategies to help them regulate, plan, monitor, and evaluate specific aspects of their own learning
- Schools can provide opportunity for students to discuss and understand the policy. The UN convention on the rights of the child can be used to support understanding and responsibilities to others and democratic approaches.

[insert, how many staff meetings you can commit to]
[add information about school complaints procedure].

Section 13 Additional guidance, [page 15]
In this section (and additional sections if required) schools may wish to include areas such as:

This section is followed by a list of other areas that schools may want to add to their policy (taken from the DfE guidance). The list is not exhaustive and the additional sections that a school chooses to add will be largely determined by context. If schools do add additional sections, it is important that any wording used is in line with a relationship-based approach.

Section 14 – Monitoring and reviewing, [page 16]
Schools to outline in their school policy how and what data they capture including removal from classroom, use of alternative provisions and student support units, incidents of searching, screening and confiscation, Prevent and discriminatory incidents.
School should outline how often the policy is reviewed, and when. Also, provide details of how feedback is gathered from students, staff, and parents and how the school updates the community.

Schools need to demonstrate how they review and monitor the implementation of the policy. It is important to listen to the voice of the community, work with parents and staff to listen and review impact. Provide opportunity for students to discuss and understand the policy.

It is important for schools to ensure a thorough evaluation of this policy's effectiveness. Schools should identify what success looks like, identifying specific goals or outcomes they want to achieve. Schools may wish to collect data before and after the implementation of the policy, and measuring not just quantitative data (i.e. number of incidents) but also 'soft' measures such as overall student and staff wellbeing. It is beneficial to engage all stakeholders by listening to the voice of parents, staff and students when reviewing impact. It is also important to consider any unintended consequences that may have arisen as a result of this policy, both negative and positive and find ways to address these. Schools could also include the development of a relationship-based approach within their School improvement plan.

Section 15 – Links to other policies, [page 16]
Delete or add to as applicable
Some polices have been added here but the list is not exhaustive.
Schools should review how these polices fit into a relationship-based approach.

Appendix 1 – Key Themes of the Anchor Approach, [page 17]
These are the themes that underpin Anchor Approach and give a basis for a Relationships and behaviour policy. Schools need to consider how the key themes of the Anchor Approach is built up and consistently practiced across the school.

Further information about the value of a relationship-based approach can be found in the guidance (page 15).

Appendix 2 – Wider roles and responsibilities for all staff, [page 18]
To support a relationship-based approach schools need to ensure the list in Appendix 2 fit within the context of the school and the correct resourcing and support is in place.

Appendix 3 – Enhanced behaviour curriculum, [page 19]
The enhanced behaviour curriculum [Table 3] and the core behaviour curriculum [Table 1] need to be clarified, reviewed and agreed by the school to ensure they align.

Schools need to ensure that the expectations of adults and students are clear. Adults should regularly remind students of expectations, recognising their cooperation with them. Additionally, time should be given over to ensure that students understand the 'why' behind the expectations – the teaching of the resilience wheel promotes this. Expectations form the basis of the 'Behaviour Curriculum' and as such students should be taught these, as they would other areas of the curriculum.

Appendix 4 – Responding to unwanted behaviour, [page 21]

'Responding to unwanted behaviours' (Table 4) is directly related to 'Responding to unwanted behaviours summary' (Table 2) in the policy. Both need to be reviewed, updated, and agreed by the school so they are aligned. Including behaviours that relate to each of the four intervention levels: low, medium, high and serious.

HIGH LEVELS BEHAVIOURS
*Set up Home/School Communication Book. **[School may wish to add their own version of this to Appendices].** [School may wish to provide examples of letters home or record sheet to record any conversations had with parent]*

Appendix 5 – Techniques to support de-escalation and classroom removal. Page 25

In this section schools may want to included specific examples and expectations for managing and supporting students in their school. Additionally schools can add here how information will be shared to support students and parents understanding of the policy.

Appendix 6 – Glossary of terms, page 27

This is a list of the key terms and language referenced in the policy and this guidance.

H: References

Brendtro, Mitchell and McCall, (2015). Deep Brain Learning,

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*Supporting children and their families
to live resilient and stable lives*

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