



RELATIONSHIP & BEHAVIOUR POLICY.

Updated Sept 2022.

As a school we are committed to developing our pupils to become the best that they can be and be prepared for lifelong learning. We strive to develop our learners and our curriculum provides opportunities for them to thrive as individuals. Each and every child matters.

EACH – “I matter” – “I will be Ethical, Ambitious, Creative and Healthy”.

Central to this provision is an incredibly positive ethos of high expectations that all make meaningful progress in learning and achieve their full potential. We pride ourselves on our caring, nurturing and engaging environment, in which every child can thrive, feel safe and achieve. We believe that through identifying the barriers to learning, providing an exciting, creative and relevant curriculum that considers the whole child, providing the necessary support for children to achieve and develop, and forming positive relationships, all children will reach their true potential.

We are committed to ensuring that our school develops a Trauma Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity/Trauma on long term mental and physical health and the protective factors that minimise the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

One of the Key Drivers for our curriculum is Wellbeing - Children being physically and mentally healthy so they have the strength to be successful and happy, is a key element in our curriculum intent. We aim to ensure that children have the knowledge, learning attributes, understanding, skills and confidence to make healthy decisions and choices in the future, as throughout their lives our children may face difficult challenges.

Whole School Approach

All our staff have undertaken whole school training, provided by the NPT Inclusion Team. Every adult has the skills and understanding to respond appropriately to the relational needs our children may display. Our behaviour and relationship policies reflect a trauma informed approach and our rewards and sanctions are both developmentally and trauma- informed. We do not operate a ‘zero tolerance’ or ‘one size fits all’ approach to pupil behaviour. We have high expectations of behaviour for all and rigorous support is offered to those having difficulty meeting our expectations. We adopt a person centred approach.

We have identified emotionally available adults who have undertaken further training on trauma and mental health to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups.

Children are identified for additional support by a number of methods. We universally screen the emotional and social development of our children using The PDT – Pastoral Diagnostic Tool. This assesses key executive functions and skills, emotional literacy and self-regulation. Children do not always present through their outward behaviour when life is becoming difficult for them. Children may also be highlighted through a significant change in their behaviour in school (staff observation) or through a parental concern when behaviour changes at home or a significant life event impacts the family.

Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen.

Relationship Policy

As a Trauma Informed approach school we invested in supporting the very best possible relational health between:

- ✓ Parent and child
- ✓ Child and child
- ✓ Child and school staff
- ✓ Parent and school staff
- ✓ School staff
- ✓ School staff and senior leaders
- ✓ School staff and external agencies.

In order to do this our school is committed to educational practices which Protect, Relate, Regulate and Reflect

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze);
- A whole school commitment to reduce use of harsh voices, shouting, negative language, criticism, sarcasm and shaming (proven to be damaging psychologically and neurologically);
- Staff will acknowledge occasions when they themselves move into defensiveness;
- Pedagogic interventions that help staff to get to know children better on an individual basis - 1 Page Profiles that includes a section on 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life;
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found;
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults);
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.

- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated enough to be able to interact throughout the school day with positive social engagement rather than defensiveness

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame;
- Relational opportunities for Vulnerable children with emotionally available adults to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life;
- Evidence-based nurturing and regulatory interventions that aim to repair the impact of traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions;
- The emotional well-being and regulating of staff is recognised and measures in place to support them holistically.

Reflect

- Staff training and development in good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures);
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general;
- Within the context of an established and trusted relationship with a member of staff (emotionally available adult), children are given the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' these experiences and memory re-consolidation. This includes the provision of different modes of expression, e.g. art/play/drama/ music/sand-play/emotion worksheets/emotion cards;
- PSE informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationship health: family, parenting, and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future;
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences, through empathic conversation in order to address children's negative self-referencing and help them develop positive, coherent narratives about their lives; and
- A behaviour policy based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations).

Factors Effecting education.

- Traumatic family Background
- Child sexual exploitation risks
- Risk of involvement with Drugs
- Low familial expectations
- Poor attendance at school
- Low levels of expectation for non-academic pupils

Strategies to Combat these Factors

- Trauma Based training and actions for general teaching staff
- Early interventions for pupils with social and behavioural difficulties or issues with school in general.
- Bespoke programmes of study – reduced timetables with onsite provision for pastoral programmes
- Programmes such as Down to Earth, Bulldogs
- A targeted work experience scheme
- Large Pastoral department – Emotionally available Adults.

How Trauma presents in the classroom

- Hypervigilance, lack of involvement in lesson
- Swearing and bad language
- Aggression – Angry behaviour
- No equipment
- No Homework completed or poor-quality homework

Specific strategies’.

Hypervigilance

- Sit the pupil close to an exit.
- If the pupil has a time out card allow them to place the card on their desk and leave the classroom without question.
- Do not ask them closed questions which could place them into fight or flight mode. Instead allow them to answer a question when you are circulating and one on one.

Swearing and Bad Language.

- We do not tolerate pupil swearing at a member of staff. Staff to recognise that a punishment may not be immediate as we no longer send pupils home. Time spent in Barod may be appropriate.
- If a pupil displays angry or confrontational behaviour allow them to leave and have some calm time to get control of themselves. This can be up to 15 minutes.
- A rebuild meeting should occur during the same day or at the very least before the next lesson – this will be arranged by the head of year.

- Staff need to move back from a pupil who is observed in an angry state unless the pupil is putting others in danger. Allow another member of staff to handle the situation, this lessens the risk of confrontation.

Lack of Equipment

- Staff should have a store of equipment to give to pupils. When a pupil does not have a piece of equipment, the staff member will supply. If it is a regular occurrence, inform the Head of Year.
- Head of year to investigate whether lack of equipment is an indicator of other problems and to provide a school pencil case if is needed.

Lack of Homework or Poor quality homework.

- Does the pupil have a place to work in their house – If not offer homework club
- Classroom teacher to contact parents to inform if no homework is forthcoming.
- Is the pupil a young carer – Contact head of year to investigate
- Does the pupil have little or no parental supervision – Contact head of year to investigate
- If a pattern occurs an investigation must be carried out to see if there are underlying reasons for the lack of involvement.

Strategies to combat drug use.

- Communication with Police community and programme for education in pastoral department
- Liaison with WCADA and Social services to provide support for pupils
- Communication and information giving to parents regarding signs of drug use.
- Attendance at Triangulation meetings held by police and social services.
- Education for pupils and parents on County lines

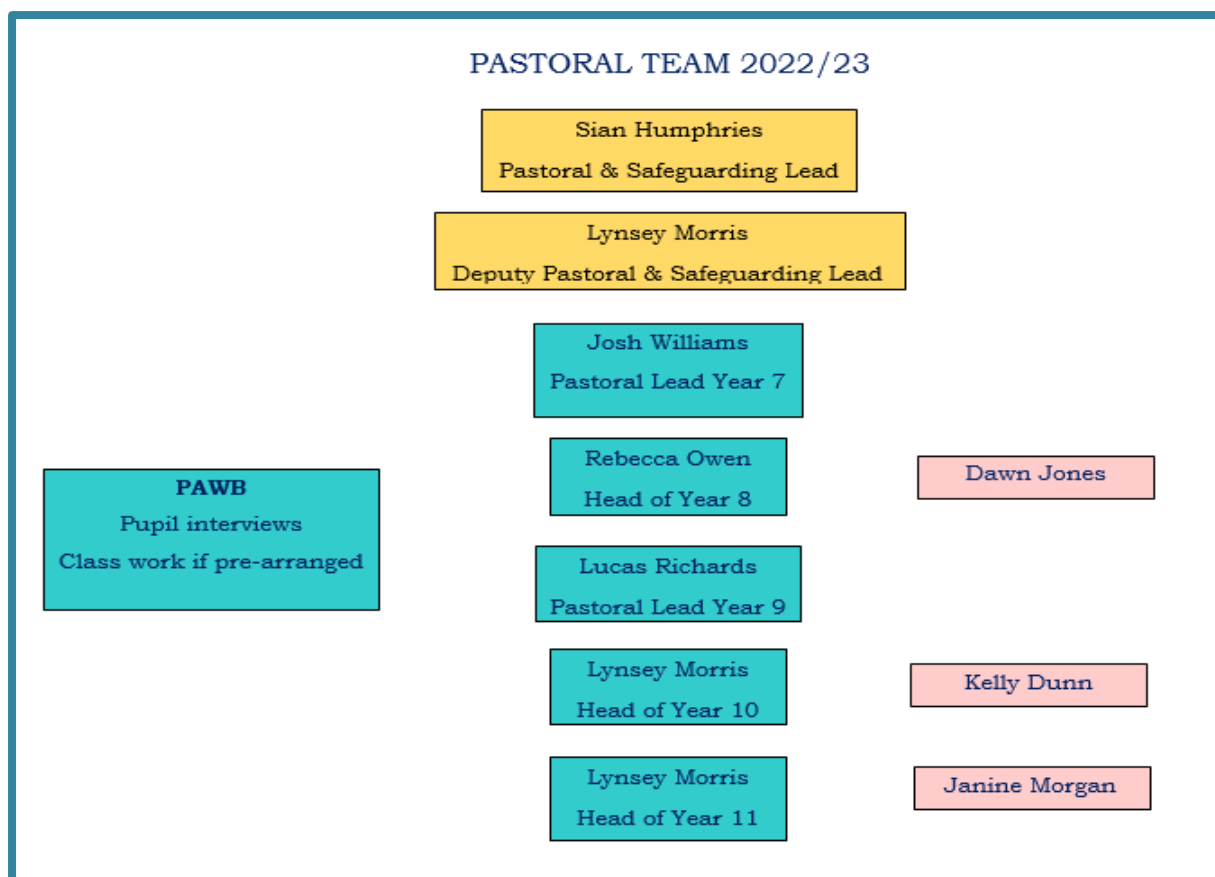
Strategies to combat Child sexual exploitation

- Inclusion services – reduces the risk of vulnerable pupils when offsite exclusion is used.
- High number of emotionally available adults – Non-teaching pastoral support assistants.
- High level of involvement with outside agencies
- PSHE programme – education in sex education, relationships and personal consent/grooming.

Strategies to combat low familial expectation.

- Pastoral open surgeries to improve communication with parents and school
- Short, medium and long-term reward programmes – appropriate to age and involving attendance %
- Liaison with the EWO – reintroduction of Legal avenue

PASTORAL TEAM 2022/23



Pastoral is organised into main areas;

1. PAWB – Housing of Heads of year and Learning support officers, EWO and Pastoral secretary
2. Caredig – Nurture centre where individual programmes and group work is held.
3. Barod – Ready to Learn Room – for pupils who are having difficulty attending lessons.
4. Pupil Inclusion Centre – Off site centre where inclusions and reduced timetable provision is held.

The pastoral team is a large experienced staff who have been trained in all aspects of pastoral work.

Training includes

Level 3 Safeguarding training

ELSA training

Forest school training

Trauma and attachment training

HTLA 4 – Staff member in training.

Bereavement counselling - 3 staff

ELSA - 3 Staff

Anxiety - 6 Staff low level

Anxiety - 2 Staff high level

Self Harm - 1 staff high level - 5 staff low level

Confidence building
Suicidal Ideation - 1 staff high level - 5 staff low level
Food issues - 2 staff high level - 4 staff low level
Self regulation - 8 staff low level - 2 staff high level
Horse Therapy - 2 Places only off site Charity provision
Forest Schools - 2 sessions- 1 year 7, 1 year 8 Weds and Friday
Cynnedd projects. - Cooking, princes's trust, Wild walking, Bulldogs, Mental health qualification, Carpentry course
School counsellors available

Pupil Behaviour

Classroom based actions, which allow low level behaviors to be dealt with in a professional and consistent manner.

The role of the Head of Department.

Once a referral by a classroom teacher has been received by the head of department, the HOD will decide on the appropriate trauma informed actions.

All behavioural incidents and actions need to be recorded on classcharts.

Should a variety of head of department actions be unsuccessful, referral to the pastoral team should be phoning PAWB for the pupil to be picked up and removed to Barod. Pupil parents must also be informed of the need to forward to the pastoral teams.

The role of the form tutor – for further information please consult the Role of the Form teacher document.

Form tutors will check on Classcharts for any behavioural notifications and have an informal discussion with the pupils concerned.

Should a pattern of misbehaviour be identified the form tutor may contact the parents or guardians to inform them via the use of the planner, email or telephone

Form teachers to inform the Head of Year of any pattern observed.

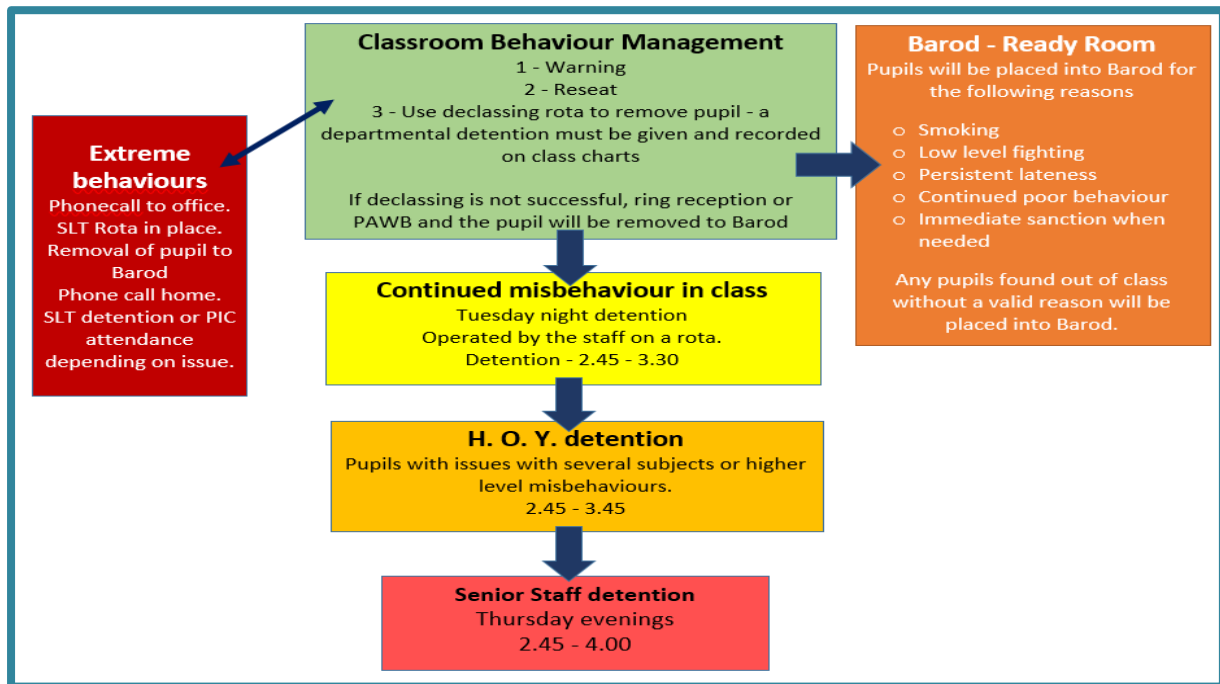
The role of the Pastoral team.

Heads of year will monitor Behaviour via Class charts programme and Behavioural Incident forms and will liaise with form teachers, Heads of Department and classroom teachers.

The pastoral system uses Provision Maps software to record all phone calls and meetings with parents.

The Pastoral team may call a parental meeting at any point to discuss pupil behaviour and may use the meeting log form on Provision maps.

Classroom behaviour Flow chart.



Should a higher-level behavioural issue arise or should a pupil display chronic behavioural issues it is the responsibility of the Pastoral team initiate the behavioural protocol.

The Behavioural and Disciplinary pathway in Cefn Saeson is designed to aid children with emotional and trauma based needs. There are several stages and pupils get support throughout this pathway.

Inclusion policy at Cefn Saeson

Exclusion of pupils from Cefn Saeson is unproductive and not fit for purpose as it tends to lead to pupils being not safeguarded and out of education, plus there is a lack of parental supervision at times due to work commitments.

In order to combat this Cefn Saeson has introduced a Pupil Inclusion Centre approach. This is an offsite facility where pupils who would normally have had an Exclusion for behaviours that are unacceptable will now attend and complete programs of work associated with the reason for the inclusion. Parents will be informed of an inclusion period by phone and this will be recorded in Sims as an Inclusion rather than an Exclusion.

This facility is also available for extended or full time educational provision for pupils who are unable to cope with mainstream education for behavioural or emotional reasons. In this circumstance, there must be a meeting with both parents and the leader of the pupil inclusion centre to decide on the best form of timetable and the Application for attendance at the centre must be signed by all parties.

Cefn Saeson Disciplinary and Behavioural pathway.

General Guidelines for pupil behaviour and expectations of mainstream behavioural standards will be found in the pupil behaviour booklet, which is available for all parents via the website.

Should behaviours be consistently unacceptable the following behaviour pathway will be initiated.

Stage 1. Green stage

- Start Pastoral profile form
- One page profile
- Round Robin
- Level 1 generic report card
- Parental meetings with Head of Year
- Restorative conversation
- Check in with PAWB referral for level 1 PAWB work
- Normal whole school consequences

Stage 2 –Intermediate action - Further behavioral issues.

- ALN Referral - Speech and Language.
- Discipline panel:

Parent/ Carer

Pupil

Head of pastoral

Form Teacher

Stage 3 – Amber Stage

Possible behaviour strategies' after stage 2 completion.

*Please note that the pupil will not receive all of the strategies' outlined below but the offer will be bespoke to the pupils needs.

Time Out Card

Referral To Cynnydd.

Individual Behaviour Card

Reward Scheme

Motional Analysis and Attachment questionnaire

Motional Programme for min 6 weeks

Discussion at Wellbeing Clinic

First level Discussion with EP

Referral for Level 2 PAWB work - Provision to be decided individually

Behaviour Contract

Elsa Referral

Bespoke work for Lit/Num

Forest School referral Horse Therapy Referral
Platform referral
ALN Assessment - ADHD/ASD
Parental meeting Deputy pastoral lead and ALN leader
Amber Pastoral Support plan

Stage 3 – Red Stage

High-level Behavioral strategies.

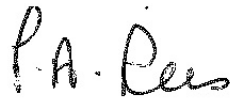
Red Level ALP
Increased Cynydd involvement - Bespoke plan
Parental meeting with SLT
Referral to MAC for Cerridwen programme
SLT mentoring
Wellbeing Team Referral
Red Level Pastoral Support plan
Red level individualised behaviour plan
Reduced/Bespoke Timetable Pupil disciplinary Committee
Pupil Inclusion Centre timetable
Risk Assessment
Governor's meeting.

All provisions taken by the pupil will be recorded on Provision maps.

After all avenues of support have been attempted, the head teacher will make a decision on where to proceed with the LEA.

Adopted by the Governing Body on 16th November 2022

Chair Signature

A handwritten signature in black ink, appearing to read "P. A. Lees". The signature is written in a cursive style with a dot above the 'i' in "Lees".