



Positive Relationships: Behaviours, Expectations, and Actions

A Guide For Staff

The purpose of this document is to outline the way in which we establish, secure and build positive relationships across our school family. Our expectations are that everyone in our school family will act with respect and kindness. This means that everyone will:

Respect Yourself:

- ✓ Work to the best of our ability, every lesson, every day.
- ✓ Speaking calmly and at an appropriate volume.
- ✓ Using your words to express your feelings before they become overwhelming.

Respect Others:

- ✓ Treat others as we wish to be treated.
- ✓ Respect others staying outside of other's personal and intimate spaces.
- ✓ Taking turns in a conversation, even if the topic isn't very interesting to us.

Respect Our Environment:

- ✓ Use our environment and resources in a calm and safe way.
- ✓ Always saying hello or smiling when you see someone, even if you have seen them before.
- ✓ Offering to help if you see someone struggling.

Our approach to behaviour is it is a form of communication, and we spend time proactively teaching and modelling the behaviours we expect from our students. We also take time to learn our students' language, which may have developed over time and in response to anxiety, stress or a lack of esteem linked to learning, progress, and previous educational experiences. We are clear that all our students are competent, capable and at an appropriate development stage to understand appropriate behaviour, language, and responses to situations of stress, worry or conflict. Crucially, in preparing for adulthood, it is important to model behaviours we expect

Our key policies, such as positive relationships, family partnership, SEN, Teaching, Learning and Curriculum, details further steps taken by all members of our school community to connect with our students, build positive relationship and respond appropriate to their needs in a dynamic way throughout each school day.

We do not tolerate behaviours that are abusive, intended to cause harm, motivated by revenge or other anti-social actions. We seek to understand the root cause of all negative behaviours and actions, with the intention of equipping students with strategies to identify their emotions and react proportionately to events as they occur. We address negative and anti-social behaviours through appropriate consequences that align with the approach students will experience in adulthood and the workplace. We aim to use positive reinforcement, support and celebration of success as key drivers in establishing great behaviour across our school community.

Actions to take to Build Positive Relationships: Behaviours, Expectations and Actions

Firstly, build relationships by using a range of strategies, such as (not an exhaustive list)

- ✓ Unconditional positive regard is the approach for every person in our school family.
- ✓ Each day is a fresh start and new opportunity to be the best you can be and to model this for students.
- ✓ Read the paperwork associated with each child and be aware of their preferred support strategies and particularly their 5-point scale.
- ✓ Focus on building relationships over curriculum coverage in the initial stages of working with new students – when relationships are strong and consistent, learning gathers pace.
- ✓ Celebrate success – however small – and progress, make students believe you value them as learners as well as individual students.
- ✓ Segment lessons to include sensory breaks, activities that are low demand but work on social communication and interaction skills. Use task lists to enable students to have choice and be self-directed in their learning.
- ✓ Build up a classroom routine that is predictable, consistent and reliable – seating plans remain constant, changes and transitions are planned for and communicated in advance. There is ready access to sensory seating, items such as fiddle toys, writing slopes and students are prompted to use these.
- ✓ Avoid allowing other students into a class, no matter what they say! For most of our students, absolutely safety in the classroom – generated by consistency and predictability – is key to making progress and accessing their learning.
- ✓ Call, email or text home to build a connection between home and school. Consider this a 'bank account' that you build up with positive contributions. Move around, particularly at break and lunchtimes, join in with they are playing.
- ✓ Co-construct, where possible, the rules for learning in your room – keep within the 3 Rs but be explicit about 'in my classroom, respect of others means...'
- ✓ Be explicit in your expectations as a class teacher and be consistent in your delivery of these – use visuals to communicate and reduce cognitive loading.
- ✓ Use names to signal specific instructions, give timeframes and warnings before transitions.
- ✓ Use when/then and now/next sentences but keep verbal instructions short and clear. Talk to students outside of the classroom, sit with them, engage them in a preferred topic, share positive praise or knowledge of things they have done elsewhere in school.
- ✓ Do not take it personally if students take a while to 'warm up' – be resilient, keep connecting and be present for them.
- ✓ Do things that are engaging and fun, slowly build up the level of challenge and content and always respond to group and individual need – meet them where they are, not where you need them to be.

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During the lesson	Do this...	Avoid this...
	<ul style="list-style-type: none"> ✓ Use clear verbal warnings, signal with name. ✓ Approach challenging behaviours with curiosity and empathy – attune with students in the first instance. ✓ Use the desktop 5 point scale and visual if needed to reinforce expectations. ✓ Verbal reminders at low level to redirect and get back to task – these may be unlimited in the lesson and done by Teacher and TA. ✓ Review seating place or activity. 	<ul style="list-style-type: none"> ✓ Raising your voice. ✓ Making statements that can't be followed up. ✓ Making demands of students with identified PDA. ✓ Giving verbal reminders with no follow up action, e.g. sitting with the student, directing the TA to support. ✓ A maximum of three verbal directions in a short period of time (5minutes or so) should lead to another action – avoid just reminding and redirecting – follow up with an action.
After the lesson	<ul style="list-style-type: none"> ✓ Talk to the student – be curious, explore what led to the behaviour, did they recognise the impact on their learning or others? Seek them out and invest time in understanding how things can be better for you both next lesson. ✓ Start and end with the positives – there will always be at least one every lesson – that's the feeling you want to leave them with, that you see and like them, they are not their behaviour. ✓ Talk to the Learning Family Leader – is this a pattern, is there something you should know? ✓ Talk to the family directly – if this is a pattern, particularly relating to your subject seek more information – what has been the student's previous experience, is there something outside of school that can be helpful to hook in or be aware of? 	<ul style="list-style-type: none"> ✓ Avoid contact with the student if you are not in the right mindset – tricky lessons need space to process and reflect upon – do not be driven to talk too soon. ✓ Manage your expectations – students' feelings of shame and self-esteem may overwhelm their ability to engage in a conversation that asks them to explain their actions – they simply might not be able to. ✓ Avoid calling home without the full information – check if there are any issues in other parts of their day that may have come into the classroom for example. ✓ Ensure you're clear about the one-page profile and 5 point scale – could there be an inadvertent trigger within the lesson or interaction that could have been managed differently (no blame or judgement – we respond in the moment)
Outside the Classroom	<ul style="list-style-type: none"> ✓ Always acknowledge students and staff as you pass them around the school site. ✓ Always connect with students, even if they appear to be having a tricky time – offer to help, distract, redirect or step in for a colleague. ✓ Read the room – what can you contribute. ✓ If you have a challenging interaction with a student, log it and talk to the Learning Family Leader. 	<ul style="list-style-type: none"> ✓ Getting stuck in cycles of conflict and behaviours that challenge. Report concerns or incidents promptly and speak up if they continue to occur – no blame or judgement but solutions will need to be found for all involved. ✓ Unconsciously creating conflict, be aware of your body language, positioning, facial expression and tone of voice. ✓ Physical intervention, unless necessary and don't be afraid to step in and keep a student safe from themselves or others and our school community safe from harm.

If these approaches don't work or there is evidence of anti-social or aggressive behaviour, not linked to need or other relevant factors, then the following will occur:

Incident is reported and lead staff member identified.

- The incident review process is followed.
- Students make statements separately with a preferred adult.
- Staff make statements separately.
- All are collated by the lead member of staff and Consideration is given to other sources of information e.g CCTV.
- All actions are logged on the Incident Summary Form by the Lead Member of Staff.



Evidence is Reviewed and Next Steps Decided.

- Contact with Family by the involved member of staff, if appropriate. If not, contact is made by the most appropriate adult e.g Learning Family Leader, Pastoral Team Member or Duty SLT at the end of the same school day.
- Decision taken about the supportive strategies required in response to this event . e.g WAVE 2 referral, talk time or restorative conversation with the involved staff or students.
- Decision about proportionate consequence in response to this event e.g extended day, community service, directed and supervised lunch/break time, loss of preferred activities for a fixed period. Consequence to be delivered by the involved staff, wherever possible.
- The best consequence for behaviours that challenge is to reconnect, calmly and quickly after the event, talk it through to establish accountability and responsibility but always demonstrating unconditional positive regard.



All Actions Logged Centrally and Relevant Staff Updated.

- Staff involved, including relevant Learning Family Leader, Pastoral Team and Senior staff are updated as to the outcome and next steps via verbal briefing, electronic notification or face to face meeting
- Statements and other paper based documentation are uploaded to Arbor, unless a safeguarding issue when CPOMS is used.
- Paper copies retained on student file for the remaining academic year to aid with pattern tracking.
- Risk Assessment to be updated within 48 hours if change of risk management is an outcome in conjunction with the relevant Pastoral Team member for the LF group.
- Student's paperwork is updated with relevant learning from the incident: 5 Point Scale and One Page Profile to be updated with a week by the LF Leader.

Our Behaviour Blueprint

Visible Adult Consistencies

1. Positively greet everyone you see.
2. Use verbal script to support each other.
3. Positive communication with families every week.

Golden Rules

1. Respect Yourself.
2. Respect Others.
3. Respect our environment.

Over & Above Behaviours

1. Postcards Home ever week.
2. Classroom WAGOLL Boards.
3. Celebration Events & Whole

Our Value Message

Care, Respect and Success for everyone in our school family.

Micro script Content

1. Thank you for...
2. I wonder if...
3. I am reminding you that...

Relentless Routines

1. Awarding points every lesson.
2. Getting the basics right e.g holding doors open, sitting on chairs not tables.
3. Naming feelings and 5-point scale actions.

Stepped Sanctions

1. Verbal and visual reminder of expectations including lesson points.
2. Repeated reinforcement with take up or step outside time.
3. Restorative justice conversation sharing outcomes with Learning and home family.



Positive Support Plan

Student Name	Class
Lead Adult	Date of First Completion
Reward Target	Review Date
Situations I Find Difficult	When things are difficult, I might...
My Targets	
Respect of Self:	
Respect of Others:	
Respect the Environment:	
What I can do to avoid these situations...	How adults can help me when things are getting tricky..
Other things (people/objects/places) I find helpful in a difficult situation...	My preferred support strategy is...
When this isn't working, try....	When things are really difficult, I know adults will...

At ACE Tiverton, Respecting Our Environment Means...

Keeping areas where we eat (e.g the Dining Hall and Forum) tidy and not making a mess with food.



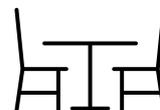
Keeping to an acceptable noise levels so others can concentrate.



Only do the things you would want to happen in your own home.



Keeping classrooms tidy and clearing up at the end of each lesson.



Taking care of all your own and the school equipment e.g: pens, laptops, books.

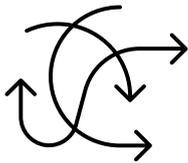


Not damaging school property or other students' belongings.



At ACE Tiverton, Respecting Others Means...

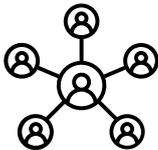
Accepting that not everyone has the same interests, likes or opinions.



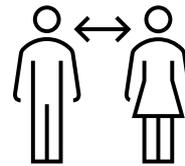
Offering support and help to others.



Allowing all students to learn to the best of their ability.



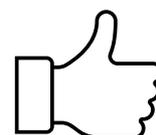
Respecting other people's personal space.



Listening to other people, even if you dislike what they are saying.



Contributing to a school family where everyone feels safe.

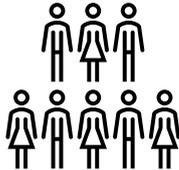


At ACE Tiverton, Respecting Yourself Means...

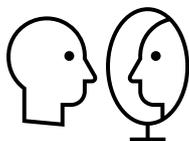
Using your 5 Point Scale or words to communicate your feelings.



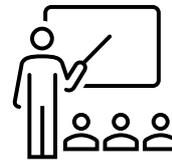
Being true to yourself and not following the crowd.



Taking responsibility for your actions and the impact they have.



Participating in lessons and following instructions.



Having good personal hygiene and health e.g washing and sanitising your hands.



Wearing the correct uniform to show you are part of our family.



Wave 1

- Quality first teaching for all
- Reasonable adjustment
- Early Identification by all staff
- Short and sharp strategies as part of everyday school experience
- Strong school/home liason

Wave 2

- Highly focussed intervention tracked through a Positive Support Plan
- Progress reviewed with graduated response to adjust provision as required.
- Assess - Plan - Do - Review

Wave 3

- Early Help Assessment or Team Around the Child/Family Process.
- Review Postive Support Plan to include possible engagement of alternative provision.
- Educational Psychologist or other specialist re-assessment.

Pastoral Referral Process:

- Class teacher completes Student Concern Form
- Student is assigned to a Pastoral Keyworker
- Keyworker, Student, Family and wider staff team have input to and agrees smart targets and support strategies.
- Establish Positive Support Plan
- Positive Support plan reviewed fortnightly
- Plan successful?

Yes: Student returns to **Wave 1**

No: Student moves to **Wave 3.**

Expectations for Classrooms’;

Every Lesson	Every Day	Every Week	Every Half Term
<ul style="list-style-type: none"> ✓ Welcome students to your lesson. ✓ Take a lesson register. ✓ Learning objective explicitly shared with students and displayed visually. ✓ Expectations of learning modelled verbally and visually. ✓ Lesson structure and content shared with students, including sensory breaks. ✓ ‘Live mark’ work and give verbal feedback to students where possible. ✓ Reflect on the 3 respect rules as a class and enter reward points accordingly. 	<ul style="list-style-type: none"> ✓ Sign in and out at Reception. ✓ Ensure all resources needed for lessons that day are ready. ✓ Check the staff room rota. ✓ Brief the relevant TA(s) about their role in each lesson if any changes from previous conversation. ✓ Reflect on reward point totals at the beginning and end of the day with tutor group. ✓ Listen to students from your tutor group reading aloud. ✓ Check each student has a record of their lesson; if incomplete, add to their learning journal. ✓ Print off any work completed on laptops. ✓ Add any incidents to CPOMS. 	<ul style="list-style-type: none"> ✓ Plan lessons for the week ahead using programme of study and weekly calendar. ✓ Ensure all work is marked in line with school policy. ✓ Build in time for students to reflect on and respond to feedback and marking. ✓ Annotate planning with any changes that need to be made. ✓ Contact parent/carer of each student in your tutor group to give them a progress update. ✓ Ensure reward shop orders are made by Thursday end of day. ✓ Send a positive postcard by Thursday end of day. 	<ul style="list-style-type: none"> ✓ Update previous half term’s programme of study with any changes for future use. ✓ Plan the next half term’s programme of study. ✓ Assess students’ progress using end of unit tests or tasks. ✓ Check whether there are any cross-curricular links with other subjects. ✓ Submit orders for new resources required. ✓ Complete trip planning forms for the next half term. ✓ Try to observe at least one other teacher. ✓ Borrow a book/article from the staff reading library. ✓ Update student risk assessments.