Behaviour and Relationship Policy

2024/25

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Introduction

1.1 Purpose

At Learning Partnership West Independent School, our approach to behaviour management is rooted in trauma-informed principles directed by evidence-based outcomes which aims to foster a nurturing and inclusive environment for all learners. This policy has been co-developed by staff trained in restorative approaches through a trauma informed framework which has been actively embedded within the schools' policies, legislation and structures. to promote restorative approaches rather than punitive measures when addressing behaviour. It ensures that all members of our school community, including learners, staff, and families, work collaboratively to maintain positive relationships, reduce barriers to learning, and enable access to wider opportunities.

This policy aims to:

- Provide a consistent approach to behaviour management through a solution-based approach that reflects the needs of the learners.
- Define the boundaries of acceptable behaviour by looking to identify any unwanted or challenging behaviours this can be achieved through therapeutic opportunities to understand to roots of behaviours, acknowledging shame and guilt as the main principles of unwanted behaviours.
- Summarise roles and responsibilities of staff, learners, and other stakeholders in the management of behaviour.
- Outline our system of rewards and consequence in alignment with restorative practices and trauma-informed principles.

1.2 Specific Objectives The policy serves as a framework to:

- Provide clear guidance to staff and learners that is easy to understand and follow. This policy will be available on the school website, as well as circulated amongst staff, learners and visitors. An easy read version will also be available to support accessibility.
- Promote a whole-school ethos that reflects care, inclusion, and nurturing through consistent and equitable application of behaviour through therapeutic approaches incorporated and embedded in the school culture.
- Embed trauma-informed practices that build trust, respect, and emotional resilience.
- Monitor and evaluate the policy's effectiveness as part of an ongoing quality assurance cycle, incorporating feedback from learners, staff, parents/carers as well as data from behaviour management systems. Particular focus will be given to feedback from the student council as key stakeholders.

2. Context and Guiding Principles

LPW School is based in Bristol, which faces significant socio-economic challenges which have an impact on young people. Approximately 22% of children under 16 live in relative low-income families, exceeding the UK average of 20.1%. This issue is particularly acute in areas like Central Bristol and Lawrence Hill, where over half of the children reside in low-income households. The city also has one of the highest rates of fixed-term exclusions in England, with 5,179 such exclusions reported in the last academic year, alongside 73 permanent exclusions. This rise in exclusions disproportionately affects vulnerable groups, such as Black Caribbean children, who are three times more likely to be excluded compared to their White British peers.

Bristol has seen a concerning increase in youth-related crime. These trends contribute to a cycle of disadvantage, as excluded students are more likely to disengage from education and become involved in criminal activities. Safeguarding concerns have also escalated, with rising incidents of neglect and exploitation among young people, particularly those living in poverty.

These interrelated issues highlight the urgent need for targeted interventions and support for Bristol's young people. As a result learners often join LPW after experiencing significant social, emotional, and mental health challenges; often co-occurring with a range of other special educational needs and disabilities (SEN) and traumatic life experiences. Many have faced difficulties thriving in mainstream settings and, as a result, our approach is tailored to meet their individual needs. We recognise that all behaviour is a form of communication, and our aim is to understand the root causes of challenging behaviour to support our learners effectively to heal, thrive, and succeed academically and socially. The impact of a trauma-informed approach can therefore be incredibly transformative.

Key guiding principles:

- Behaviour is communication of unmet needs. By identifying triggers and helping learners develop healthy and constructive coping mechanisms, we can support positive choices and reduce barriers to learning. Highly skilled and trained staff are emotionally available for ALL learners.
- Positive relationships are essential to the success of our behaviour policy. From the point of referral, we work to build trust and respect between learners and staff, creating a foundation for behavioural change. Our key worker roles support the implementation of this.
- Our school and workplace is trauma-informed, meaning that we consider the impact of past experiences on learners' behaviour and work towards healing and growth. We integrate best practices in nurturing, inclusion, teaching, care, guidance, and well-being into our school culture.
- We are committed to marginalising challenging behaviour by promoting and modelling good behaviour, using proactive and consistent interventions to reinforce positive actions.

3. Relationship health

At LPW School, we prioritise fostering healthy, supportive relationships among all members of the school community: between parents/carers and children, peers, staff and students, staff and parents/carers, staff and leadership, and staff and external agencies. Our approach is rooted in the principles of Protect, Relate, Regulate, and Reflect, promoting a positive, nurturing environment.

Staff are trained in the PACE model (Playfulness, Acceptance, Curiosity, Empathy), ensuring that interactions with learners are positive and supportive, helping to shift children from defensive behaviours (fight/flight/freeze) to feeling secure.

Protect

Increased safety cues are implemented throughout the school day, such as warm greetings and empathetic engagement.

School staff avoid authoritarian approaches to behaviour avoiding participating in conversations with harsh voices, shouting, criticism, negative facial expressions recognising the psychological and emotional harm these actions can cause.

Relate

Emotional coaching is provided to all staff, focusing on the core relational needs of children—empathy, attunement, soothing, and containment—to promote secure attachment and a positive self-view.

Vulnerable children are paired with emotionally available adults, helping them build trust and move from self-reliance to seeking help when needed.

Regulate

Interventions are used to reduce stress and support emotional regulation in both children and staff. These practices include calming spaces for children and nurturing environments for staff to prevent burnout and stress-related issues.

All staff are issued mobile phones, which must be on during working hours to ensure safe, regulated communication with learners. This method of contact supports trust-building and ensures appropriate boundaries, promoting a safe learning environment.

Staff are reminded that they should never deliberately seek out any social contact with children or young people (CYP) outside of the workplace. They are also expected to actively discourage any CYP or parents/carers who attempt to establish social contact.

Designated safeguarding leads operate throughout the school and are easily identifiable through DSL lanyards.

Reflect

Staff are trained to support children to reflect on their experiences and address/name trauma. The school encourages restorative conversations and solution based approaches rather than punitive measures, enabling children to reflect on their behaviours and develop coherent life narratives.

4. Behaviour Expectations
At Learning Partnership West, we believe that good behaviour does not occur automatically but is learned through modelling, clear expectations, guidance, and a consistent approach. It is important to note that the school understands that behaviour change is a never ending and ongoing process which are often unconscious.

We encourage and expect our learners to;

- Demonstrate ongoing and sustainable process of respect for themselves, their peers, and all members of the school community.
- Engage in their learning with a positive attitude and make efforts to overcome challenges.
- Take responsibility for their actions and contribute to a safe and inclusive learning environment.

- Avoid bullying, violence, and any form of aggression.

5. Roles and Responsibilities

5.1 Staff are expected to:

- Build strong, trusting relationships with learners, recognising that understanding the individual's background and triggers is essential for building trust and managing behaviour.
- Model positive behaviour and reinforce expectations through their daily interactions with all LPW staff.
- Use restorative practices to resolve conflicts and repair harm, prioritising understanding and empathy.
- Apply the behaviour policy consistently, using de-escalation strategies and offering learners opportunities to reflect on their behaviour.
- Monitor and review the effectiveness of the behaviour policy regularly, contributing to a culture of continuous improvement.
- Attend regular training to support trauma-informed practices and to ask for help and support when needed.

5.2 Learners are expected to:

- Engage with the learning and support offered and work to manage their behaviour in line with school expectations.
- Participate in restorative processes when conflicts arise.
- Treat peers and staff with respect, creating a positive learning environment for all. This is achieved through working with trusted and emotionally available adults who are trauma aware.

### 5.3 Parents/Carers Parents are key partners in promoting positive behaviour and are expected to:

- Work collaboratively with the school to support their child's behavioural and emotional development.
- Engage in open communication with the school, ensuring they are aware of the school's expectations and strategies for managing behaviour.

5.4 Senior Leadership Team; The school's senior leadership team are responsible for:

- Ensuring the behaviour policy aligns with trauma-informed principles and safeguarding best practices.
- Participating in trauma-informed training to support the development of LPW's approach to education.
- Monitoring the policy's effectiveness

6. Action and Response

Our trauma-informed approach emphasises supportive interventions that prevent punitive measures, especially suspensions and exclusions, from retraumatising learners.
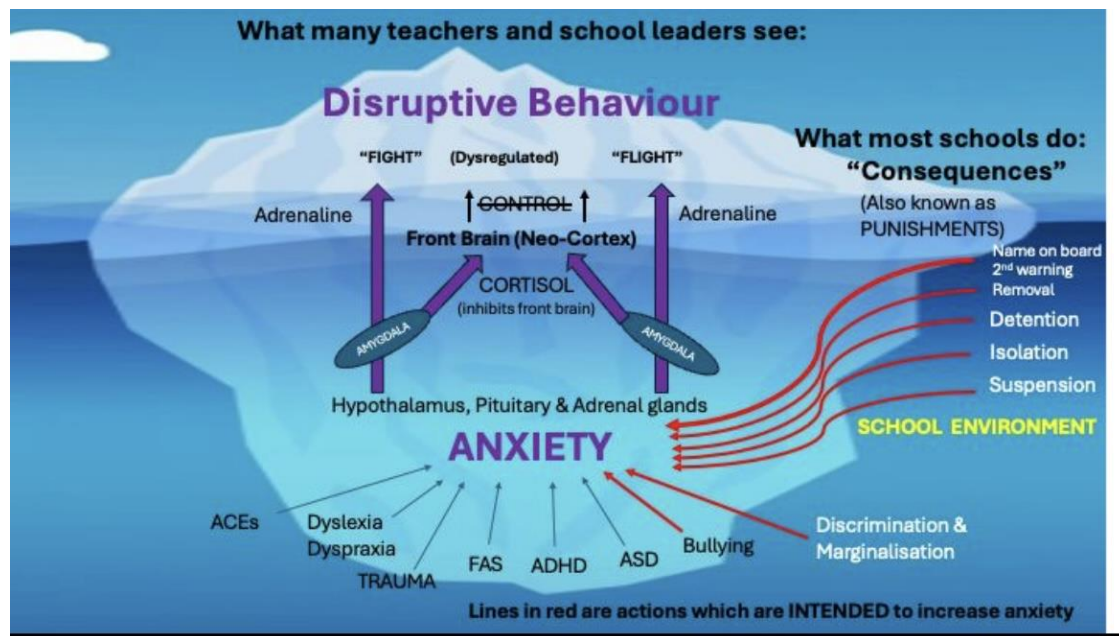
The diagram above demonstrates the effect of implementing behaviour policies based on punishment. This is supported by research; Raby (2015), Skiba et al (2002, 2011), Georgey et al (2010). The answer to this, we believe, is making sensible reasonable adjustments to meet the learners direct needs. In addition we recognise that consistency, routine and accessible/welcoming learning environments.

The following behaviour stages supports this consistency giving staff and learners guidelines to celebrate learning.

Stage 1; Identifying potential triggers examples Talking out of turn, minor off-task behaviour.

Staff Response:

- Observe and Assess: Identify if the behaviour is an isolated incident or part of a pattern, considering any underlying trauma or attachment issues.
- Redirect: Use gentle reminders to refocus the learner's attention using trauma informed language i.e. I wonder if you are feeling a bit tired today.
- Verbal Cue: Provide a calm, non-confrontational prompt, e.g., "Let's get back on track."

ACTION:
No formal action; focus on a restorative conversation to address the behaviour and discuss strategies for staying engaged.

Stage 2: Examples Repeated talking, ignoring instructions, minor conflicts with peers. This also includes:

- Offensive Language: Use of inappropriate language, such as swearing, that is not directed at anyone or used without understanding its meaning.
- Non-compliance: Failure to follow reasonable instructions given by staff.
- Punctuality and Attendance: Consistently arriving late or having declining attendance that is below expectations.
- Breath work, meditation and breathing techniques

Staff Response:

- Private Conversation: Speak with the learner privately, recognising the impact of trauma and attachment on behaviour. Ask the HLTA to support this reactive intervention
- Collaborative Problem Solving: Discuss alternative behaviours and solutions, creating a sense of self advocacy
- Provide a Break: Allow the learner a brief time-out to regroup if needed, validating their emotional needs.

ACTION:

- Document the incident for future reference. Record on Arbor > log new behaviour incident >select fields.
- Reward points to be capped.

Stage 3: Examples Defiance, verbal outbursts, or behaviours affecting others' learning. This includes the below:

- Use of inappropriate language directed towards others including discriminative language around protected characteristics (learners, staff, or visitors)
- Smoking or vaping on school premises or in school vehicles. Including E-cigarettes, puff bars and other smoking material.
- Engaging in unsafe actions
- Not following the school's Health & Safety Policy which is available on the school website and defines the roles and responsibilities of children and young people
- Disrupting the work or leisure activities of others in the local community
- Behaviour that disrupts the learning environment for others

Staff Response:

- Immediate De-escalation: Use calming techniques to defuse the situation.
- Reassess Safety: Ensure the environment is safe for all.

- Post-Incident Reflection: Engage the learner in a reflective conversation about the event, focusing on emotions and triggers.
- Referral to addiction services to therapeutically support learners.

ACTION:

- Challenge behaviour using a trauma informed approach.
- Temporary assignment to a supervised area for reflection through the support of the on duty pastoral support.
- Reward points to be capped
- Communicate with parents/guardians to keep them informed through a phone call home
- Document the incident for future reference. Record on Arbor > log new behaviour incident >select fields.

Stage 4: Examples Aggressive behaviour, significant threats to others, major disruptions. This also includes the below:

- Offensive language directed towards others including discriminative language around protected characteristics (learners, staff, or visitors)
- Openly smoking/vaping on or within school premises/vehicles. Including E-cigarettes, puff bars and other smoking material.
- Offensive behaviour
- Acting in a significantly unsafe manner
- Failure to comply with the school's Health & Safety Policy
- Signification disruption to the work or recreation of others within the local community
- Malicious activation of the fire alarm system
- Stealing school bus passes
- Behaviour that causes significant disruption to the learning of others
- Behaviour that compromises or harms the reputation of the learner body and/or the school, including behaviour on all online platforms, including social media

Staff Response:

- Immediate Action: Remove the learner from the situation for safety. This should be encouraged to be achieved through using communication strategies which have been developed between the learner and the staff member.
- Crisis Intervention: Use de-escalation techniques.
- Support Referral: Refer to engagement/counselling or behavioural support services. This could include addiction support.

ACTION:

- Short-term reflection away from class, with a reflective activity to complete with the learners key worker

- A meeting with parents/guardians and staff to develop a Behaviour Support Plan.
- A behaviour contract must be signed and in place. This will be held in electronic students file
- Reward point system capped
- Document the incident for future reference. Record on Arbor > log new behaviour incident >select fields.

Stage 5: Examples repeated severe disruptions or failure to respond to interventions.

Staff Response:

- Comprehensive Review: Assess the learner's needs with a multidisciplinary team, including support for trauma and attachment challenges.
- Create a Behaviour Intervention Plan: Develop a plan with clear goals and supports.
- Engage Family: Collaborate with the family to ensure consistent support at home and school.

ACTION:

- Reflection day away from the school with a home visit planned in from staff member to support this process.
- A home visit must occur with the opportunity to discuss and plan for a restorative conversation to support the repairing of relationships.
- Meeting with SLT to discuss plan for learner moving forward to ensure needs are being met.
- Reward points to be capped
- Document the incident for future reference. Record on Arbor > log new behaviour incident >select fields.
- A behaviour contract must be signed and in place. This will be held in electronic students file

7. Severe/Gross Misconduct Behaviour Response

In cases of regular and serious infringements of others' rights and personal safety. This includes the below:

- Theft of personal, school property (including employer property if related to their school programme)
- Arson
- Violence or threat of violence
- Incapability through alcohol, drugs, or other substances (or suspicion of)
- Deliberate damage to school, public, or employer property
- Accessing, downloading, or sending pornographic/offensive materials via internet or mobile technology
- Possession of alcohol

- Possession of a knife or weapon, which is not justified in its use as part of the learner's work
- Possession of nonprescribed drugs, association with dealing or handling nonprescribed drugs in school or associated premises
- Bullying, harassment, or sexual abuse allegations substantiated under the school's Antibullying, Harassment, and Sexual Abuse Policy and Procedure for learners (including cyberbullying)
- Actions/behaviour on social media or online activity that impacts negatively and significantly on other learners, staff, visitors, partner employers, school reputation, or the wider community
- Criminal activities affecting the school, its learners, staff, or visitors
- Interference with hardware, software, or data belonging to or used by the school

ACTIONS (ALL STEPS MUST BE FOLLOWED):

1. Multiagency meeting: A meeting is held to set up a Pastoral Support Plan (PSP), involving the key worker and other necessary staff/agencies.
2. Documentation: All incidents and actions are fully documented on Arbor.
3. learner may be separated from peers for respite and restorative work. This will be implemented through an initial reflection time away from school.
4. Intensive Interventions: Support from identified staff based on the behaviour's triggers. These interventions will be discussed on a daily basis to share progress and break throughs in changes to behaviour.
5. Community service; Learners who damage the school building/property will need to complete community service as part of restorative practice. This will be set by the school and will also support learning a new skill and developing different behaviour patterns.
6. A behaviour contract must be signed and in place. This will be held in the students electronic file.
7. Ensure all learners with diagnosed SEND or an EHCP must have the school SENCO as a key advisor in any behaviour management strategies.
8. Learners may need a staggered approach back to school. This may include a temporary offsite provision.
9. Where significant damage has been caused learners/parents/carers may occur charges related to the damage.

8. Consequences

We acknowledge that suspensions, expulsions, or other punitive measures are incompatible with a trauma-informed approach. These responses can exacerbate challenging behaviours, especially for learners with a history of trauma.

To reduce suspensions:

- Emotion Coaching: Coregulate emotions with learners and help them understand their feelings.
- Relational Approach: Build positive, meaningful interactions to support academic, social, and emotional growth.
- Restorative Conversations: Engage learners in reflective conversations with key attachment figures to explore triggers and solutions.
- Prevention: Identify and address needs early, rather than using sanctions for behaviour.
- Community Service and Paying for damages: Learners who cause significant damage may be assigned community service. In cases where repair or replacement is required, the cost will be evaluated by the SLT, and an invoice will be sent to the learner's parents/carers.

On rare occasions when suspension is necessary such as when a student needs to be offsite immediately for their or others safety and staffing level are insufficient to provide immediate off-site provision, we will positively reframe this as reflection time.

If this occurs, we will:

- Hold a staff debrief to reflect on the incident.
- Use restorative practices during reintegration meetings, focusing on relationship repair.
- Involve the learner and their family in the reintegration process
- Alternative Provision off-site.
- Ensure everything is documented on Arbor.

9. Exclusion

LPW is a zero-exclusion school. We acknowledge a strong correlation between school exclusions and increased risks of vulnerability e.g criminal behaviour. Studies indicate that students who are excluded from school are significantly more likely to engage with the youth justice system, with research showing that nearly 40% of young offenders have been excluded from school at least once. As a result, we do not advocate for exclusionary practice, and instead look at ways to support learners in a relevant, informative and personalised way to meet need.

Part of our behaviour contract recognises that learners need to "Maslow before they can Bloom." (McLeod, 2023). This acknowledges that learners, especially those affected by trauma, must have their basic needs for safety, emotional wellbeing, and stability met before they can fully engage in learning and academic development. Consequently, some learners may require individualised timetables and offsite provision to provide a scaffolded approach to returning to the classroom. This child centred approach ensures that each learner's unique needs are considered, providing the necessary support to aid both their personal healing and academic growth.

10.   Generational Trauma and Protected Characteristics

Our trauma-informed behaviour policy acknowledges the profound impact of trauma, including generational trauma, which refers to trauma passed down through families over generations. This policy is in place to protect both staff and children from being retraumatised, emphasising humanity, responsiveness, and care. We have zero tolerance for discriminatory behaviour based on protected characteristics as outlined in the Equality Act (2010). Any incidents of this nature must be reported immediately to the headteacher, and we maintain a zero-tolerance stance on such behaviour.

Therapeutic interventions are available to support individuals in addressing and processing past experiences. We actively recognise and challenge biases, stereotypes, and historical trauma. Collaboration is key; we work with the local community and third sector partners to call out and address acts of hate crime.

Addressing systemic inequalities is crucial to becoming a truly inclusive school. We stand firmly against racism, sexism, homophobia, ableism, and other forms of discrimination. Through a trauma-informed lens, students will receive targeted mentoring to explore these beliefs, with referrals to the safeguarding team or PREVENT where necessary. This referral may be forwarded to Multi Agency Safeguarding Hub, who may feel that a Channel Panel referral will be necessary. This approach fosters healing and ensures that no one is a bystander to hate or prejudice.

11. Team Teach Training

Our trauma-informed behaviour policy emphasises the importance of Team Teach training to ensure the safety and well-being of both staff and students. Team Teach is a holistic approach that focuses on positive behaviour management and de-escalation techniques, empowering staff to create a supportive environment while effectively responding to challenging situations. This training is completed annually. All staff will receive training to support safety, equipping them with the skills to manage conflicts and promote positive interactions. We aim to reduce the likelihood of physical interventions, which are considered a last resort and designed to minimise risk and avoid harm. This training not only enhances safety but also reinforces our commitment to nurturing resilient relationships within our school community. Please refer to our Positive Handling Use policy.

12. Police/Crime

In cases of an alleged assault or alleged behaviour that may be considered to be a criminal offence, the individual student may contact the police. Learning Partnership West, where criminal damage has occurred or a serious

safeguarding incident has occurred, also resolve the right to contact the police.

13. Special Educational Needs and Disabilities

Our school is committed to creating an inclusive environment where all learners feel safe and supported. We recognise that students with special educational needs and disabilities may have unique behavioural needs that require tailored approaches. Research indicates a strong link between trauma and neurodivergent conditions such as ADHD, which can significantly affect a student's ability to regulate their emotions and behaviour. Understanding this connection is crucial for providing effective support.

We have a dedicated SENCO who coordinates the support and strategies for these students. Individual behaviour plans will be implemented, ensuring that interventions are personalised and involve input from the student and their family. Our school has adopted a graduated response detailing the process of assess, plan, do, and review in relation to behaviour management, as well as identifying the appropriate level of support needed—universal, targeted, or specific. Staff receive regular training on the principles of the SEND Code of Practice to effectively support all learners in managing their behaviour positively from both the school SENCO and the local authority Educational Psychologists who are key stakeholders in the schools support strategies.

14. Safeguarding

We recognise that changes in behaviour can be early indicators of safeguarding concerns, such as abuse or neglect, and monitoring these behaviours allows staff to identify vulnerable CYP who may need extra protection. Please read LPW's safeguarding and child protection policies and procedures in conjunction with this policy. Any questions, disclosures or information you would like to share please contact: Safeguarding@lpw.org.uk

15. Looking After Ourselves

We recognise that working within a trauma informed framework can have an emotional impact on staff due to the nature of relational investments required. To support staff wellbeing, we implement the following strategies:

- Regular Planning and Review Sessions: Whole school evaluations to maintain a consistent and collaborative approach to behaviour management. This is achieved through a daily brief and debrief with the school staffing body.
- Solution Focused Reflection: Encourage staff to use a solution focused model in debriefs following difficult events.
- Reflective Supervision: Provide regular reflective supervision for staff working with learners whose behaviour presents challenges. This is implemented through 1;1 and group clinical supervision.

Other linking policies

Positive Handling Use policy
Equality Policy
Attendance Policy
Anti-Bullying Policy
Equality and Diversity Act (2010)
Uniform Policy
Health and Safety Policy
SEND Code of Conduct (2015)
Safeguarding and child protection policy (2024)

Appendix:

Appendix A: Learner Behaviour contract

Appendix B: Restorative conversation prompt

Appendix C: Action Plan

Appendix D: Vaping Tracker

Appendix E: PACE support

Appendix A:

Learning Behaviour Contract:

A contract between (insert student name) and Learning Partnership West for the period (insert date) to (insert date)

I agree to:

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-

This will be monitored by your Key worker (insert name) on a (insert timescale) basis.

Regular check in of support will be issued to help monitor progress during the agreed timescale of the Learner Contract.

Learner signature: Date:

Key worker signature: Date:

Optional Parent/Carer: Date:

What happened?

What were you thinking? So how were you feeling?

Who has been affected by this and how?

What do you need to move on?

What needs to happen now, so that the harm can be repaired?

Scenario 1: Kelly has told a teacher that Jack has been spreading false gossip about her on Social Media. Kelly says that Jack has told other students that her and Camron (another student) have slept with each other but Kelly says this isn't true, they are just friends. Camron has joined the school more recently than Kelly and Jack.

Phase 1: Work in groups of three – one partner is the restorative facilitator another is Jack, and the other will support as cofacilitator. Jack is initially resistant to engage with the restorative process so the facilitator will need to do be mindful of their approach to persuade Jack to engage. Jack feels intimidated as he has received threats via social media from Kelly's older brother.

Then swap roles and repeat.

Phase 2: Remaining in same groups, repeat the process with two facilitators and the third person being in the role of Kelly. During the process, Kelly tells the facilitator that her and Jack had been dating, but she broke up with him a few weeks ago and she feels he has spread the rumours to spite her.

Phase 3: One person will facilitate a meeting a between Jack and Kelly. Swap roles and repeat so each person gets a chance to be the facilitator.

Phase 4: Camron's school attendance is sporadic, so staff were not able to include him in the process initially. Camron has come to school a few days after the meeting Jack and Kelly had. Camron is still angry with Jack. Work through phases 13 again, with Camron and Jack.

Scenario 2: (If we have uneven numbers and need to have one or two groups of two people)

Carl and Reece are in the same class. Carl was peerpressured into instigating a fight with Reece last week on Friday afternoon. Punches were thrown and then teachers broke up the fight. Neither Carl nor Reece were injured, but a teacher's shoulder was hurt when pushed passed to try to get outside. It's now Monday and both are back in school.

Phase 1: One person is Carl and one is the facilitator, then swap roles.

Phase 2: Repeat process with one person being Reece and the other the facilitator.

Phase 3: Carl and Reece have refused to meet face to face, so shuttle mediation will be used. One person will be the facilitator and the other will be Carl first. Then, the person in Carl's role will be Reece. The facilitator will need to meet with both Carl and Reece twice to communicate their needs to each other and find a way forward.

Phase 4: Repeat phase 3 with the other person as the facilitator.

Appendix C: Action Plan

Action Plan

YP Name:			Date of meeting:

Issues:

	Targets	Actions to be completed	Expected Outcomes
1			
2			
3			
4			

Signed by YP:

Signed by Parent/Carer:

Signed by Keyworker: Agreed Review Date:

Vaping/Smoking Progress Chart

Smoking and Vaping Progress Tracker

		Progress			
First Name	Last Name	Phone Call Home	School Meeting	Home Visit	Off-Site Provision