



HILL VIEW SCHOOL

Policy Name:

Relational Behaviour Policy

Policy reviewed and adopted by LSC	
Review Frequency	Annually
Last Reviewed	
Next Review	
Responsible	Headteacher

Introduction

At Hill View School, fostering positive relationships is at the heart of everything we do. We believe that strong connections between staff, learners, and parent carers are essential for emotional well-being, academic success, and creating a thriving school community. This policy outlines our commitment to building a supportive and inclusive environment where everyone feels valued, respected, and empowered to learn and grow.

Hill View School Values



Hill View School values and ethos aligns with CPI's guiding philosophy.

CPI Guiding Philosophy

CARE

Respect, dignity, empathy, person-centred



WELFARE

Maintaining independence, choice, and well-being



SAFETY

Protecting rights and minimising harm



SECURITY

Safe, effective, harmonious, and collaborative relationships



Hill View School's Relational Behaviour policy is based on strong relationships within a positive school culture and climate that fosters connection, inclusion, respect and

values all members of our school community. We strongly believe that Parent Carer engagement and involvement is crucial. This Policy also highlights the importance of providing emotional support for staff, learners and parent carers in order to help manage stress and any possible secondary trauma.

Aims & Purpose

This Relational Behaviour Policy fosters a shift from reward-and-punishment systems to building positive relationships that benefit everyone in our school community. Hill View School incorporates Attachment Aware and Trauma Responsive principles ensuring that this Relational Behaviour Policy translates into whole school practice.

Hill View School Ethos and Approach to behaviour:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. Understanding this, helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults at Hill View School to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Learners that communicate through challenging behavior need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first.** Hill View School's ethos promotes strong relationships between staff, learners and their parent carers.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure, but rather creating an educational environment that helps learners feel safe. This means that their educational environment needs to be high in both nurture and structure. Learners need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of learners are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to co and self-regulate, learners (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

- Encouraging parent carer engagement and involvement is absolutely crucial when addressing and planning support for learners.

"The parent-child connection is the most powerful mental health intervention known to mankind"

(Bessel van der Kolk)

"It is everyone's responsibility. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all –e.g. staff retention, learner attendance and attainment, positive home-school relationships"

(Banerjee, R., Weare, K., & Farr, W. (2014).

Hill View School is an Attachment and Trauma Aware School, that utilises an Emotional Coaching approach delivering evidence-based interventions.

"Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for learners, school staff, and families"

(Gus et al 2017).

Emotional coaching offers a range of benefits that extend far beyond just managing emotions:

- **Improved Emotional Well-being:** By acknowledging and validating emotions, emotional coaching helps people feel understood and supported. This fosters a sense of security and reduces stress, leading to a more positive and balanced emotional state.
- **Enhanced Emotional Awareness:** Emotional coaching helps people identify their emotions and understand the reasons behind them. This self-awareness empowers individuals to make choices and react to situations in a more constructive way.
- **Increased Emotional Literacy:** Emotional coaching equips people with the vocabulary to express their emotions clearly and effectively. This improves communication and fosters stronger relationships.

These combined benefits create a ripple effect. When learners, staff, and parent carers feel emotionally well-equipped, they can:

- **Focus better:** Reduced stress and improved emotional regulation allow for better concentration and information processing.
- **Develop stronger relationships:** Clear communication and empathy fostered by emotional literacy lead to better collaboration and a more positive learning environment.
- **Build resilience:** The ability to navigate difficult emotions effectively helps people bounce back from challenges and setbacks.

What Emotion Coaching means in practice
(how co-regulation works)

Step 1: Tuning in, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Connect and normalise. (It's ok to feel like this. I have felt like this when....).

Step 3: Validating the feelings and labelling. ('This is what is happening, this is what you're feeling').

Step 4 (if needed): Setting limits on behaviour. 'We can't always get we want'.

Step 5: Problem-solving with the child/young person ('We can sort this out')

Hill View School advocates an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'. Thus, staff at Hill View School look beyond challenging behaviours displayed by learners and question (are curious) what emotions might be driving these behaviours. Only when learners feel a sense of being heard, understood, and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

At Hill View School, we believe in fostering positive connections with our learners.
We achieve this by:

- **Noticing and celebrating strengths:** We go beyond simply noticing "good behaviour" and focus on highlighting individual strengths and positive contributions. This could be following classroom rules, helping a classmate, or demonstrating perseverance during a challenging task.
- **Building relationships:** We prioritise building genuine relationships with each learner. This allows us to understand their unique needs and preferences when it comes to praise.
- **Individualised Feedback:** We tailor our praise to be specific, descriptive, and genuine. For learners who find traditional praise challenging, we offer discreet, non-verbal forms of recognition, such as a thumbs-up, a smile, or positive eye contact.

This approach ensures that all learners feel seen, valued, and motivated to continue making positive choices, fostering a safe and supportive learning environment

A whole school approach ensures that all members of staff are responsible for supporting the behaviour of learners across the school. We believe that building relationships is everybody's responsibility. Hill View School staff understand that emotional growth takes time. We recognise that learners may initially resist our kindness and empathy. This doesn't diminish the value of our approach. It simply means they might be struggling or haven't yet had enough positive experiences to

build a secure sense of self. By consistently offering kindness and understanding, we plant seeds for future emotional well-being. These seeds may not sprout overnight, but with persistent nurturing, they will blossom into a foundation for positive self-perception and emotional regulation.

Legislation and Statutory Requirements

When developing this policy Hill View School has considered suggested guidance and advice from the DfE and other stakeholders:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- SEND code of practice

Definitions

There are times when learners find it difficult to regulate their behaviour and this will be different for each learner, however dysregulation by learners can disrupt learning. The range of behaviours presented by learners can include;

- Physical and verbal aggression, directed at learners or staff.
- Self-injury
- Physical assault, this can include sexual assault.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Compromising their own safety and that of others. Any form of bullying
- Damaging property
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapon
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and Vapes or associated paraphernalia

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can be;
 - Emotional: Being unfriendly, excluding, tormenting
 - Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence
 - Prejudice-based and discriminatory, including:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/biphobic
 - Transphobic
 - Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual Explicit: Sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Child-on-child abuse.

Following any report of child-on-child sexual violence or sexual harassment offline or online, Hill View School will follow the safeguarding principles set out in [Keeping children safe in education \(KCSIE\) - especially Part 5](#). The designated safeguarding lead (or deputy) is the most appropriate person to advise on the Hill View School's initial response. Each incident should be considered on a case-by-case basis.

Details of Hill View School's approach to preventing and addressing bullying are set out in our anti-bullying policy.

When considering our response to these behaviours we recognise that a behaviourist approach can be effective for some learners, but they may not be the most suitable for those who have experienced trauma. This is particularly true for learners with Adverse Childhood Experiences (ACEs), which are traumatic life experiences occurring before the age of 18.

For these learners, including vulnerable groups like children in care (CiC), those at the edge of the care system, and previously in care (PiC), behaviorist approaches can have unintended consequences. They may:

- **Trigger past trauma:** Focusing solely on modifying behaviour without addressing the underlying emotional needs can be re-traumatising.
- **Not address emotional expression:** These approaches don't necessarily equip learners with skills to express their emotions healthily.

Hill View School prioritises a attachment aware, trauma-informed and responsive approach that builds trust and helps learners develop emotional regulation skills. This approach fosters a safe and supportive environment where they can learn to express themselves constructively.

Roles and responsibilities

Local School Committee

The LSC is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The LSC will also review this behaviour policy in conjunction with the Senior Leadership Team and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher (supported by SLT) is responsible for reviewing this behaviour policy in conjunction with the LSC, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Senior Leadership Team (SLT) is committed to fostering a safe and supportive environment where positive behaviors flourish. The SLT will ensure staff are equipped to address challenging behaviors through an attachment-aware and trauma-informed lens. The SLT will monitor policy implementation to guarantee consistent application and ongoing staff development in this area.

Staff

Staff are responsible for:

- Implementing the Relational Behaviour Policy
- Modelling positive behaviour
- Providing a personalised approach for learners based on the principles of the Relational Behaviour policy.
- Recording behaviour incidents through CPOMS. The senior leadership team will support staff as required.

Parents

Parents are expected to:

- Support their child.
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any behavioural concerns with the class teacher.

Learner code of conduct

We expect all our learners to conduct themselves at all times as best they can. Our Relational Behaviour Policy also applies to all Educational Visits.

Sexual harassment, sexual violence and malicious allegations

Hill View School has a zero-tolerance approach to sexual harassment and sexual violence. Hill View School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate, Considered and Supportive
- Decided on a case-by-case basis

Hill View School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will follow the child protection and safeguarding policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will follow the child protection and safeguarding policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Hill View School will also consider the wellbeing needs of staff and learners accused of misconduct and ensure the most appropriate support is available.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

Behaviour Management

Hill View School's approach is that of supporting learners to self-regulate and/or co-regulate, but if the behaviour is causing or likely to cause injury or damage in serious instances, a learner may need to be suspended or excluded following the DfE advice on suspension and permanent exclusion.

Physical Restraint/Intervention

Staff are annually trained to use CPI Preventative Interventions as well as disengagements and holds which are used as a last resort, to prevent learners from hurting themselves or others; causing disorder and damaging property.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Crisis Prevention Institute Training

See website

Safeguarding

Hill View School recognises that changes in behaviour may be an indicator that a learner is in crisis, in need of help or protection. We will consider whether a learner's behaviour regulation may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Learner transition

To ensure a smooth transition to Hill View School or the next academic year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss learner needs and share relevant information.

Staff Training (not exhaustive)

- CPI Training (Improve relational approaches, Set a positive culture for behaviour, Prevent escalating behaviours, Intervene and de-escalate risk behaviours, Reduce or eliminate use of restrictive practices)
- Trauma Informed Approach
- Bounce/SEMH Toolkit (Child Therapy Service) – version of the Zones of regulation and the Incredible 5 point scale approaches
- SEMH thematic training
- PACE
- Social Communication
- Speech and Language
- Occupational Therapy
- SPD
- Attachment Aware
- Emotional Coaching
- Relational Approach
- Adaptive Teaching
- Social Stories
- EBSA
- Nurture
- SEND
- Safeguarding
- Curriculum
- A range of therapeutic interventions relevant to key staff (Lego therapy, ELSA etc..)

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and LSC annually. At each review, the policy will be approved by the Headteacher.

Links with other policies

This Relational Behaviour policy is linked to the following policies:

- Suspension /Exclusions policy
- Child protection and safeguarding policy

Resources and Interventions

Hill View School offers a wide range of resources used across the school to support individual needs, mental health and wellbeing and to measure the impact of interventions.

This includes;

Appendix

Behaviour