



# Relationship and Behaviour Policy



**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** June 25

**Signed by** D Hains

**Chair:** Dan Hains

**Headteacher:** Erika Rothlisberger

**Review Date:** June 27

## **Jigsaw Relationship and Behaviour Policy**

Thinking of a child as behaving badly disposes you to think of punishment.  
Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. - Sir Alec Clegg

Jigsaw Pupil Referral Unit is an alternative provision within Sefton L.A. for pupils whose behaviour within a mainstream school has led to them being at increased risk of exclusion, or who have been permanently excluded.

Our provision seeks to help children address and overcome social, emotional and mental health needs, which may for some have led to academic underachievement.

It is our intention to support and facilitate the successful reintegration of pupils into their host schools or transition to an appropriate, alternative provision.

In order to facilitate this, we work with parents/carers, teaching staff from other providers to promote a range of skills and self-regulation approaches that will enable positive long lasting effects upon our young people.

As a unit we work to always achieve the best outcome for our students having proven impact upon the academic, SEMH and personal needs of each child.

The purpose of developing a relationship policy is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. That is not to say that the use of rewards and punishment is absent from this policy, but the use and of and language around these areas will see a shift in their impact.

This policy has been produced in consultation with the wider school community, including; parents/carers, staff, members of the management committee and the children who attend our school.

### **Mission Statement**

At Jigsaw, we aspire to create a nurturing school community where children are given an opportunity to flourish and are inspired to continue learning in the future. By our continued approach to work with our children and by giving them opportunities to achieve we are making, choosing and sharing in their success' on a daily basis. By celebrating individual success, it is hoped that all achievements, however small, result in positive outcomes for the children and staff at Jigsaw.

Here at Jigsaw, children are taught within a broad and balanced, rich and creative curriculum that provides positive learning opportunities for each child through highly personalised and therapeutic learning. Staff and pupils work together to create an atmosphere of mutual trust and respect. We are committed to creating a safe and secure environment where pupils can get appropriate support and guidance both academically and within their personal growth and development. We have high

ambitions for all pupils and aim to provide an education of the highest quality that will help them towards success in being the best they can be.

### Vision for all

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

We believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

### Values

At Jigsaw we hold close a range of values and attributes that define our practice and approach across the whole school community.

- 1. Inclusivity** – We recognise that all members of the unit's community have differing needs. By adopting a person and child centred approach we enable our children and young people to access their own learning, whilst also addressing the wider barriers to learning.
- 2. A culture of respect and trust** – Jigsaw is a safe place for children to come to. We believe that we have created a safe learning environment where children are heard, respected and trusted. This culture of respect and trust is avidly promoted between all members of the school community. Staff and children are encouraged to trust, respect and build positive relationships with each other and their peers. Unconditional positive regard is given at all times alongside a 'fresh start' approach.
- 3. Positive interactions** – As adults we strive to model appropriate social interactions with all members of the school community. We believe by showing healthy behavioural and emotional responses we are promoting an open caring environment, free of prejudice where it is ok to be yourself and make mistakes.
- 4. Child centred approach** – The child always comes first at Jigsaw. By understanding the child, their history, needs and wants we are able to offer an individualised approach to the needs of each child within the unit. This enables us to understand what forms of behaviour are communication specific to that child and how we are best placed to support their individual needs.
- 5. Empowerment** – Jigsaw is a nurturing environment, where the specific needs of children are met. To enable this, we offer firm boundaries that allow us to guide and support children with kindness in making positive behavioural choices. By allowing children to make their own decisions within these boundaries we are empowering them to make appropriate decisions for themselves rather than taking the power from them – 'authoritative' adults are in control rather than 'authoritarian', adults dominating and controlling the situation.

### Ethos

At the heart of our ethos is The Jigsaw Way; a set of values and principles that we share across the whole school community. The statements made within The Jigsaw

Way underpin our values, aims, ethos and mission statement; they are a set of principles which we believe help to promote more rounded members of our school and the wider communities.

## **The Jigsaw Way**

### **I am a valued member of the Jigsaw community**

At Jigsaw:

I work well and challenge myself  
I am kind to everyone  
I am part of a “can do” school  
I treat myself, others and property with respect  
I am taking steps to independence  
I am responsible for my own actions

#### **Aims**

Staff at Jigsaw endeavour to:

- Prepare pupils for re-integration into their sending school, an alternative mainstream school or an alternative educational provision which can better meet the child’s individual needs
- Develop skills for life
- Raise self esteem
- Encourage pupils to take responsibility for their own actions
- Develop positive relationships with all within the unit
- Support pupils by identifying strengths and barriers to learning
- Establish a caring and supportive ethos in an atmosphere of mutual respect
- Promote pupils’ emotional health and wellbeing
- Enable pupils to achieve their best in all areas of the curriculum
- Promote tolerance and understanding of other people’s needs and differences
- Encounter success.

#### **Equal Opportunities**

In agreement with Sefton’s policies on Equal Opportunities, Racial Equality and Cultural Diversity and Special Educational Needs, staff from the PRU believe that all children irrespective of class, ethnicity, gender or special educational needs should have equal access to all areas of the curriculum offered and personalised behavioural support to meet the individual needs of the child.

## **Building relationships and attachment behaviours**

At Jigsaw, everything we do is based on building positive attachments (mutually respectful relationships) with our children. We do not believe that punishments are an effective method for achieving behavioural change. Unlike most educational establishments, we do not have many automatic sanctions for various behaviours. We look at each event in context and are committed to seeing all behaviour as a form of communication. Therefore, we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation.

Dr Vanessa Lapourte has stated that “I have yet to meet a child who enjoys misbehaving. Rather, I see a child who is working to communicate a message about an unmet need in increasingly desperate ways.” As such we treat the behavioural output of each child as a means of communicating with us. As a staff we are; highly trained; responsive to these needs of the behaviours of our children; aware of the fundamental that behaviour is just another means of communication; trauma informed and attachment aware.

We treat all children as individuals, ensure that the curriculum is appropriate for each child and that teaching styles are varied, and we use praise and rewards as our main tool. In addition to treating children with unconditional positive regard we have other approaches to relationship building; using humour; playing/working alongside; offering non-judgmental support; being dependable and relatable; showing interest in a child.

We are fully aware of the power of praise and encouragement in this school and have robust procedures in place (please see the use of rewards and consequences) and as such are quick to offer praise. If a child is emotionally dysregulated or struggling with a particular situation we are also on hand to offer support to help the child move back towards self-regulation and stability.

We are more focused on the causes of and the emotional recovery from a serious incident than the incident itself and as a result most situations can be repaired without resorting to punishment. We are strongly against the traditional notion of punishment and control.

Gillian Schofield and Mary Beek suggest that relationships are formed with children due to attachment behaviours; these can be through both positive (smiling, appropriate interactions, tactile methods) and protesting behaviours (emotional dysregulation, crying, periods of anger). These attachment behaviours are seen as indicators to the development of a relationship, repeated behaviours demand an appropriate response and connections are made in due course. For example, a negative behaviour may be repeated if the child receives the connection they are searching for. It is our duty to understand the child and by building a relationship guide the behaviour to receive the connection for more appropriate and socially acceptable behaviours.

## **Use of rewards and consequences**

Regarding a relationship policy there is much discussion around the validity of offering rewards, consequences and in extreme cases exclusions. At Jigsaw we hold the opinion that when used appropriately the use of rewards and consequences can have a profound impact upon the continued self-regulation of a child and the management of all behaviours.

Our approaches to both rewards and consequences have been directed by the children at Jigsaw. This consultation was completed via open and individual child led discussions. By completing this consultation, it became clear that the children of Jigsaw are aware of the need for rewards and consequences and feel some security knowing that these are in place. During this process it was apparent that children are generally happy to take responsibility for their own behaviours, want to receive praise, reward and recognition. In the same vein, the children also said that they understand that their adverse behaviour may attract consequences and that these are there to ensure that everybody works hard, stays safe and follows the rules of the school. The children of Jigsaw are also acutely aware that we are all different and that some support and increased flexibility may be needed for children with additional needs.

Parental consultation has also taken place indicating that parents are extremely happy with the way that we approach behaviour management at Jigsaw. With one parent describing our approaches to both rewards and consequences as 'perfect'. It became apparent in this consultation that parents expect our approaches to behaviour to fit the needs of each individual child, they are fully aware (as are we) that a tailored approach to the individual is needed for some children and some conditions.

### **Consequences**

Consequences are always directed and supported by an emotionally regulated and available adult. Any consequence given does not have to directly follow an event as the child's own emotional and behavioural regulation must be calm enough to be able to reflect upon their behaviour. A dysregulated child may not have the capacity to understand the consequences of their actions and may see this as further provocation and move them into greater conflict with their emotions and the adults involved in any given situation.

Consequences will never involve the removal of any previously given reward, privilege or intervention time that has previously been earned.

Examples of our consequences are; for a child who has disengaged from their learning may be asked to complete the lost time during their own (either within a period of free choice or break); children may not receive a positive stamp on their daily diary to show they met all expectations around behaviour and learning.

Dr Dan J. Siegel suggests that "Too often we forget that discipline really means to teach, not to punish". As such we see any periods of behavioural adversity/crisis as teachable moments whereby both child and the team surrounding the child are able

to learn and develop techniques and strategies to lessen the future impact of these same behaviours.

### Rewards and Recognition

We are well aware of the coexistence between a child’s long term academic and behavioural progress. We have several tools at our disposal to monitor the progress of the whole child over the course of their time within the unit.

The most important strategy through which the aims of the unit are met is the full and proper recognition of achievement – both behavioural and academic. We have a commitment to emphasising the positive and always looking for opportunities to praise and encourage.

Firstly, verbal praise and recognition are routinely used. Telephone calls and notes home are used to inform parents and carers of behaviour and work. Weekly celebrations of Wow Work and a Headteachers award.

### Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g. ‘I liked the way you came the first time I asked.’ ‘I noticed how kindly you supported \_S\_. Thank you.’ ‘Thank you for returning to the activity so promptly.’

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language. Descriptive praise supports behaviour for learning.

### Rewards

The following are examples of how rewards and recognition are used in Jigsaw:

Verbal feedback (descriptive praise)	Non-verbal praise e.g. thumbs up	Individual reward activity (e.g. free choice)	Contingent touch	Star of the Day or week
Stars	Written feedback	Responsibilities	Reward trips	Phone call home
Stickers (on child or work)	Stamper Sheet	Written feedback home	Wow Work	Praise from Senior Management team

Although we understand, accept and use tangible rewards, it is our intention to encourage pupils to own and independently manage their behaviour. The ultimate aim is self-regulation with an increasing moral and social understanding of how their behaviour impacts in a positive or negative way on those around them. By

developing these skills, children will be more able to experience social success in the future, which will impact their life choices.

### **Daily Diaries at Jigsaw**

If children show appropriate behaviour during lessons a stamp will be awarded via the daily diary. Stamps are also awarded throughout the day during unstructured times. At the end of the day children will move forward accumulated stamps as steps on the board. Once a child has gained 100 steps they are able to choose a reward from the class prize box.

In class staff will choose a child to receive a Star the Day and Star of the Week Award. This will happen on a weekly basis. This may, for example, be the pupil who has displayed the best behaviour, or the pupil who has shown the most improved behaviour throughout the week.

### **Exclusions**

One of the aims of Jigsaw is to include our pupils and not exclude them. Exclusion however, can and will be used as a very last resort and only when it is deemed the most appropriate course of action due to specific behaviours and/or prolonged periods of these behaviours. Behaviours that may result in exclusion include, but are not limited to;

1. Extreme violence or assault against another member of the school community
2. Carrying an offensive weapon
3. Prolonged periods of targeted aggressive behaviours
4. Sexual assault

Exclusions truly are the last resort and the head teacher will ensure that all other reasonable steps of support have already happened and that planned interventions specific to the child have already taken place. Exclusions will not be a punitive and reactionary measure but a measured response.

The length of exclusion will take into account the specific needs, age and circumstances of the child and will also take into account previous behaviours that have been presented. We will endeavour to work closely with parents/carers and the child to support them through this period and how we can best return them to school.

Parents/carers are consulted and kept abreast of the situation from the initial decision being made through to the reintegration meeting when the child will be expected to return to the unit. The reintegration meeting will be an opportunity to discuss the exclusion and how best we can work together to ensure a successful return to school.

### **Physical Restraint**

Physical intervention is always a very last resort at Jigsaw and only undertaken after a dynamic risk assessment has taken place by staff members to assess the safety of

a situation. A wide variety of de-escalation techniques will always be trialled in the first instance as per the child's behaviour/positive handling support plan. All staff members are highly trained using the 'Team Teach' approach to positive handling.

If physical restraint/intervention is needed it is generally down to a safety issue;

- 1) Where there is an imminent risk of injury or harm to the child or another person
- 2) Where there is a serious and building risk of injury due to the significant damage to property
- 3) In any situation where there is a risk to life or serious injury.

## **Positive Behaviour Leadership**

All physical interventions at Jigsaw are conducted within a framework of positive behaviour leadership. Jigsaw's behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our pro-active approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence inappropriate behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

## **Alternatives to Physical Controls**

A member of staff who decides not to make a physical intervention can still take effective action to reduce risk. (Dynamic Risk Assessment.) They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

## **Language and emotional connection**

The language surrounding a child and behaviour can have implications in regards to how a child, their behaviour or a situation is perceived. As such we are careful in our use of language when talking about these areas and as a unit are entering into a 'language of positive affirmations'. This allows us to redefine the language we use and offer more productive descriptors.

<b>Language we use:</b>	<b>Instead of:</b>
Consequence	Punishment or sanctions

Expectations	Rules
Connection seeking	Attention seeking
Emotionally dysregulated	Meltdown/crisis
Unmotivated	Lazy
Challenging	Naughty
Inappropriate/Appropriate behaviours	Bad/good decisions

Language can be a very powerful tool when working with children and the way that we phrase our responses and label behaviours can have a long lasting impact. Because all behaviour is a form of communication it is not always as simple as behaviour X was carried out by choice. Sometimes a child will present challenging behaviours not out of choice but due to what they perceive as fight or flight behaviours, and as such are not premeditated but can be due to an unconscious thought process.

Supporting a child in these circumstances can often mean rephrasing their language around behaviours to move away from the labelling of a child and their behaviours.

By building these connections with pupils we are then able to support children into a more tempered emotional state rather than them continuing to be emotionally dysregulated. We can connect before re-direct (Siegel, 2013) and allow children to emotionally regulate and find themselves again before reflection and reparation of a situation.

### **Behaviour/Positive Handling Plans and PLIMS (Personalised Learning Intentions Maps)**

In order to meet each child at his/her point of need, we develop a personalised plan by:

- Accurately assessing the child or young person's needs using baseline assessment tools
- Creating a Behaviour Support Plan, agreed by parents/carers and the child, for every child (unless superseded by a Positive Handling Plan) which can be shared with all staff
- Drawing up a PLIMS plan to meet the child or young person's range of needs specific to the strategies/targets suggested by their professional group e.g. equipment, staffing, sensory needs
- Identifying strategies/Interventions to support the child to develop high levels of resilience and have high expectations for every child
- Identifying strategies/Interventions to support children and young people to develop high self- esteem, so that they believe that they can succeed
- Using frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do
- Know what motivates each child or young person
- Personalised learning to ensure that we meet each child or young person at his/her point of development

- Where appropriate, we include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- We give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- We praise the children and young people for their specific achievements, i.e. descriptive praise, and do this often
- We actively teach the children and young people behaviour for learning
- Scaffolding – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

The majority of children and young people at the unit will respond positively when everyone around them works within the plan; however, some of our children and young people need additional support to learn to support their own behaviours.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Hosting or attending Multi-agency reviews
- Observations in a range of contexts
- Identifying where medical appointments are necessary
- Making the routines/strategies more detailed e.g. visual timetables and social stories
- Drawing up a Risk Assessment and Positive Handling Plans detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- When necessary consider an Educational Health Care Plan to further assess the child's needs and consider future long term provision

### **Scope of the policy**

This policy is for the wider school community to follow. By following this policy, it is hoped that staff, pupils, parents and carers, members of the management committee, visitors and any partner agencies involved with the unit are aware of the procedures we follow and the guidelines to follow in supporting the behaviour within the unit.

### **Policy Links**

To be read in conjunction with the following policies: Anti-Bullying, Care and Control, Safeguarding.