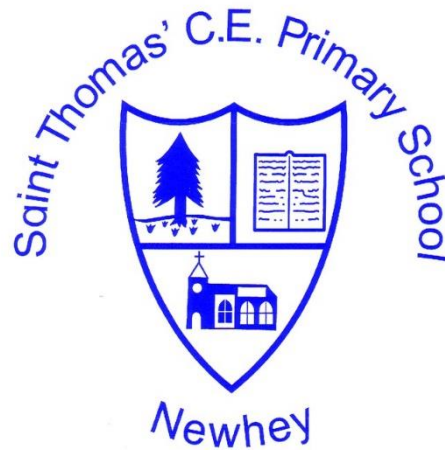


Relational (Behaviour) Policy

St. Thomas' C.E. Primary School



Approved by: Governing Board

Date:

Last reviewed on:

Next review due by: September 2024

Rationale

With our 'Little School with the Big Heart' at the centre of all we do, we strive to be a 'relational' school. This centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. For this reason, this policy is known as our 'Relationships' Policy. Research shows that spending more time on building relationships, will consequently result in less time having to 'repair' situations.

This policy is underpinned by a whole school approach to the use of Restorative Practice, and educational research and reading for example Paul Dix (2017). We are very proud to be recognised as a Trauma Aware school.

We aim to continually deepen our understanding of how social and emotional learning develops and the impact that trauma and Adverse Childhood Experiences (ACE's) can have on children- supporting our capacity and availability for wider academic learning. Through our professional development, research and reading we have engaged in relating to neuroscience and child development, we are aware that unless pupils feel safe, feel special and have their needs met, they will be unable to access learning.

Rather than 'punishing' pupils for their actions, which makes a child suffer retribution for having a problem, we work with children to help them solve their problems and use their experience as a learning opportunity. We use restorative approaches to achieve this, the underlying premise being that people will make positive changes when those in positions of authority do things WITH them, rather than TO then or FOR them (Watchel & Costello 2009). We believe that by using a Restorative Approach, we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this policy will be on theory, we do reserve the right to ensure there is a consequence for serious misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators, to teach children that in society, there is a consequence for serious misbehaviour. Thrive states that children need 'clear, consistent boundaries' ('containment') and we therefore ensure that an individual's need and learning does not adversely impact on another's.

This policy should be read in conjunction with:

- The School's Vision and Values
- The Safeguarding (Child Protection) Policy
- Our School Offer of Early Help
- Staff Handbook (incorporating safer working practices)
- The Single Equality Policy
- Inclusion and SEN Policy
- School Information Report
- Anti-Bullying and Anti-Hate Policy
- E-Safety Policy
- Attendance Policy
- Positive Touch Policy
- Team Teach Policy
- Mental Health and Wellbeing Policy
- Safe Space Policy

Policy Aims

- To establish clear expectations of behaviour;
- To establish and maintain consistency in managing pupil behaviour across the school;
- To foster strong relationships across the school community with the aim of spending more time 'building relationships' and consequently less time having to 'repair' situations;
- To understand behaviour as a form of communication and to look behind it, to establish the 'unmet' need;
- To focus on 'problem solving', working with children to help them solve their problems and use their experience as a learning opportunity, rather than 'punishing' pupils for their actions, which makes a child suffer retribution for having a problem;
- To ensure that all behaviour is dealt with in a kind, but firm manner;
- To ensure that every child who leaves St Thomas' CE Primary School is emotionally ready to take on new challenges as well as academically equipped to reach high achievement in whatever they put their mind to;
- To ensure that parents understand the reasoning behind the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

Bronze Expectations

Children need consistency and predictability, because of this, we have 3 key rules that we use across the school which all stakeholders recognise as our 'Bronze Expectations'.

Our 'Bronze Expectations', which are known as 'RRS' within our school community, are:

- Ready: Show a positive attitude towards our learning
- Respectful: Be kind and respectful to others
- Safe: Look after the school and its environment (Not putting yourself or others at risk through your actions)

Our children understand that the most important of all, is 'safe'.

Further guidance on Expected Behaviours is available in Appendix A. Bronze expectations are clearly displayed throughout the school and in classes.

Through these rules we aim to enforce the following principles;

Reflecting our Core Christian Values

Everything we do in school is informed by our Christian vision and values that permeate all aspects of school life. This vision and values inform all policies, procedures and decisions making in the school, including the design of the curriculum. We have four core values; love, respect, truthfulness and perseverance.

Our focus on 'relationships' demonstrates our core value of love; respect is one of our three bronze expectations; and when any conflict occurs, we ask children to be truthful and persevere in order to resolve this. Restorative practice also relies on some of our other values including forgiveness.

Learning Behaviours

We believe that if children are 'ready', they are ready to learn. This includes demonstrating strong learning behaviours such as:

Independence: managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.

Collaboration: working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.

Resilience: persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.

Risk Taking: taking risks, thinking creatively, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.

Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.

Thinking: Asking questions like - 'what if?' or 'how?' Considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.

Staff Responsibilities

Research shows that the main protective factor of the impact of childhood trauma is one trusted, emotionally available adult before the age of 18.

Staff should therefore:

- Foster strong relationships between themselves and pupils (providing psychological safety and showing professional 'love');
- Provide a physically safe, predictable, consistent and structured learning environment (in line with our School Environment Policy);
- Be emotionally available and approach situations with curiosity, empathy, acceptance and where appropriate, in a playful manner to reduce threat (PACE – Dan Hughes);

- Ensure that they are role models for pupils; demonstrating through their own behaviour, what it looks like to be ready, respectful and safe;
- Remind children of our 'Bronze Expectations' at all times to ensure consistency e.g. when moving around school i.e. walking in single file, walking on the left - no running ('safe');
- Ensure children understand boundaries by being firm but fair;
- Ensure that their emotions do not impact a situation; ensuring they remain the steady, regulated adult;
- Ensure that the 'Stop, Drop & Think' approach is consistently used to attune to pupil's emotions (Appendix D);
- Ensure that our restorative questions are used to problem solve situations;
- Ensure that our common reward system is consistently applied throughout school with House Points awarded for academic and non-academic achievement and effort.
- Ensures misbehaviour is dealt with in private wherever possible;
- Actively support parental involvement and reminds parents that they have a valuable role to play.

Responses to Expected Behaviour – Further details in Appendix B

Class Dojos

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so. Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given Dojos.

Children can exchange Dojos they have earned for rewards from the Dojo Shop. The shop is facilitated on a regular basis.

House Points

Children who go above and beyond expectation should also be recognised. This will be done through the House Point System.

Further guidance on how Dojos and House Points are awarded is available in Appendix B (Rewards).

Celebration Assemblies

Exceptional effort or achievement is recognised in our weekly Celebration Worship. Children may also have a special mention on the weekly Newsletter.

Headteacher's Golden Envelope

Children who are rewarded a 'Gold' or who have put in exceptional effort or achievement, may be sent to the Headteacher to be awarded a 'Headteacher's Golden Envelope'. This contains a letter home to parents congratulating the child with a copy of the exceptional piece of work.

Responses to Misbehaviour

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school Christian values, will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches.

Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'. Details on this ('stop, drop, think' approach) can be found in Appendix D.

Children who begin to misbehave or show signs of dysregulation should;

1. Be reminded of our school rules of 'Ready, Respectful, Safe' and the rights of others;
 2. Be given a warning and a choice, and reminded of the consequences.
- Teachers can also choose to use a white card as a visual prompt to reduce the amount of negative language used;

3. Be given take up time to reflect and make the choice;

4. Have a restorative conversation with the member of staff using the principles of 'Stop, Drop, Think' which includes 'shining a light' on the problem. Restorative conversations, or use of 'Reflection Logs' will address the following;

1. What happened?
2. What were you thinking or feeling at the time?
3. What do you think/ feel about it now?
4. Who has been affected? / How has this affected you?
5. What is needed to make things right?
6. How can we do things differently in the future? / What support do you need to do this?

If pupils have had to have a restorative conversation, this means they will not receive 1 Dojo for that session as they have not been 'ready, respectful and safe'. The fact that they have had to have a 'Restorative Conversation' will be logged on CPOMs.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

[Responses to Repeated Incidents](#)

If, despite being given a warning and having a restorative conversation, children still make an unwanted choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, working in another classroom, going to a 'safe space' within the classroom. Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. This action being taken, means they will not receive 1 Dojo for meeting expectation in that session and that it

will be logged on CPOMs that they spent time in a 'Partner Class' or safe space in the classroom.

Response to Repeated Disruptive Behaviour or Serious Misbehaviour

If, despite time in a partner class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom, the child will be sent to the Assistant Headteacher.

This will either be immediately, or at break time, whichever the class teacher deems most appropriate. The decision to miss break time or not, will be at the discretion of the Assistant Headteacher.

Time with the Assistant Headteacher will involve a restorative conversation and a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends with another individual impacted.

Sometimes therefore, this will require the involvement of others that were affected.

Alternatively, the Assistant Headteacher may ask the child to complete a 'Behaviour Reflection Log' which includes restorative questioning.

Wherever possible, misbehaviour will be addressed on the same day.

However, we will make reasonable adjustments for those children with identified need.

If repeated incidents occur after the intervention of the Assistant Headteacher, or an incident is perceived as being very serious, the issue will be referred to the Headteacher. A more specific explanation of this process can be found in Appendix C (Levels of Behaviour Management) serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as peer-on-peer abuse and can take many forms. This

can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; up skirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2021).

There is no place in our school community for these behaviours. More serious incidents are therefore reported to the Headteacher (who is the Designated Safeguarding Lead) who will deal with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS.

The school's approach is clearly articulated in the Child Protection Policy under 'Peer-on-Peer' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion.

A more specific explanation of this can be found in Appendix C (Levels of Behaviour Management).

Please see our Anti-Bullying and Anti-Hate Policy for further information.

Specific Behaviour Needs

Reasonable adjustments should be made for those pupils with specific needs or certain conditions.

It may be appropriate for some pupils to have their own Behaviour Support Plan (BSP) with their own rewards and consequences. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or Positive Behaviour Trackers are used to track, motivate and record good behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a 'Pastoral Support Plan' (PSP) may be deemed more appropriate to meet the pupil's needs.

Further information on this can be found in Appendix C (Levels of Behaviour Management).

Positive Touch

A large number of staff are Team Teach trained, which adopts the use of 'Positive Touch'.

St. Thomas' CE Primary School, has therefore adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning. Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.

It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed and supervised conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child, to contain an angry child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Further information on the use of 'Positive Touch' can be found within our 'Positive Touch' Policy.

Positive Handling - Team Teach

Some members of staff are trained in using Team Teach positive handling techniques. A list of trained staff is available from the school office and is always displayed in the staff room.

The fundamental principle of Team Teach is de-escalation. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships.

Team-Teach training is affiliated to The General Services Association and its courses have been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015). Team Teach training is valid for 3 years.

Team Teach trained staff have the power to use reasonable force to:

- Restrain a pupil at risk of harming themselves through physical outbursts;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; (DFE circular Jan 2016 Behaviour and Discipline in Schools).

Reasonable force is using no more force than is necessary based on the individual child and circumstances. If positive handling is used, it must be reasonable, proportionate and necessary.

For further information, please see our 'Positive Handling Policy'

[Home / Parent Links](#)

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations ('Bronze Expectations') through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Rewards, achievements and behaviour incidents will be shared with parents/carers via Class Dojo. Parents can access this by logging in on the Class Dojo website or downloading the app at their convenience.

Parents/carers should contact the member of staff who logged the behaviour if they would like further information on incidents logged.

A more detailed description of how parents will be included with supporting positive behaviour is detailed within Appendix C (Levels of Behaviour Management).

Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying behaviour off the school if:

- a) The child is participating in a school-related activity (such as a school trip).
- b) Travelling to or from school.
- c) Wearing school uniform.
- d) The misbehaviour could pose a threat to another pupil physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see Acceptable Use Policy and Anti-bullying/Anti-hate Policy).
- e) Could have repercussions for the orderly running of the school
- f) Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with our Relationship Policy.

The school is aware that peer-on-peer abuse can take place in a wide range of situations and will actively engage strategies to ensure children can report any concerns. There is a culture of openness and a desire to understand every child's lived experience as well as supporting all children to recognise and respond to incidents of bullying and cyberbullying including that which is prejudiced and/or discriminatory. We recognise that online well-being is fundamental and is a key aspect of our curriculum in RSE, PHSE and Computing.

Appendix A

Behaviour Expectations

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Bronze Behaviours (expected)

- Show a positive attitude towards our learning (Ready)
- Be kind and respectful to others (Respectful)
- Look after the school and its environment (Safe)

Silver (Beyond expected) or Gold (Exceptional)

- Contribution to the school and/or community
- Piece of work
- Attitude to learning
- Role model or school ambassador

Misbehaviour

White - Staff will give a warning to pupils either verbally or through the use of a white 'warning card' to give pupils a choice, and remind them of the consequences of any unwanted behaviours.

Stop, Drop, Think Conversation (Misbehaviour)

- Distracting others
- Refusing to follow instructions
- Rough play

- Running inside school
- Being unkind or disrespectful to others
- Answering back to an adult

Stop, Drop, Think Conversation Managed by Assistant Headteacher

- Continuous unwanted behaviours
- Hurting someone else on purpose
- Arguing with, or shouting at an adult
- Bad language
- Damaging property
- Stealing

Stop, Drop, Think Conversation Managed by Headteacher

- Persistent Disruptive Behaviour
- Peer-on-Peer Abuse dependant upon severity
(but should always be alerted)
- Online Safety
- Leaving school without permission

Appendix B

Dojos and House Points

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so.

Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given Dojos and House Points.

- Classes are divided into 4 Houses – Owls, Foxes, Badgers and Hedgehogs
- Class Dojos are recorded using the Class dojo online tool.
- Pupils are expected to display 'Bronze' behaviours at all times and are regularly awarded Dojos for meeting these expectations;
- Children will also be awarded House Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;
- House points that have been awarded should not be taken away;

Children are to be awarded the following House Points for demonstrating expected, beyond expected or exceptional behaviour.

Number/name	Description	Frequency
1 Dojo (Bronze)	Being Ready, Respectful and Safe: Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have been 'ready, respectful and safe'. House points can be awarded for academic and

		non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
1 HP (Silver) Beyond expected:	effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide, teachers should look to award a silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.
Gold Exceptional: A Golden Envelope from the Headteacher	effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare!

There are a total of 7 sessions in a school day. Children will be awarded House Points for each session.

These consist of:

Assembly (session 1) Lessons before break (session 2), break time (session 3), lessons after break (session 4), lunchtime (session 5), remaining lessons until the end of day (session 6 and 7).

Spending Dojos

Children will have the opportunity to exchange Dojos they have earned for rewards relating to our Dojo shop. The shop will be open on a regular basis.


The children from each class who have the most dojos for the week will be invited to have hot chocolate with the Headteacher on a Friday afternoon.


House Points

House points will be given as tokens, which the children then put in collecting tubes. The house with the most points at the end of every half term, will be able to exchange these points for time to share in a house activity. This could be: watching a film, time in the outdoors, a craft activity etc.

The class teacher will select at least one child per week for a phone call home. These children will be selected from the ones who have gone above and beyond and earned house points.

Appendix C

Level	Pupil Behaviour	Teacher Action	Extra Support
<p>Bronze</p> 	<p>Pupil adheres to our 'Bronze Expectations'</p>	<p><u>Staff reinforce 'Bronze Expectations'</u></p> <p>Specific feedback is given so the pupil knows staff have paid full attention to them and what they have done well. E.g. Use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just now. You definitely look READY to learn."</p> <p>Consistently being Ready, Respectful and Safe throughout a session equates to 1 Dojo</p>	<p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p> <p>Avoid generic terms e.g. "Well done!" and "I'm really proud of you!" Encourage the pupil to be proud of their own achievements instead i.e. "You should be really proud of yourself!"</p>
<p>Warning (White Card)</p> 	<p>Begins to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)</p>	<p><u>Visual or Verbal Warning</u></p> <p>Teacher gives a clear visual of verbal reminder to the child, reminding the child of our 'RRS' expectations.</p> <p>The teacher may also give the child a choice as part of this. Teachers can be firm but kind. Staff will not shout or intimidate.</p> <p>Children should be given processing time after being given this warning.</p>	<p>Visual or Verbal Visual cues, use of praise, praising others who are modelling the desired behaviours.</p>

<p>Restorative Conversation</p> 	<p>Displays unwanted behaviours despite having been given a warning e.g. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and annoying others.</p>	<p><u>Restorative Conversation</u></p> <p>Staff should remember the principles of 'Stop, Drop & Think' when conducting this (Appendix D) Pupils will not receive their 'Bronze House Point' for this session. 1. What happened? 2. What were you thinking or feeling at the time? 3. What do you think/ feel about it now? 4. Who has been affected? / How has this affected you? 5. What is needed to make things right? 6. How can we do things differently in the future? / What support do you need to do this?</p> <p>Consideration should be given to strategies such as moving the child, sending the child to the classroom 'safe space' or giving them a 'brain break' within the classroom. Informal consultation with class teacher and other colleagues, support staff and parents/carers. Parents can access their child's behaviour record via Class Dojo</p>	<p>Parents/carers should contact the Class Teacher with any issues or concerns that they have. SLT records as ' SLT Restorative Exploration' on CPOMS.</p>
<p>Repeated Incidents</p>	<p>Persistently violates the rights of others in a minor way. Displays continuing unwanted behaviours e.g.</p>	<p>Brain/ Movement Break/ Partner Class Teacher to send the child on a movement break, to complete 'a job', or move</p>	<p>Bronze Expectations relayed to the pupil by the Class Teacher. The Class Teacher can speak to the senior leaders if they feel extra</p>

	distracting others in lessons or answering back	them to a partner class. This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child's individual needs. An understanding of what might be triggering the behaviour should be considered at all time Teacher records as 'Partner Class' on CPOMs.	support is required at this point. Parents can access their child's behaviour record via Class Dojo. Parents/carers should contact the Class Teacher with any issues or concerns that they have.
Restorative Conversation with Assistant Headteacher	Severity warrants discussion with Senior Leader e.g. <ul style="list-style-type: none"> • Continuous unwanted behaviours • Hurting someone else on purpose • Arguing with, or shouting at an adult • Bad language • Damaging property • Stealing 	<u>Pupil is sent to Assistant Headteacher</u> Should SLT be available or the teacher feels it more appropriate, the pupil can be sent straight to a Senior Leader for the rest of that session (if in lesson). The child will have a restorative conversation with a UPS (upper pay scale) 3 teacher, if unavailable. This will either involve a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends, sometimes involving others that were affected. Alternatively, a 'Behaviour Reflection Log' may be used. This is at the discretion	Assistant Headteacher and class teacher may decide that the pupil needs a BSP (behaviour support plan) / PSP (personal support plan) if repeated incidents persist. A daily behaviour report and reward chart may be implemented in accordance with BSP. Parents can access their child's behaviour record via Class Dojo. Parents/carers should contact the Assistant Headteacher with any issues or concerns that they have.

		<p>of the Assistant Headteacher.</p> <p>Assistant Headteacher make a phone call home or speaks to the parent face to face.</p>	
Restorative Conversation with SMT	<p>Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. OR Severity warrants discussion with SMT e.g.</p> <ul style="list-style-type: none"> • child on child Abuse (in line with Anti Bullying and Anti-Hate Policy) • Leaving school without permission • Online Safety (DSL) 	<p>Pupil is sent to Headteacher</p> <p>The Headteacher has a restorative conversation with the child with a view to making amends.</p> <p>Alternatively, a Reflection Log is completed by the child.</p> <p>A phone call home is made or a conversation is had face to face. After discussion with parents/carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently. Where incidents of extreme behaviour occur, exclusion may be considered straight away</p>	<p>SENDCO Input</p> <p>Pastoral Support Plan.</p> <p>Family Support Behaviour Support.</p> <p>Other external outside agency support as appropriate.</p> <p>Parents can access their child's behaviour record via Class Dojo. Parents/carers should contact the Headteacher with any issues or concerns that they have.</p>

Appendix D

Stop, Drop & Think

Stop what you are doing and focus in on the child, showing them full attention so that they know that you care.

Look at what you know so you have all the information on the situation.

1. Attune

The member of staff gets down to the child's level & 'catches and matches' their feeling. It is important to mirror the behaviour, speaking calmly and slowly, using positive touch if possible e.g. hold their hand or put a hand on their shoulder. Try and keep eye contact.

2. Validate

Let the child speak, using the term 'wondering' to try and encourage the pupil to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear. Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

3. Contain & Regulate

Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when; moving them to a 'safe space' (area of containment) inside or outside the classroom; or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc. You may want to build in the 'Wheel of Choice'.

4. 'Shine the Light' Restorative Conversation

When the child is ready, explore:

1. What happened?

2. What were they thinking or feeling at the time?
3. What do they think/ feel about it now?
4. Who has been affected? / How has this affected them?
5. What is needed to make things right?
6. How can we do things differently in the future? / What support do they need to do this?

7. 'Making Amends'

Once the child has had this restorative conversation, they make amends. This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug. If two people are involved, encourage positive touch through a hug or if they are not comfortable with this, a secret handshake for example.

8. 'Notice' afterwards...

Once the child is regulating again and returned to learning, begin to give specific praise again using the language of 'noticing' e.g. "I noticed that...." (Reinforcing 'Bronze Expectations').

Appendix E

Rights and Responsibilities

Introduction

Our philosophy considers the UN Convention on the Rights of the Child, in particular, Article 12 (Respect for the Views of the Child), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups). By focusing on these articles we strive to develop individuals who value learning and who demonstrate the learning behaviours and attitudes that will help them and others to reach their full potential.

Rights and Responsibilities - These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching Staff

Teaching staff rights:

- to be able to teach;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Teaching staff responsibilities:

- to enable all pupils to learn;
- to seek and celebrate improvements in learning;
- to treat pupils with respect;

- to create a positive classroom environment in which pupils feel safe and able to learn;
- to ensure that all pupils are accessing their curriculum;
- to treat each child as an individual.

Pupils

Pupils' rights:

- to be treated with respect;
- to be safe;
- to learn;
- to be listened to;
- to be understood and supported Pupils' responsibilities;
- to be willing to learn;
- to allow others to learn;
- to co-operate with staff and peers;
- to try their best.

Whole Staff

Whole staff rights:

- to be able to work without hindrance;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Whole staff responsibilities:

- to treat pupils with respect;
- to treat colleagues with respect;
- to create an environment in which pupils feel safe and happy.

Parents/Carers

Parents/carers' rights:

- to feel welcome;
- to know that their children work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities:

- to encourage and support their child in their learning;
- to work with school to develop independence and self-discipline within their child.