

Relationship and Behaviour Policy

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FYI: Version control should be used for all formal documents and managed as:-

- 0.1 (1st draft version)
- 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- 1.0 (Once document has been approved)
- 1.2 (during review/approval of a lifecycle document i.e. policies)
- 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
0.1	020925	Pete Barnard	Staff approved following Inset day training
1.1	030325	Pete Barnard	Governors approved at Foundation meeting

Relationship and Behaviour Policy

Our school vision is 'Let Your Light Shine' and we have four core values of love, joy, hope and forgiveness. These vision and values guide everything we do in school and our aim for children to achieve their academic potential and lead independent and fulfilling adult lives. At the heart of our relationship policy and approach is the aim of creating a positive atmosphere of mutual respect, where all pupils, staff, parents and visitors feel valued, safe and fairly treated. Where all staff treat children and each other with kindness and compassion at all times.

This policy is intended to be a purposeful document. Something staff can refer to and use to ensure consistency of approach.

It sets out expectations for staff, children and parents and gives clear and practical guidance for managing behaviour, developing relationships, ensuring inclusivity and promoting a learning environment where children and adults feel safe, respected and heard.

Relational Approach

We promote an ethos of strong relationships between staff, children and their parents/carers. This in turn creates a positive learning environment that fosters connection, inclusion, respect and value for all members of our community. Staff act as role models from whom the children can gain a great deal in developing their own life skills.

The way the adults behave in school sets the tone for the pupils. Adults build positive relationships with pupils by:

- Creating a positive, nurturing and caring learning environment
- Having unconditional positive regard for all children
- Being relentlessly and consistently positive with all children
- Not bearing grudges: each session and day starts afresh
- Meeting and greeting pupils at the start of every day
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability
- Using positive phrasing (e.g. "Stand next to me, thank you" as opposed to, "Stop being silly")
- Getting to know and understand their likes and interests by listening to them actively and remembering things they've said previously (e.g. "How was your Scout camp at the weekend?")
- Attuning to pupils' emotional experiences
- Modelling positive and respectful relationships within our staff team
- Having emotionally available adults who are able to manage their emotions in order to help children in times of distress, and ensure feelings of safety for vulnerable children.
- Ensuring inclusivity and an individual approach for children with SEN or other additional needs, and being able to adapt to changes in individual circumstances

PRRR

In order to support the best relational health between all school adults, children and parents we are committed to educational practices which Protect, Relate, Regulate and Reflect. By embedding PRRR in our ethos and culture at St Michael's we can keep children in the best possible place to learn.

Protect – Ensuring psychological safety; allowing children the ability to learn without fear or being shamed. Focusing on the physical and relational environment; promoting feelings of warmth and social engagement.

- Having increased 'safety cues' across the school day (daily greetings, gentle check-ins, eye contact, considerate seating arrangements) not simply the absence of danger.
- Never placing a child in a situation they are unable to manage.
- Using PACE (see below) actively in classroom management and in individual responses to children to help regulate.

- Engage with children in ways that are socially engaging (e.g. gentle and positive) and not socially defensive (e.g. accusatory and negative), in order to decrease the chances of children behaving defensively. Staff committed to repair relationships if they move into defensiveness.
- Whole school commitment to refrain from the use of language and tone (including shouting, put-downs, criticisms, shaming and harsh voices) that are proven to be psychologically and neurologically damaging.
- Vulnerable children to have access to at least one emotionally available adult on a daily basis.
- Expectations around vulnerable and SEN children, and those who have experienced traumatic stress to be adjusted to match their developmental capabilities, which may include removing them from situations they are not managing in a kind and non-judgemental way.
- Supporting and nurturing school staff so they feel valued and are able to maintain their own emotional regulation throughout the school day.

Relate – At St Michael’s we know that building meaningful relationships with children and adults is fundamental to mental health and happiness. We aim to achieve this by...

- Having emotionally available adults who can relate to children through attunement, empathy and emotional regulation.
- Using a PACEful approach to interactions.
- Being curious about children and colleagues, remembering things about them and that are important to them.
- Showing unconditional positive regard and starting each day fresh.
- Ensuring repeated positive experiences for children with emotionally available adults.
- Providing an environment and culture that supports staff to have daily positive relational experiences.

Regulate – When children feel heard and understood their stress levels come down and their feelings of social connection are increased. Helping distressed children regulate with a compassionate adult is a core part of our ethos at St Michael’s.

- Co-regulation with children, the importance of being ‘**somewhere with someone**’
- Listening with empathy and validation of feelings, without confrontation or judgement
- Training staff in talking and listening skills as these are evidence based ways of bringing children down.
- The emotional well-being of staff is treated as priority.
- Designated staff-only spaces designed to be relaxing and calming.

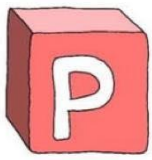
Reflect – “If I can reflect on my feelings, I am more likely to behave my feelings”

Reflection is more than just noticing feelings, its helping children to understand them. Enabling children to reflect on an incident at home or at school will, in time, help children to behave in a more socially acceptable way.

- Commitment for all staff to be trained in empathetic listening skills.
- Provide parents and staff with resources and skills to have meaningful conversations with vulnerable children to help them better manage home situations.
- Provide vulnerable children with opportunities to work through their trauma with a trained adult.
- Behaviour policy that is not based on punishment, sanctions and isolation, but uses empathy and curiosity with restorative conversations and justice. **Correction with connection.**

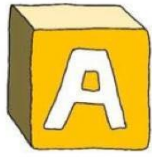
The Use of PACE

At St Michael’s we use the PACE approach with children who are dysregulated or distressed as a way to connect, regulate and reflect with children.



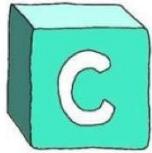
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion



Illustrated by *Julia Jones*

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Playfulness – this could be playing a game, kicking a football, making a joke or chatting about a different topic. Using a light and playful approach can help to diffuse a situation, break the tension and help children to regulate. It should not be seen as a 'reward' but used as a tool for regulation and a way of meeting that child's needs in that moment.

Accepting how a child is acting, recognising their emotions and accepting how they are feeling, but not their behaviour, without judgement helps children to feel heard and validated.

Curiosity – behaviour is communication, and at St Michael's we understand that how a child behaves can be a way of communicating something that has happened, or an unmet need. We know that when children behave in a way we view as negative we need to be curious as to why, and what we can be doing to help meet an unmet need or offer further support. We do not assume a child is acting through choice.

Always acting with empathy throughout.

Rewarding and Celebrating Positive Behaviour

We reward and celebrate positive behaviours in the following ways:

- Congratulating and praising children for their achievements, attitude and efforts
- Giving first attention to those who are doing the right thing (e.g. 'Super Sitting' and 'Wonderful Walking')
- Communicating positivity with parents – e.g. through conversations at the end of the school day, phone calls and Class Dojo messages home
- Compliments boards in classrooms where adults and children recognise one another's achievements
- Congratulating children and sharing their achievements with other staff members
- Giving children responsibility (e.g. School Council or helping staff with particular tasks)
- Children receiving a Head teacher stickers – this is a sticker given to a child when they are sent to show exceptional learning or learning behaviours to the Headteacher
- Photocopying work for children to take home and share with their families
- Recognising achievements from both in and outside of school in Celebration Assembly
- Sending children to share their work with the Senior Leadership Team or another teacher
- Sending praise postcards home

- Weekly certificates of recognition presented in Celebration Assembly
- Friday Head teacher video
- Hot Chocolate Friday
- Completing children's Successful learner wheels

School Rules and Routines

There are three school rules:

1. Be **respectful** to people, things and our environment
2. Be **ready** (to learn)
3. Be **safe**

Everything we do can be reduced to one of those rules. These three core rules will be continually reinforced at the start of and throughout the school year and broken down into examples of what they mean for children in class and around school.

When an adult wants to gain the attention of the children and for them to stop talking and listen a raised hand is used as a stop signal. All staff should teach children to follow this signal and expect them to do so. If an audible signal is needed, a 5-4-3-2-1 countdown using your fingers is used. Children are taught routines for coming into their classroom, moving around their classroom and school, lining up and home times. These routines are regularly rehearsed and retaught so that children are reminded of them.

Responding to Inappropriate Behaviours

Children with SEN needs, known trauma or other individual needs have an individual approach to be agreed with SLT and class teaching staff. Each child will have their own individual behaviour plan which is written collaboratively and understood by everyone in the school.

Staff also to be mindful of changes to personal situations, or if a child is currently on our TLC list. Staff are reminded to be compassionate and use their discretion for responding to inappropriate behaviour should the situation dictate.

Use of Regulation Stations

Regulation stations in classes need to be an area where children are able to regulate. Their primary need is to help children calm and relax and reflect on how they can make a better choice. It shouldn't be used as a punishment but as a means to having children return to a state where they can be successful learners.

Regulation stations should be accessed by children independently as one way of helping them to become successful learners. Children should be taught when and how they can independently access the regulation station.

Children should be praised when they use the regulation station independently when needed.

An adult should 'check in' with any child on the regulation station.

Low-Level Disruption

Stage 1 - Redirection

Positive reinforcement of other children around them "X thank you for sitting so beautifully.

A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

Stage 2 – Reminder

Praise in public remind in private

A reminder of the expectations Ready, Respectful, and Safe delivered privately wherever possible. The adult makes child aware of their behaviour. The child has a choice to do the right thing, remember to give time for the child to change their behaviour.

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 3 - Warning

If the behaviour persists:

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has the choice to do the right thing. Children reminded of their good previous conduct to prove that they can make good choices

Consistent approaches at this stage are encouraged (*see appendix*)

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 - Consequence

If the behaviour still persists:

- The child is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed of the consequence (see below, this should be individual to the child and situation)
- Child is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Child is given final opportunity to engage with the learning/follow instructions. At this point if necessary to help diffuse the situation the child could be encouraged to spend a few minutes in a space outside the classroom.

Stage 5 Partner class/time with SLT

If the behaviour escalates or child refuses to move out of the room then a change of face is called, however there must be 'take up' time to allow the child to process the request before a change of face is required

Each class is assigned a partner class where a child can go to spend time away from their own classroom, or to reflect on a specific incident. Sometimes it may not be suitable or possible to use a partner class, so the time could be spent in another suitable space at the discretion of those involved.

The partner class teacher should welcome the child without judgment and offer support if necessary, a change of face conversation could help to set the child back on track.

Member of staff involved in the incident must reflect with the child on how they came to need the partner class. When the child returns, it is that member of staff's responsibility to repair the relationship.

Class teacher to have a reflective conversation following a partner class incident. This may take the form of a CPOMs report, conversation with the change of face or a member of their team or SLT.

Class teacher to inform parents if a partner class or lunchtime sanction was imposed.

Partner class incidents to be recorded on CPOMs using a pre-determined proforma.

Some behaviours may warrant a child moving straight to stage 5, for example..

Hurting another child or adult (if a child without an individual behaviour plan has intentionally hurt an adult then they will not return to the class room or their adult for the rest of the session)

Using racist or homophobic language

Swearing

Damaging school property (intentionally)

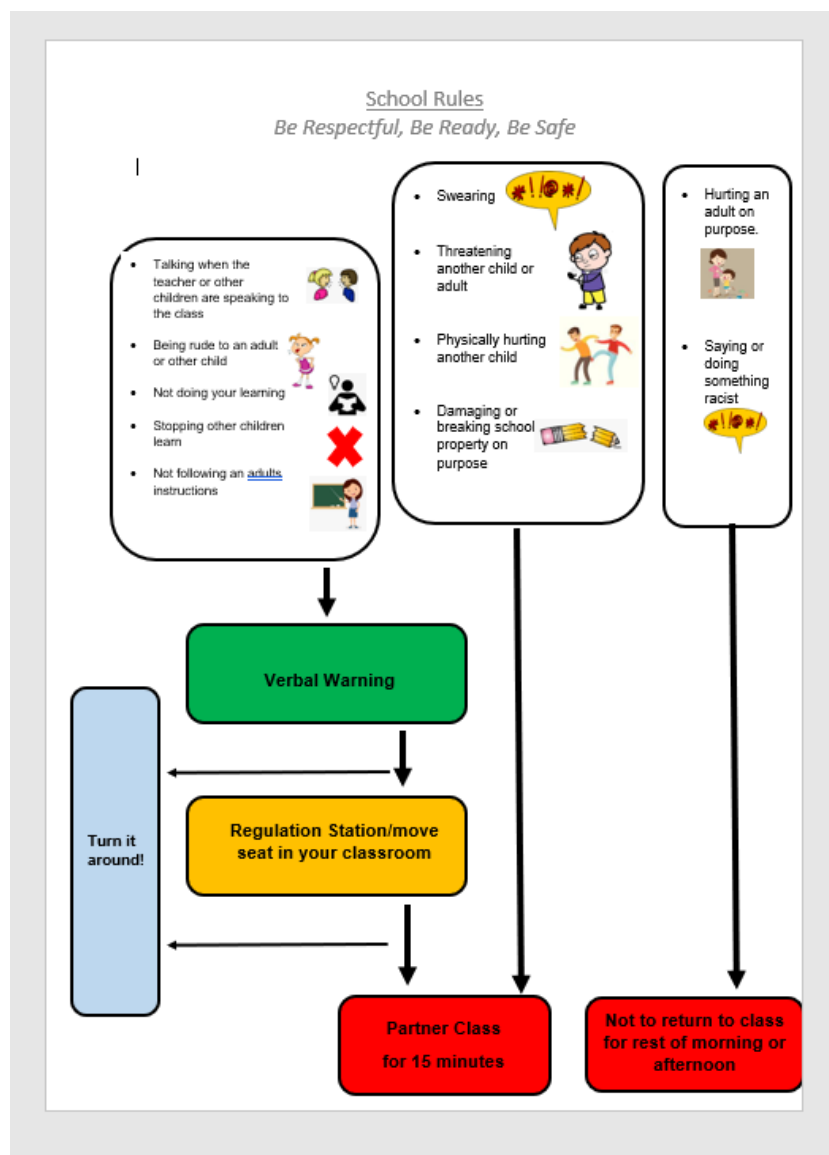
Sanctions

Forgiveness is one of the school's core values. We aim to teach children to say sorry for things they have done wrong, to forgive one another, and most importantly to think about how they will make the situation better. In addition to the Partner Class process described above, we employ a range of other sanctions in response to situations where our school rules have not been followed to ensure a safe and positive learning environment. Staff deliver sanctions appropriately to each situation and in a calm and caring manner. Other sanctions may include:

- Being asked to repeat work if it is below their expected standard
- The withdrawal of break or lunch-time privileges
- Use of break/ lunchtimes to complete work
- School-based community service/imposition of task (e.g. cleaning mess caused by bad behaviour or assisting with repairs)
- Research (e.g. researching Paralympians after disability abuse)
- Conversation and exploration (e.g. comic strip stories to discuss what happened and how the child should have responded and will respond next time a similar incident occurs)
- Being escorted in certain situations (e.g. children being walked to the toilets by an adult following inappropriate behaviour in the toilets)

If a child has missed part of their break or lunch it may be necessary, depending on the child, to offer an additional movement break for the child at a later point.

Punishments that withdraw children from their educational entitlement are not to be used unless the behaviour infringement breaks specific rules for that curriculum area e.g. missing swimming for poor or dangerous behaviour whilst attending swimming or not attending field trips due to poor, dangerous or erratic behaviour with a possibility of causing concern for safety. We do not use whole-class sanctions either.



Lunchtimes

Our Lunchbreak Supervisors continually reinforce good behaviour and set a good example through their own behaviour and actions. This includes listening to concerns and dealing with children calmly and fairly. A member of the senior leadership team is also on duty throughout lunchtimes. Situations that have occurred at lunchtime are shared with the child's class teacher.

Responding to Serious Incidents

Violence

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and takes actions to ensure the safety of all involved.

If a child is violent towards an adult a member of SLT or pastoral team is sent for and the child leaves the lesson with them. The SLT member then helps to regulate the child and, if they are able to, discuss a restorative approach with the child. Once regulated, the child will move to their partner class with their learning for the rest of the morning/afternoon session. Parents/carers will be informed of the incident and any further agreed sanctions between home and school will be agreed.

Physical Intervention/Team teach

At St Michael's School, we believe firmly that the physical integrity of the child is to be respected. All members of staff are aware of the regulations regarding the use of force by teachers (as set out in DfES Circular 07/13, relating to: The Use of Reasonable Force in Schools). Staff only intervene physically to restrain children as a last resort where all methods of de-escalation have failed. Physical intervention and the minimum necessary force is only used in order to prevent injury to a child, if a child is in danger of hurting him/herself or others or to prevent significant damage of property.

The actions that we take are in line with government guidelines on the restraint of children. We follow the guidelines set out by the Team Teach approach to positive handling. Key members of staff are trained in methods of de-escalation and in techniques to 'Positively Handle' children. These members of staff are regularly updated with any changes to these guidelines.

Any incidents involving positive handling must be reported to the Headteacher as soon as possible. Parents/carers must also be informed when positive handling has been used. When physical restraint has been used a written record will be made on CPOMS using the suggested headings below.

Date that incident occurred (DD/MM/YY):

Time that incident occurred (HH:MM):

Location that incident occurred (e.g. Dining Hall):

Incident (Explanation detailing why force was necessary, including behaviour of the child/ren leading up to the incident and the attempts to de-escalate the situation):

Force used (Detail what force was used, how long it was used for and child/ren's response and eventual outcome):

Injuries (Detail any injuries suffered by child/ren or staff and any medical treatment required):

How was child's parent/carer informed of the incident?:

How will the child's provision be adapted based on this incident?:

A positive handling plan will be put in place for any child who demonstrates behaviours where positive handling is needed on a regular basis. This will be drawn up in consultation with the Head teacher, SENCO, Class teacher and 1:1 teaching assistant.

Appropriate Touch

Children need lots of unconditional positive regard. All staff should tell the children how much they care about them, but need to be mindful of unhealthy attachments especially as the children get older.

Physical touch also needs to be appropriate and age and developmentally appropriate:

- If a child comes towards you for a hug, don't reject them but also don't put your arms around them and remind them about 'side hugs'.
- If a child needs reassurance and comforting, put your arm around them from the side.

- Use other Thrive recommended suggested activities during nurture sessions (e.g. stroking face with a feather or hand massage as opposed to playing with a child's hair)

Bullying, Homophobic and Racist Incidents

All aspects of bullying and racism are completely unacceptable and the school does not tolerate bullying of any kind. Any allegations or incidents are taken very seriously. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying, Homophobic and Racist Incidents Policy).

Drug and Alcohol-Related Incidents

Out of school incidents In compliance with DfE guidance 2012 (Guide for heads and school staff on behaviour and discipline: Power to use reasonable force: April 2012), Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (section 90 of the Education and Inspections Act 2006 paragraph 21). This might be used in circumstances where a pupil is bullying another pupil.

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school.

The police and social services will also be informed.

Incidents That Occur Outside of School Premises

The headteacher has the power to discipline pupils for misbehaving outside of the school premises in certain circumstances. This will be at the discretion of the head teacher but may include behaviour which could:

- have repercussions for the orderly running of the school,
- pose a threat to another person,
- or could adversely affect the reputation of the school
- concerns cyberbullying

In all cases of misbehaviour, the head teacher can only discipline the pupil on school premises or where the pupil is under the lawful control of a staff member.

Malicious Accusations

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore sanctions used will be the same depending on the nature of the accusations.

Confiscation of Inappropriate Items

Staff members have the power: "To confiscate, retain or dispose of pupils property as a punishment so long as it is reasonable in the circumstances. The law protect teachers from liability for the damage to, loss of any confiscated items provided they have acted lawfully" (Behaviour and Discipline in Schools 2014). Teachers have the power to search without consent for prohibited items including, knives, lighters, matches, stolen items, or other items expressly forbidden by the school. As part of our safeguarding procedures, teachers will also confiscate any personal items which enable pupils to have internet access.

Fixed-term Suspensions and Permanent Exclusions

Only the headteacher (or the acting headteacher) has the power to suspend a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may suspend a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this (see Exclusion Policy).

The Role of Parents

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school. We believe that the role of parents/carers is critical to the success of this policy. We endeavour to build a supportive dialogue between the home and school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down the policy on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in implementing the policy. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Non statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Monitoring and Reviewing Behaviour

Each half-term the school leadership team monitors the number and type of behaviour incidents recorded across the school, year groups and classes. This monitoring is used to future actions and monitor the impact of any behaviour interventions. The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.