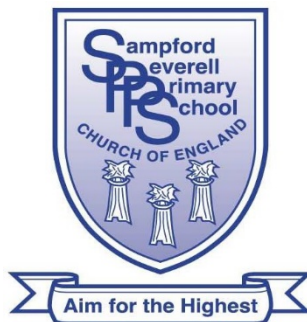



Sampford Peverell

Church of England Primary School

Behaviour Policy



Date approved by Local Governing Body	March 2021
Review Period	2-yearly
Next Review Date	March 2023
Signed by Chair of Local Governing Body	 S. STURLAND

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1. School Vision

At Sampford Peverell C of E Primary School, we provide an attachment-friendly community which fosters warmth alongside high expectation so that all can 'Aim for the Highest' and achieve their full potential. We emphasize to the children the need to layer new learning upon strong foundations and support them in developing their metacognitive thinking so that they can overcome obstacles. Helping them to make the transition from the negative 'I can't' to the proactive 'How can I?'

Our school is a place where everyone is able to flourish in a caring, supportive and safe environment; where we embrace individuality and celebrate those qualities that make us all unique.

We strive for our children to be caring and empathetic, and to think critically about the world they live in. We are determined that our children will develop the knowledge and skills that they will need for them to become responsible citizens and to positively contribute to the sustainable future of our world.

"Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." (Matthew 7:24)

2. A Culture of Positive Behaviour

The children bring to school a wide variety of behaviours based upon their experiences and the expectations that are made of them outside school. At Sampford Peverell C of E Primary School we work to develop positive behaviour which is based upon the principles embedded within our Christian Ethos and Values.

The development of this policy is based upon our values of honesty, respect, teamwork, forgiveness and kindness, and forms the basis of our day to day reflection in school. We recognise that respect is fundamental to living a happy and purposeful life, and through the teachings of Jesus we encourage everyone to treat others how we wish to be treated. *'So in everything, do to others what you would have them do to you.'* (Matthew 7:12)

This policy is designed to support the way in which the members of the school can live and work together, building the secure relationships needed to allow everyone to feel safe, valued and included.

3. Aims and Purpose of the Policy

- To build capacity in children so they can manage their behaviour positively, through *relational, regulatory* and *restorative* approaches.
- To provide clear boundaries, predictable routines and consequences for certain behaviours.
- To avoid punitive approaches which may foster shame and further embed behaviours which cause concern.
- To respond to incidents where behaviour expectations are not met in a way which respects children as individuals, supports them to change attitudes and to repair relationships with those affected.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for children and consistent in following the procedures.

Related policies: Anti-Bullying Policy/Equality Policy/Online Safety Policy/Child Protections and Safeguarding Policy, SEND Policy, Mental Health and Wellbeing Policy

4. Theory

This policy is grounded in the theory of relational practice. At Sampford Peverell C of E Primary School, we believe that by developing a relational approach, we can develop and maintain good relationships, meet children's emotional needs more effectively, encourage positive behaviour and support inclusion.

We understand that behaviour is a means of communication and that when children feel safe and have their emotional needs met, they are better able to self-regulate and manage the challenges of school life. We recognise that consistency does not mean always responding in the same way to every child or behaviour, it means responding in a way which is consistent with our beliefs.

The school believes that its approach to the management of children's behaviour is primarily an educative one and so we provide children with clear guidelines for developing positive behaviours.

5. A Relational Approach

We have used Babcock LDP guidance on Relational Policy and Practice to inform this policy. It gives us key elements in developing a relational approach:

- ***Developing Relationships***
- ***Responding and Calming***
- ***Repairing and Restoring***

Developing Relationships

Adults in school understand that building strong relationships is key. They are built on ***protection, connection, understanding*** and ***care***.

Adults in school will provide ***protection*** – to enable children to feel safe and secure in school. The use of 'safety cues' can support this:

- Friendly, warm facial expressions
- Unthreatening body movements
- Modulated voice - firm without being cross

Adults will be reliable and trustworthy, providing clear boundaries and predictable structures to help children feel safe and secure. This includes use of visual timetables, supporting transitions and anticipating things which may be a threat.

Adults will provide opportunities for developing ***connection***, so children feel involved. Connection is vital for children to feel like they belong and can learn to form relationships. In school this can be:

- Regular check-ins with children who need it;
- Extra adult attention;
- Jobs or responsibilities;
- Shared jokes, playing games, having fun together;
- Supporting peer relationships.

Adults will show children they ***understand*** them, that they attune and validate how they feel. They will support children's emotions, helping them recognise what they are feeling, letting the child know that they can help emotions be managed and contained.

Adults will let children know they **care**; they can help them regulate their feelings, will comfort them and can help children contain their emotions. This could be:

- Being loving and compassionate – sharing smiles, thumbs up;
- Holding in mind – let children know you are thinking of them;
- Notice things about them – a new haircut, pencil case, remembering their favourite team, birthdays and interests;
- Soothing and comforting them where needed.

These ways of developing relationships use principals of Dan Hughes PACE framework (Appendix 1):

Learning about developing relationships is included in the curriculum and social environment, through:

- PSHE Lessons
- Relationships Education Lessons
- Circle Time
- Worship
- School Council Sessions
- Residential/School Trips
- Playtime

Responding and Calming

Adults in school use relational practice to respond to difficulties and to support the calm learning environment children need, in order to learn. In providing this, a useful acronym is 'SEA' is applied.

- **Safety cues** - having a relaxed facial expression, tone of voice and body language.
- **Empathy** - being curious and understanding, responding empathetically.
- **Agreements** – reminding and re-set expectations.

When children in school are feeling strong emotions and behaviours are dysregulated, adults aim to de-escalate and calm. We use Babcock LDP's guide to supporting regulation through responsive co-regulation to support us with this (Appendix 2).

Repairing and Restoring

We will follow a system of restorative interactions, which allow conflict to be resolved, harm to be repaired and change in attitudes and behaviours.

At Sampford Peverell C of E Primary School, we resolve conflict using everyday interactions and conversations including individual reminders, classroom meetings, circle time, peer mediation and a restorative approach (Appendix 3).

6. Classroom Approaches

Curriculum and Learning

At Sampford Peverell C of E Primary School we understand that an appropriately structured curriculum contributes to good behaviour patterns and teachers follow the below guidance to ensure children can access and are challenged by the learning.

- Teaching methods encourage participation and enthusiasm, with praise used to encourage good learning behaviours.
- Lessons have clear objectives which children understand.
- Children's needs are known. For example, SEND, language levels and needs which may impact regulation, such as attachment disorder, ASD or prior trauma.
- Language used in class is accessible. Simplification and visual support may be used where needed.
- Learning is accessible. Differentiation, alternative and individualised learning is used to meet the needs of some children. Learning breaks or sensory breaks are used to support some children if needed.
- Displays develop children's self-esteem through valuing every child's contribution
- Effective feedback is provided, so children understand what they are doing well and what they need to do next. Feedback is:
 - Specific - naming exactly what was good or what went wrong
 - Involves the activity rather than the ego - avoiding assigning a quality to a child
 - Individual – a quiet word, avoiding public announcements
 - Identifies clear next steps

Classroom Management

The following approaches are used to support children to feel safe, secure and able to regulate their feelings in order to access learning:

- Adults are a reliable source of safety and security.
- Routines provide a predictable structure to the school day and are supported with visual timetables
- Transitions and changes to routines are managed with visual support where needed eg: social narratives are used to support children with extra needs.
- Peer relationships and social inclusion is supported as needed, both in class and at unstructured times.
- Clear agreements about behaviour expectations are made, so children know what they need to do.
- Adults recognise when children are becoming stressed or dysregulated and follow the principles of SEA (provide Safety, Empathy and Agreements) to help calm and regulate them.
- For some children, a more individualised system may be used, where smaller increments of positive learning and social time are recognised during each day. This is a visual approach which can be useful for children with a range of needs.

7. Working in Partnership

Parents and carers are fully involved and informed where there have been challenges for a child. If it is decided, following assessment, that extra support is needed, parents are invited to share their views and concerns at the earliest stage, and throughout the process. Children's views are also collected through discussions with their class teacher and SENDco.

We work with a range of external services to support our relational policy. These include:

- School Nurse
- Educational Psychologist
- Babcock LDP Social, Emotional and Mental Health including Behaviour Support Team
- Babcock Communication and Interaction Team
- CAMHS
- Inclusion Team
- Speech and Language Therapists

8. Additional Targeted Support

For children who need additional, targeted support we use a Graduated Response of 'Assess-Plan-Do-Review', to assess and plan targeted, individualised provision for them. The Graduated Response is detailed further in the SEND Policy.

Assess: Initial assessments to inform us of a child's needs.

Plan: A plan is created detailing outcomes for the child, with interventions needed to support this. Planning involves class teachers, the SENDCo, parents and the child.

Do: Carry out the plan for a specified time.

Review: Staff, parent and child review what has happened, evaluate the impact of the plan and agree any changes to outcomes.

Assessment and planning tools used at Sampford Peverell C of E Primary School include:

- School Wellbeing Questionnaire, which asks children about how they feel in school
- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile
- Devon Graduated Response Tool.

If a child is assessed as needing targeted support, this may involve a Relational Support Plan (Appendix 4). If this is agreed, the child may be placed on the SEND register with a Social Emotional Mental Health (SEMH) need. As with all children with SEND, a Relational Support Plan will then form part of the assess-plan-do-review process, with parents fully involved in reviews and planning next steps.

Some of the barriers to inclusion include SEND, language level and prior trauma. Children with barriers to inclusion may need to have more personalised approaches and these could include:

- Differentiated learning
- A special job or responsibility
- Extra adult support at unstructured times
- Social, emotional and mental health sessions
- Referral to more specialist services

In exceptional circumstances, children may be supported with part-time timetables, alternative provision or a move to a provision where more specialist support can be provided.

9. Training

The Headteacher is responsible for ensuring that all staff receive regular training on all aspects of the Behaviour Policy.

10. Monitoring, Evaluating and Reviewing

The Headteacher is responsible for monitoring and evaluating the recorded data on bullying and reporting this to the Local Governing Body via the termly safeguarding report.

The school will review this policy bi-annually to assess its implementation and effectiveness.

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- *Playfulness* involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.
- *Acceptance* involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.
- *Curiosity* involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.
- *Empathy* involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Appendix 2: Babcock's Guide to supporting regulation through responsive co-regulation plans.

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
<p>Calm Safe/socially engaged</p>	<p>Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.</p>	<p>Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.</p>
<p>Mild Stress Alert/Agitated/Withdrawn</p>	<p>Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.</p>	<p>Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.</p>
<p>Dysregulated Mobilised</p>	<p>High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.</p>	<p>Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.</p>
<p>Dysregulated Immobilised</p>	<p>Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.</p>	<p>Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.</p>
<p>Crisis</p>	<p>The child's behaviour means that they or other people are not safe.</p>	<p>An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.</p>

Appendix 3: A Restorative Approach

A Restorative Approach involves a conversation to enable the child to learn about themselves and others, after an incident has occurred. It is helpful to communicate explicit safety cues and have the PACE framework in mind during the process. The more it feels like this is a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement, by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child’s experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing – use calm soothing tones.

What were you thinking? How were you feeling?

Some children will find it hard to answer these questions and will need support to help them integrate their feelings, emotions and thinking through:

- Listening and responding empathetically, wondering out loud.
- Starting where the child is developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you ‘get it’, by accepting their feelings and letting them know that they are valid. Big behaviour usually means big feelings.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child see things from other people’s perspectives.

- Call upon your own experiences or experiences you’ve heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding
- Pictures and photographs, drawings and cartoons can help children see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: ‘how can we put right any harm caused?’ or ‘what have we learned from this experience?’

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at the time. What does the child need in order to move forwards?

- Short term intervention to help to keep them safe, particularly in managing specific situations or transitions which they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won’t happen again.

Appendix 4: Babcock Relational Support Plan

Process for Developing a Relational Support Plan:

The Relational Support Plan is a working and evolving document. We recommend that the Core Team meets regularly (at least every 4 to 6 weeks) to revisit and update the plan in place, ensuring the views of the child continue to be captured during this process.

For further guidance on completing Relational Support Plans please see the document 'Guidance for Developing Relational Support Plans'.

Involving The Child

Eliciting the views of the child is the first part of creating a successful plan. It is useful to discover:

- *Where is the child with things at present?*

Use the scale / cards to explore their perception of school.

- *What helps them to be successful? What are they doing? What are others doing?*

Who do they feel would be good to have on their team?

- *What are their interests / qualities / skills?*

When are they at their best?

- *Encourage the child to consider what their best hopes might be in terms of having some relational support.*

What do they hope changes / gets better as a result of this?

Being curious as to what this means in terms of Protection, Connection, Understanding and Care will be helpful for informing the plan.

Working with The Core Team

The Core Team is made up of adults who already have a strong relationship with the child, or whom it will be beneficial to develop one. The plan is created by this group of trusted adults. The key adult will:

- Share with the team the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Complete the team section and the 'strengths, interests, qualities' section of the plan.

- Invite the group to consider when they notice the child is at their best.

As a team complete the plan considering in depth how Protection, Connection, Understanding and Care can be provided through the relational experiences created with the child. If helpful complete the responsive co-regulation plan. As a team complete the plan using the prompting questions.

Invite each adult to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Sharing The Plans

The Plans should be shared with any adults who are likely to come into contact with the child during the school day. The key adult will:

- Share with this wider team of adults the purpose of Relational work for this child.
- Share any insights from the meeting with the child and their views.
- Share any insights from the meeting with the Core Team.

- Invite the team to consider good relational practice that is already in place.

Talk the adults through the plans, sharing key knowledge of the child and understanding of their needs.

Invite all members of this wider team to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Relational Support Plan	
Name of Pupil:	
School:	Date:

Consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.

The significant adult/adults – Team around the child
Who is best placed to be the significant adult/adults?
Who will be part of the wider team of adults supporting the child? Does the child need someone to be available to the throughout the day? It is helpful for the team to be composed of adults from each tier of the school organisation. Parents/carers can also be part of the team.

Strengths/Qualities/Interests/Resources
What are the child's strengths, skills and qualities? What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?

Protection	
This explains the need for safety and security. Some children may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.	
<p>Key Question Prompts:</p> <p>How will the child be helped to feel safe by the significant adults? What safety cues will be helpful?</p> <p>How will other adults in the team help the child to feel safe?</p> <p>How will you support the child to develop trust?</p> <p>How will predictable and reliable support be provided?</p> <p>Are there times in the day when the child feels particularly unsafe: beginnings, endings, transition? How can these times be managed?</p> <p>How can the environment be adapted to help the child feel safe?</p> <p>How can the day be structured to help the child feel safe?</p> <p>What does the child need to know in order to feel safe? How will this be communicated so that the child understands?</p>	<p>Actions:</p>

Connection

Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some children there is a need for a high level of connection within school.

Key Question prompts:

How will the significant adults provide meaningful connection with the child?
What needs to happen to ensure that the child experiences attuned and responsive connection?
How will other adults in the team connect with the child?
How will the development of positive peer relationships be promoted?
What activities may help the child to develop their sense of belonging in school?

Actions:

Understanding

Children need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support children to develop their ability to regulate themselves.

Key Question prompts:

What does the child's behaviour tell us about how they are feeling?
What is our understanding of the child's feelings?
If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding?
How will the child be co-regulated and calmed?
What empathic responses might be helpful?
How will the understanding of other adults in school be supported / developed? How will they respond to incidents?
Does the child need a responsive co-regulation plan?
What will happen to ensure that relationships are repaired?

Actions:

Care

Some children will need adults in school to be particularly mindful of providing a high level of care. This includes meeting the child's basic needs, enabling them to experience comfort and joy and showing them that they are liked.

Key Question prompts:

Does the child have unmet needs in terms of basic care? If so how can these be addressed?
How will adults communicate care to the child/young person?
How will the child know that they are liked?
What activities may foster shared enjoyment?

Actions:

How can we ensure the child knows they are being held in mind?
How will the child be soothed?

Supporting Inclusion

Are there difficulties that are blocking the child's access to learning or social inclusion?

What skills are we going to support the child to develop in their areas of need?

How are we going to support access and inclusion?

Prompts:

Control-related

e.g. accepting an adult lead, co-operative working, turn-taking, requesting help.

Social skills

e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity.

Identity-based

e.g. ability to take risks in learning, accept challenges, make mistakes.

Self-regulation and sensory regulation

e.g. emotional literacy, self-soothing, managing sensory input.

Behaviours for learning

e.g. Planning, organisation, managing transitions.

Literacy skills

e.g. developing phonic skills, reading comprehension, recording skills.

Language skills

e.g. understanding instructions, expressing opinions.

Communication and Interaction

e.g. Understanding social situations.

Building on strengths

How can we enable the pupil to build on their strength

Actions:

APPENDIX 5: POLICY HISTORY

Version	Summary of Change	Review Date	Lead Author/s