



This policy is relevant for all members of our school community - adults, children, families and visitors.

The ethos of our school is caring and positive learning, love and laughter. We are invested in supporting the very best relationship health between:

- parent & child;
- child & child;
- child and school staff;
- parent & school staff;
- school staff;
- school staff & the senior leadership team;
- school staff & external agencies.

We believe positive choices result from children and adults feeling safe, secure and supported when they:

- feel valued;
- give and receive respect;
- are listened to;
- are encouraged to take responsibilities for their own actions.

1. Ethos Rationale

The school's Positive Relationships Policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect, particularly following COVID-19. Our motto of 'Learning, Love and Laughter' is at the core of this approach.

Our policy is designed to promote and teach positive behaviour, rather than merely deter poor choices. At St Breock, negative behaviour is understood as a communication of an unmet need or an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. We expect staff to work to identify these needs and provide developmentally appropriate support to remove these barriers in order to successfully engage in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents, to support positive behaviour, both in school and at home. All adults model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

At St Breock, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding children for making positive choices. We understand the importance of 'feeling safe' in order to promote social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

2. Aims and Objectives

We aim to ensure that our response to all behaviour teaches, supports and reinforces the skills a child needs to succeed in learning. Our differentiated response, recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for all children to make positive choices. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a

responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children. Clear, timely and constructive feedback is essential for pupils to develop positive behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Whole School Approach – What does this look like?

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, which can create traumatic toxic stress. As such, even the day-to-day exposure to events such as moving to a new house can be experienced as traumatic. Providing an environment that has safety, connection and compassion at its heart ensures that our school environment acts to maximise protective factors through the conscious use of our relationships.

Key Relational Skills

We know there are some key skills in a relationship with a child that contributes positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Attunement** - the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child
- **Containment** - Structure, order and predictability. Consistency - Boundaries applied in a supportive, matter of fact, non-punitive way. Emotional containment of feelings too big for the child. Regulated and steady adult, in charge of their own feelings and emotions
- **Empathy** - Validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want' It is not – distracting, judging, discounting, minimising or placating
- **Calming and Soothing**: The adult will support the child to regulate themselves.

At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour.

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can we do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

3. Toolkit for Learning, Love and Laughter

The school rules are based on our values set out in our Toolkit for Learning, Love and Laughter;

Respect
Inspiration
Courage
Excellence
Friendship
Equality
Determination

This Toolkit is at our core. It is clearly displayed around school and discussed regularly. Our Personal Development Curriculum and Celebration Assembly are based on them and staff regularly refer to them to highlight positive behaviour.

How do we embed this?

Explicitly teach the Toolkit and why they are important.

Clearly state the boundaries of acceptable behaviour and why they do not demonstrate the values in our Toolkit. Respond promptly, developmentally appropriately and consistently to children who test these boundaries.

Promote good behaviour in a positive way.

Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging.

Work with parents, Trust Leads and external agencies, where additional support is needed.

Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action.

Structure opportunities for social learning over and above natural child interactions through Well-being Ambassadors and Playground Role Models.

Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earned.

- teachers congratulate children;
- teachers give children house points;
- the successes of the children are celebrated through a house point system which forms part of celebration assemblies.
- special awards are given each Friday for Personal Best, Premier Playground Player, Rossi's Reward & Bistro's Best. These are all linked to our Personal Development Curriculum and a celebration of children demonstrating the values in our Toolkit for Learning, Love and Laughter - courage, friendship, respect, excellence, equality, determination & inspiration.
- Special certificates are given half termly to children who consistently demonstrate these values and/or made changes linked to them. This is voted for by their peers.
- Golden Book, proud camera, etc.

COVID – 19

Following COVID-19, children will be taught about any adaptations to our normal school routines and structures, providing rationale where possible. By keeping children informed, it will support them in feeling safe. There will be adaptations to: - Staggered drop off and collection arrangements - Staggered play time and lunchtime arrangements - Sharing of equipment - Use of toilets This is not an exhaustive list, but provides some examples.

Throughout our return to school, all responses to children's actions will be reasonable and proportionate. The school will make reasonable adjustments to support all children. This may come in the form of adapting spaces or timetables etc...

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Hygiene – children will wash their hands regularly and respect the 'catch it, bin it, kill it' approach, avoiding touching their mouth, nose and eyes with hands
- Personal equipment – children will be respectful of other children's equipment
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,

4. Staff Responsibilities

All Staff – as a staff we have developed non-negotiables (Appendix 1) to be in place without exception and forms part of our monitoring cycle.

- a) Ensure that there are good routines (see above)
- b) Ensure that you are consistent, friendly and professional at all times
- c) Remain calm
- d) Aim to be positive at all times by seeking out and rewarding the good
- e) Regularly discuss the Toolkit for Learning, Love and Laughter and why the values are important
- f) Explain why certain behaviours are not acceptable using the TIS approach
- g) Be consistent about praise and rewards as well as when supporting positive behaviour
- h) Be aware of individual needs
- i) Following COVID-19, all staff are aware that children will have had many varied experiences and will therefore respond differently to the changes within the school and their communities. Staff have an increased awareness of their responsibility to 'set the tone' within the school and respond with understanding and empathy to each situation

Playtime and Lunchtime Staff

As above, plus

- a) Be active and engaged with the children - encourage and participate in active play
- b) Be aware of the triggers to behaviour escalation and ensure protective factors are in place
- c) Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff

As above, plus

- a) Operate the Class Rewards System
- b) Support Playtime and Lunchtime Staff with information and consistent approaches.

Senior Leaders

As above, plus

- a) Implement and support staff with the implementation of the Positive Relationships Policy
- b) Monitor patterns of behaviour.
- c) Identify areas of concern.
- d) Discuss and agree changes in order to reduce concerns.
- e) Facilitate the recording of incidents.
- f) Support teachers when a parent meeting is required
- g) Take prompt and decisive action to deal with areas for development

5. Restorative Approaches

In an incident of escalation;

- a) Give the child/ren time to calm down before speaking to them.
 - b) Listen to each child explaining what has happened.
 - c) Ask anyone who has been at fault what should have happened and what they would do differently next time d)
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Positive handling.

At St Breock safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

Consequences

We want children to be aware that for poor choices, there are consequences. Once there has been time given to calm and regulate, this will be in the form of reflection time with the adult who gave out the consequence. There will also be 'natural' consequences of their action, for example using lunchtime or break to complete their work. Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

A decision to exclude a pupil should only be taken: - In response to a serious breach, or persistent breaches, of the school's Toolkit for Learning, Love and Laughter - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The following are incidents that may lead directly to an internal or external exclusion:

- a) Persistent, serious or offensive verbal or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

All of the above are sanctioned by Head of School.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of reasonable adjustment, behaviour management and support have failed to have an effect. If a child's needs cannot be met at St Breock we would expect to look for a suitable setting for that child rather than excluding them.

6. Review

This policy is to be reviewed every two years by the Leadership Team and Hub Councillors. This will also be discussed at our School Forum.

APPENDIX 1 NON NEGOTIABLE BEHAVIOURS

St Breock Staff Non-Negotiables

- All children will be greeted positively by their class team consistently every day.
- All children will receive a smile first thing in the morning.
- Adults will make their best effort to engage with as many children as possible first thing in the morning.
- Adults will take the time to notice children - e.g. new shoes, haircut, glasses.
- Adults will remember previous conversations and comment on them - e.g. How was the cinema?
- Adults will identify reluctant children and engage with them.
- Adults will share information about children with all those who will interact in that day - Teacher, TA, Break Duty Staff, Lunchtime Supervisors, Sports Staff, Brocks and After School Club Staff.
- Adults will always endeavor to enthuse and excite children with their positivity.
- When adults are conversing with children there will be no interruptions from other children or adults.
- Adults will consistently model aspirational values to children. This will be true of their interactions with children and adults alike.
- Adults will give children the time to listen.

APPENDIX 2

KS1 Whole class Behaviour Chart.

In KS1 a cloud system is used with children moving up and down the reward chart as necessary. Teachers seek to recognise changed behaviour quickly and positively, so children do not remain on the clouds for any length of time. This allows children to recognise quickly that an immediate change results in positive attention and praise. Very rarely will children be on the Black Cloud. However, if this is the case children will receive a sanction appropriate to the individual child. Where there is persistent poor choices staff would pick up at step 4 on the chart below.

KS2 BEHAVIOUR CHART

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|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Firm reminder | Teachers will use non-verbal signals before a firm reminder is required. |
| 2. Yellow Card | If inappropriate behaviour persists and reasonable adjustments have been made by the class teacher to mitigate escalation, Yellow card will be issued and there is an expectation that the undesirable behaviour will not be repeated. |
| 3. Red Card | If the unacceptable behaviour persists and reasonable adjustments have been made by the class teacher to mitigate escalation, a Red Card will be issued and this requires the child to spend their lunchtime isolated from their friends – including eating lunch and playtime. During this time they will be supervised by adults in school. |
| 4. Behaviour Contract | In some cases it may be necessary to put in place a Behaviour Contract. This will be done in partnership with parents and acceptable behaviours in school and at home will be listed alongside rewards and sanctions. This is signed by the parent, child and school and kept under regular review. |
| 5. Support | In some cases which are proving to be more long-term the school will organise, with parents' consent, individual TIS sessions which are designed to be a highly personalised solution to effect positive change. |
| 6. Fixed Term Exclusion | This is used in extreme circumstances only where keeping the child in school is likely to result in harm to the child themselves, other children or adults. The parent is offered support throughout the period of exclusion, which may be 24 hours only or longer, in the form of appropriate educational activities so that the child can keep pace with their peers. Fixed term exclusion may lead to permanent exclusion based on the current educational setting not being able to meet the child's current needs. A more appropriate setting is sought to enable to access education. |

APPENDIX 3 HUB COUNCILLORS CODE OF CONDUCT

If a parent approaches a Hub Councillor about behaviour, the procedure should be:

- * Ask the parent if s/he has taken their concern to the teacher and / Leadership Team. If they have not, encourage them to do so, offering to accompany them if necessary.
- * If the parent has already spoken to the teacher and head and says that they are still unhappy, then the Hub Councillor may discreetly ask to see the head in order to explain that they have been approached and to establish the facts. At this stage they may feel that they are clear about the matter and the issue is resolved.
- * If after talking to the Head, the Hub Councillor still has a major worry concerning the parent's case, then they might need to inform and consult the Chair of Hub Councillors. The chair would need to judge whether the matter was sufficiently serious to be taken further at a governing body meeting.

Throughout the procedure it is important that Hub Councillors:

Remain impartial

Be clear that they have no power as an individual Hub Councillor

Be careful about confidentiality

To remember that although Hub Councillors would wish to listen to parents' views, they have no direct role in terms of the day to day management of the school.