



**Sandford St. Martin's**  
P R I M A R Y S C H O O L

# **Relationships and Positive Behaviour Policy**

**Our mission statement:** Learn Love Laugh

### **Safeguarding**

***If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.***

### **Equality**

***This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.***

## ***Our mission statement:* Learn Love Laugh**

### **Vision Statement**

Together we build a community in which EVERYONE is:

- safe, included and respected (We Love)
- inspired, equipped and achieving (We Learn)
- celebrated, confident and thriving (We Laugh)

### **Our Root Christian Value**

Our root Christian value of **Love** (enacted through a developing understanding of relating to each other through kindness → compassion, gentleness → humility and patience → forgiveness) underpins all we do and expect in our school community.

### **One School rule for all**

**“We give our best”**

### **Virtues (in scripture)**

**Kindness** (which leads to Compassion)

**Gentleness** (which leads to Humility)

**Patience** (which leads to Forgiveness)

### **Colossians 3 v12-14**

<sup>12</sup>*Clothe yourselves with compassion, kindness, humility, gentleness and patience.*

<sup>13</sup>*Bear with each other and forgive one another ... Forgive as the Lord forgave you.*

<sup>14</sup>**And over all these virtues put on love, which binds them all together in perfect unity.**

## **Our Approach:**

Our school takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. We will not use practices that can be emotionally harmful (e.g. public shaming - including the use of sad faces against names on classroom boards).

We base our approach to managing behaviour on the following tenets:

**Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).**

**Equality** treats everyone as if they were the same, requiring the same support and opportunities to reach the same outcome. At Sandford St Martin’s CE VA Primary we recognise that different children will need different support to reach a similar outcome for all.

We therefore seek to practise **Equity** within the school - we work to identify what our children need and provide this in order to ensure everyone has the same opportunities.

**We do treat children differently depending on their needs.**

We recognise that there are times when children ‘**can’t**’ rather than ‘**won’t**’ and we respond differently to these 2 modes. There is a difference between a child presenting as bored, distracting or pushing boundaries OR a child who is distressed, heightened or is dysregulated in another way. (see pages 10 and 11)

**Behaviour is often a form of communication.**

We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly. We take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviours. Children with difficult behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

**We put relationships first.**

We work to create a school ethos that promotes strong relationships between staff, pupils and their parents/carers. We focus on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Every child is worthy of our Love, time, energy , nurture and understanding. This is called Unconditional Positive Regard and centers on fresh starts. Our process does not change and must be consistent. However, we do differentiate our responses according to need. We have compassion for those who have muddles, are hurting and/or grieving for whatever reason. We seek to ensure children always reflect and

restore where behaviours have caused disruption or distress to others and themselves. We maintain clear boundaries and expectations around behaviour.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupils from their peers, school community and family, leading to potentially more negative behaviour.

**We understand that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.**

Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful, and needs to be used carefully.

**We believe that parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs.**

We always try to involve parents in any work we undertake with children. When creating specific behaviour management risk assessments, we share these with parents, and encourage a consistent approach between home and school.

**Strategies to support emotional regulation and behaviour**

We do not take a 'one size fits all' approach to helping our children manage their emotional regulation. However, we recognise our role is to 'teach' good behaviour, and we use a range of techniques in order to support this. Every child and situation is different, and it is our positive relationships that we build with our children that allow us to choose what would be most suitable at any given time.

**Teaching behaviour is all about:**

- Relationships – Sharing positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

- Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
- Positive reinforcement and recognising prosocial behaviours – noticing when children are demonstrating socially acceptable behaviours. We award ‘L’ points (Learn, Love, Laugh) for positive behaviours and upholding the school Values/Virtues. These points can be ‘spent’ on individual passes and rewards via the Headteacher.
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Demonstration of forgiveness and the ability to ‘move on’ from a recognised incident, as part of our ‘Restorative Justice’ approach.

It is essential that we analyse children’s behaviour rather than just judge it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, and staff talk about actions and behaviours in a non-judgemental way in order to help achieve this.

As a school we recognise that a clear, consistent approach, with a structure that children understand is essential to ensuring a child feels safe within school, and supports prosocial behaviour.

### **Strategies that are often used include:**

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening
- thinking time/ time to process, supported with visual support and timers
- social stories/cartoon strips
- sharing incidents of negative behaviour with significant adults eg. comments in home / school books or behaviour monitoring records
- removal from the scene of the incident until ready to return to planned activities
- working in another class or quiet room, with different teacher or teaching assistant
- working inside/outside the classroom
- time away
- adapted routines for those who find transitions difficult

In November 2022 Ofsted graded the school's 'Behaviour and Attitudes' as **Outstanding**. We are sure that this is mainly because of our approach as detailed in this policy.

"Pupils are proud to attend this inclusive school. The school's Christian values underpin daily life for everyone and pupils know that these are valuable, lifelong principles. Pupils have a strong sense of moral purpose. They know that everyone should be respected and treated equally regardless of race, culture, beliefs or needs. They are adamant that this is what happens at Sandford St Martin's.

Pupils' behaviour and attitudes to their learning are exceptional. They have a thirst for learning, right from their start in Reception and throughout the school. Pupils are keen to ask questions and are confident participating in discussions. They listen very respectfully to one another, making thoughtful responses to other people's contributions.

Lessons are not affected by any low-level disruption. Pupils meet the high expectations of teachers at all times. They show high levels of self-control and engagement. Leaders have put effective strategies in place for those pupils who find this more difficult. Pupils have a compassionate understanding about this support for more vulnerable pupils."

*Ofsted - November 2022*

There are 3 main elements to our policy.

1. **Developing relationships:**  
**involves Building Relationships, Supporting Inclusion and Setting Boundaries.**
2. **Responding and calming:**  
**involves Keeping Calm, Regulating Emotions and Managing Crisis.**
3. **Repairing and restoring:**  
**involves Resolving Conflict, Repairing Harm and Supporting Change.**

#### 1. **Developing relationships:**

**Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.**

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of **Protection, Connection, Understanding and Care.**

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported.

In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.

- We help to develop relationships in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/carers.
- Staff use a PLACE approach to interactions with children; they are **Playful, Loving, Accepting, Curious and Empathetic**. This has been proven to shift children out of their fight, flight, freeze and any distressed/heightened mode. This also builds trust and rapport.
- We show children that we are holding them in mind by talking to them about things that are important to them. e.g. talking to them about things they are looking forward to on the weekend; sending 'thinking of you postcards' over the long school holidays.
- We have systems to support children to feel safe and included in the school environment including a 'buddy bench' for use at lunch and break times. Older children support younger children through set ups such as Sports Ambassadors. We encourage every child to seek a trusted adult who they are confident approaching and talking to.
- We have systems that allow children to express when they need to talk to a trusted adult.
- Children have the opportunity to have their voices heard in various ways such as School Council, pupil conferencing, emotion coaching, trusted adults, walk and talk and PSHE lessons.
- All adults in the school will actively seek to hear the individual voice of the child (and witnesses if circumstances require) and see each incident with fresh eyes. We do not label, jump to conclusions or react to only one side of any story. We take the time to listen, investigate, find the truth and then reflect/restore together.
- Staff have clear and high expectations of classroom, corridor, hall and outdoor routines.

## **2. Responding and calming:**

### **Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.**

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Adults need to continually develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable *most children to stay within our boundaries, most of the time.*



## School strategies for ensuring consistent boundaries:

- Clear rehearsed and embedded routines for class, corridors, break, lunchtime and transitions including calls and responses, visuals and simplified cognitive load.
- Warmth, respect, understanding and patience are main stays.
- Reminders of expectations, including school values, class charters and recognition boards
- No naming/shaming- no shouting, subtle correction and reminders, no negative behaviour charts
- Praise and rewards, including naming the child and the behaviour. Awarding L points for specific reasons.
- Scripts for responding to challenging behaviour support the reduction of emotional and spontaneous responses
- Restorative and/or reflective conversations are understood to be more effective than sanctions
- Support in crisis situations are dignified, protective and based on team solutions.

## Approaches in the and around the school

- **Our School rule is 'We give our best'**. We recognise that this will look different for every individual given their contexts and circumstances. This is true for adults and children.
- **We have high expectations in our three virtues of: kindness, gentleness and patience.**
- Low level disruption and inappropriate behaviour cause distraction and disruption to others through unignorable behaviours such as talking, noises, inappropriate use of equipment, non-verbal interactions and deliberate and disruptive to others learning. For the vast majority of children our 3 stage **Remind, Reinforce, Reflect/Restore** is enough to address and correct unwanted behaviours (*see next page for further details*).
- Where ever possible **positive** behaviour strategies should be implemented - names on the board should be for positive reasons (recognition) to avoid shame. Always avoid shouting/belittling/public criticism. We use recognition boards to set and affirm expectations with a positive focus.
- We recognise that there are times when children 'can't' rather than 'wont' and they should be given exit options, support and reassurance to regulate.
- Consequences of low-level disruption will be 'natural' and have a restorative nature.
- Children who are dysregulated and are in a state of 'can't' will be approached with PLACE and Emotion coaching.

## When children “WON’T”:

### (Responding to disruptive or undesirable behaviours (90-95% of children/incidents))

Most children will at some point overstep a boundary will need reminding of expectations. We use relational skills that help us to maintain calm, show understanding and provide guidance around expectations. We frame our expectations positively and we do not label children when naming behaviours.

1. **REMIND:** Staff give children a verbal or visual reminder (of expectations)
2. **REINFORCE:** If necessary a second moment is used to reaffirm that we all have the right to learn and feel safe.
3. **REFLECT and/or RESTORE:** If further action is necessary beyond the first 2 Rs, then a slot will be insisted upon – usually at break or lunchtime with the relevant staff member.
  - A reflective or restorative script is used to support the child in understanding why and how a change needs to be made. We ‘put things right’ together.
  - Our consequences for undesirable behaviours are always ‘natural’ and as such seek to correct, restore, repair, demonstrate remorse and move forward. Apologies are often a feature in this process.
  - Sometimes these reflective/restorative sessions (or the initial conversation) are ‘deferred’ to ensure the child is regulated and accepting in the process, rather than during a time of them being heightened and resistant. The school uses ‘take up time’ and ‘deferral’ as key strategies in children owning their behavior and maintaining dignity. Children have safe spaces they can go to calm and re-regulate before speaking to an adult. We use ‘When’ and ‘Then’ cues to set gentle, clear reminders and expectations (low language, low demand)
4. **RED FLAG:** On the rare occasion that behaviours are physically or emotionally harmful to another person an escalated response may be appropriate. This would usually be the removal of longer periods of break or lunchtime (or reward time) with a member of SLT. The school does not tolerate physical abuse, violence, swearing, racist or prejudice language or any form of bullying (Several Times On Purpose). Staff are aware that behavior of this nature is to be ‘red flagged’ and is not ‘put right’ in the same way as lower level behaviour described in the previous section.

## When children CAN'T:

### Responding to distressed or dysregulated behaviours (5-10% of children/incidents)

Children who experience strong emotions/big feelings that lead to harmful or challenging behaviour will need skillful co-regulation to enable them to be calm and develop their capacity for regulation.

How we respond in a crisis should be co-ordinated, clear and communicated to ensure the safety of all present

- **Connection before correction** (a trusted, known adult is usually the best person to support de-escalation)
- It is vitally important that adults check their 'emotional barometer' and ensure they are themselves regulated before supporting dysregulated children. We will switch and use a 'change of face' between adults dealing with a situation to support both children and adults involved.
- Staff are trained in and use emotion coaching to help children name, reflect and respond appropriately to emotions and behaviours.
- Staff use the PLACE approach when supporting children with regulation in the classroom environment. EG:
  - **Playful** – using humour, games, physical activity to defuse and distract children out of their stress response
  - **Love**- showing children unconditional positive regard, compassion and dignity no matter what
  - **Acceptance**- ensuring the child knows that we still love them as a person even if we don't like their behaviour
  - **Curiosity**- wondering out loud. Seeking to see the situation from the child's point of view. E.g. I wonder if you are feeling a bit frustrated because the work is difficult.
  - **Empathy**- acknowledging children emotions as valid. E.g. I know it's really hard to stop when you are enjoying the activity.

### **Crisis situations:**

- Adults will intervene early using the approaches above to avoid crisis situations from occurring. *In some cases this will include tactical/deliberate ignoring at the time.*
- Adults will send for support from additional adults who will provide the change of face or further assessment of the situation. A 'red hand' template signals a crisis situation.
- Adults will use dynamic risk assessment with a high regard for safety and dignity for all involved. Staff will not wade in quickly (unless immediate, decisive action is required), but take time to think and assess for the most productive approach and outcome.
- Should the circumstances require, children may need to be removed from the situation. This may be through use of the PLACE approach, controlled choices for the child which seeks to resolve the situation in steps, escorting/guiding with caring Cs and supportive moves, or, as a last resort, with positive handling by trained staff.
- From time to time and as a last resort trained staff may need to act decisively by holding a child – or in highly volatile situations - restraining. These physical interventions should only be used when all other verbal and non-verbal strategies have been explored or if the child or others are in immediate danger. All incidents of physical restraint should be witnessed and monitored by additional adults, reported to parents and recorded in the bound and numbered red book. It is vital any incidents of physical restraint are reflected upon to prevent further incidents from occurring again.
- Staff and children are offered reflection and debriefing opportunities to acknowledge the feelings and impact of the situation. It is important that all involved in any incidents can process the emotions and their actions constructively.

### **Absconding:**

- When children abscond but remain within the school grounds, staff will assess the situation and act accordingly. A member of staff will always have an eye on them and their welfare but may do so from a distance to allow regulation time for the child.
- If a child absconds and leaves the school site, two members of staff will actively pursue (with mobile phones or radio communication) office staff or SLT will inform parents and the police.

### **3. Repairing and restoring:**

#### **Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change.**

Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. Sometimes things will go wrong.

Applying a **restorative framework** following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach. Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills. Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

- We will never leave a child on their own after a difficulty, this is the time they need us the most.
- School adults seek to restore and repair through supportive and restorative conversations, using agreed scripts and prompts.
- A range of classroom strategies will be used to support restoring and repairing relationships through circle time, Stormbreaks, PSHE (Jigsaw), collective worships and class discussions as needed.

Restorative conversations cover 4 key areas guided by the acronym **W.A.R.M. (What, Affect?, Repair, Make a new plan)**

#### **What?**

- What happened?
- What were you/others thinking? (before, during, since)
- What were you/others feeling? (before, during, since)

#### **Affect?**

- Who has been affected? (this can include themselves)

#### **Repair?**

- What can we do to fix things?

#### **Make a new plan ...**

- How can we do things differently in the future?
- Children may have a supportive 2-5 minute verbal reflection and agreed plan/actions.
- Children may be provided with a restorative/reflection sheet before the conversation to have time to think and process or write or draw about the incident.
- We support children to understand that there are consequences to their actions and we focus on natural consequences.

- A succinct summary of the restorative conversation, including W.A.R.M. will be recorded digitally and tracked in case of future incidents.

### **Natural consequences:**

- Complete what you left (a child might finish off work during recreation time)
- Heal who you hurt – say and show ‘sorry’ (a direct, intentional apology)
- Repair what you broke (taking time to repair or replace deliberate breakage)
- Restore where you knocked down (spend own time tidying an area they messed up)
- Put right any wrong (a range of strategies and consequences can be used to repair)

### **Behaviour and comments of a more serious nature**

We recognise and acknowledge that some incidents are more serious e.g. homophobia, violence, racism and bullying (including cyber bullying) and will be treated with the upmost seriousness. We have a hierarchy of desirable/undesirable behaviours and respond differently to certain categories of verbal, physical and online behaviours.

Sometimes the school will need to implement an elevated form of support, correction and consequence. These are rarely needed but the school does not tolerate high levels of repeated disruption and upset and will respond as necessary.

Racist, prejudice or offensive language is dealt with and recorded separately.

Bullying or violent conduct also evokes a response involving SLT and parents/carers.

A senior leader is always involved in decisions, sanctions, support and corrections of this nature. The headteacher is always informed, if not directly involved.



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