Behaviour and building relationships policy Spring 2024 - 2027

Elements		Actions 2024-25
Lead	Michelle Cheeseman	
Intent What do we believe? Protect Relate Regulate Reflect	● Our ethos is to protect and relate to children, to encourage children to access their learning in a safe, nurturing and positive environment where all children, staff and parents respect and care for each other. ● Nurturing positive relationships built on trust, understanding and care will foster children's motivation and promote their learning, social and emotional development and academic achievement. ● We have high behaviour expectations which is essential for effective teaching and learning to take place. ● High self esteem promotes positive behaviour, effective learning and meaningful relationships. The best results, in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on negative behaviour. ● Through adults modelling positive behaviour, well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. ● Positive and supportive relationships with parents is a key factor in allowing children to achieve their full potential. We will work with families and other agencies to provide support where needed. ● Children are treated as individuals as their needs are different, this may appear unfair but is necessary to ensure each child receives the support they need. ● We will teach strategies to help children and staff regulate and bring down stress levels. ● We will ensure that time is given to children to reflect and repair upon behaviour that has been inappropriate or unacceptable to think about how it can be put right. This will take place with the adult that dealt with the unacceptable behaviour in the first place. This will allow the relationship between the child and adult to remain a positive one.	
Implementation What do we do? Build positive relationships	Positive relationships and clear expectations and routines are vital. All staff in the school will be expected to use different strategies to help build positive and nurturing relationships with children.	This builds on the work done to become a Trauma Informed School and PACE training prior to that, based on Paul Dix training 'When the adults change.'.
Implementation Strategies which may be used	● Consistent approach across the school of routines and visible consistencies - legendary lines, wonderful walking, suburb sitting, my turn ● School values referred to when considering behaviour to underpin a common ground ● Active learning, outdoor learning throughout curriculum, adaptive approaches in place ● Teach calming strategies ● Safe holding/positive handling (appendix 1) ● Individual behaviour plan/risk assessments	Behaviour curriculum to be created to articulate the work we do to teach strategies.

	• Scripts for use by staff - regular reviews in relation to individuals • Teaching emotional vocabulary and labels for feelings to bring down stress levels (appendix 2) • Time for children reflect on feelings, actions and alternative actions once calm and repair the relationship with the adult • Ethos and culture of de-escalation.	
Implementation Rewards and Sanctions	• A poster clearly setting out the reminders/steps • Loss of some play time (to reflect or complete work or discuss behaviour) • 'Time out' to reflect/have a conversation • Apologise and repair the relationship • Work taken home if avoided • Mend or tidy (if property damaged) • Temporary internal or external suspension • Top table to reward lunchtime manners • Positive verbal and non verbal praise by staff and children - recognition boards • Flourishing flowers & hot choc Friday	Consistent application
Implementation Individual Plans	• Some children will require the support of an individual behaviour plan. These will be discussed with families and the child.	Keep behaviour plans/timetables up to date and share/review regularly with families.
Impact What will happen?	• Children feel safe and secure and able to access their learning • Children at risk of exclusion able to remain in school • Children on reduced timetable increase their time in school • Reduction in numbers of children at risk of internal or external exclusion • Staff feel empowered, supported and calm • Attendance will be good	Attendance policy to support communication and belonging
References	Incredible Teachers Webster Stratton Trauma and Mental Health Informed Schools When adults change, everything changes Paul Dix Motional Mark Finnis - Restorative Practice Therapeutic Thinking Training Materials	WMAT Relationships CPD Trickbox CPD Therapeutic Thinking CPD

Appendix 1: Safe holding/positive handling

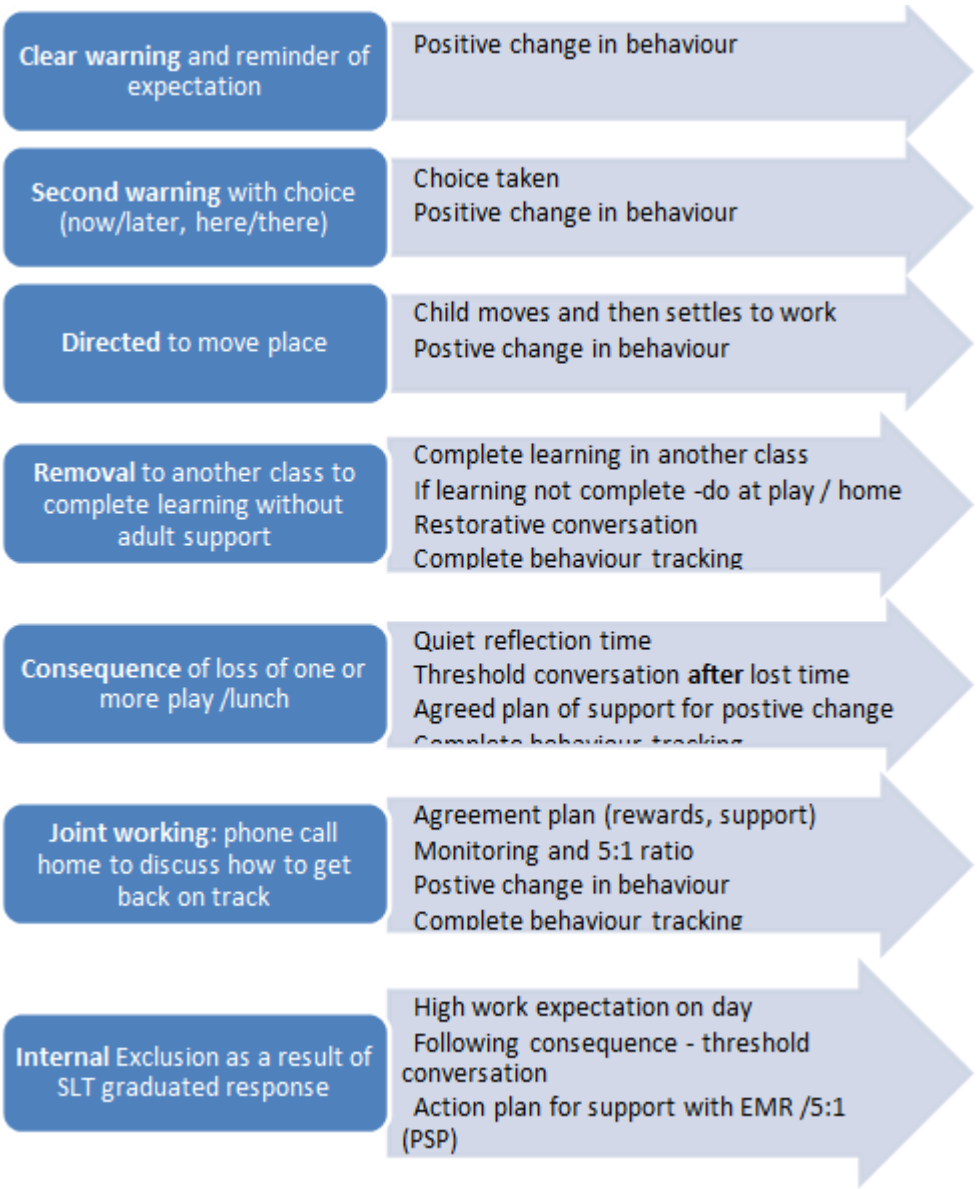
Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 2: Emotional Vocabulary

Progression in vocabulary

https://docs.google.com/document/d/1w3ruSr_IxCepUcS0BpPCMjKTDIsFuAbrQvirPkUyPcI/edit

Feelings, powerless, destroy, attack, worried, anxious, frightened, terrified, alone, not belonging, lost, lonely, disapproval, guilty, shock, damaged, anger, trust, mistrustful, jealous, unsafe, relationship, sorry, frustrated, annoyed, aggressive, acceptable,repair, protect, positive, negative, fair, unfair, goal, sanction, reward, calm, relaxed, respect, patience, ignore, support, happy, excited, proud, resilience

Appendix 4 – Graduated expectations ladder