**St Anne (Stanley) C of E Primary School**

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**Positive Relationship (Behaviour) Policy**

**Date finalised:** September 2024

**Date to be reviewed:** September 2025

**Policy Statement**

St Anne (Stanley) Primary School is committed to fostering a positive and nurturing environment where all children can thrive. Our positive relationship (behaviour) policy aims to create a culture of high expectations, mutual respect and a sense of community amongst the children, staff and parents. All members of the school community are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at St Anne (Stanley) believe that positive learning behaviours are fundamental to success in the classroom for both children and staff. Positive behaviour results from excellent relationships between adults and children, and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Positive behaviour needs to be taught, modelled, expected and praised. Behaviour that is not acceptable needs to be understood and challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

**‘If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.’**

**Paul Dix**

**Philosophy**

St Anne (Stanley) C of E Primary School strives to provide a holistic, whole person, inclusive model for our understanding and support of behavioural needs. This approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a positive relationship (behaviour) policy which places relationships as the cornerstone for children to thrive, both academically and in relation to their wellbeing.

At St Anne (Stanley), we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Both children and adults are supported to manage their behaviour and create an environment that is conductive to learning. This is done through a whole school approach of emotion coaching and myHappymind which builds resilient and balanced minds.

We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong. Underpinning the positive relationship (behaviour) policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and ultimately, we wish to give our children the confidence to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into their adulthood. It is imperative we offer our children the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

We incorporate a holistic whole-person approach to ensure we are reflecting and planning for the needs of all our children, some with complex needs. We consider that behaviours which challenge always happen for a reason and may, in that moment, be the only way a child can communicate.

Children who display, or are at risk of displaying challenging behaviours may need support which involves both positive support and intervention. We have a wide range of support and intervention available for children, for example, restorative conversations, support from our pastoral support, including a Thrive Practitioner, adaptations to support in class or during unstructured times of the day and targeted interventions including REACT anxiety, ELSA interventions, Lego Therapy, Brick Therapy, Drawing and Talking Therapy.

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

Our behaviour approach does not mean we have lower expectations around conduct and behaviour. Structure, routine and expectations are vital to ensure all children feel safe. It is important for the educational environment to provide both nurture and structure to reinforce acceptable behaviours and reasonable boundaries. We have a set of rules and values that are well established and these underpin our approach to understanding and supporting all children in our school.

Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to regulate through unconditional regard, children can be helped to behave in more socially acceptable/appropriate ways. Staff understand that relationships are key and the importance of ‘connection before correction’.

**At St Anne (Stanley) Primary school, we believe that:**

Our children want to manage their feelings and communicate their words in a positive manner.

Behaviour is a means of communication- we must ensure that all children are supported to communicate their needs safely and appropriately using their preferred communication systems.

Children are happy when their needs are understood and can be met when expectations are clear. This allows them to behave well and access the opportunities and learning that school provides in their most well-regulated state possible. Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.

Children can learn to improve how they communicate their feelings and words. Learning new behaviours is a task, just like learning to read and write. Children need a personalised approach to support them to manage their feelings and communicate their words respectfully. The more challenging children’s behaviour becomes, the more personalised an approach the child requires.

Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process. We don’t make a judgement about it; instead, we support and guide our children to get it right.

All adults use personal and professional experiences and training as well as experiential learning as an opportunity to learn, understand and have insight into why our children demonstrate various behaviours.

It is imperative that a child’s behaviours are not excused but are seen as a skill requiring improvement. Although there are some children with SEND needs who may need a more personalised approach, these children are still expected to be able to learn to manage their own behaviours.

**Purpose of the policy**

To provide simple, practical procedures for staff and children that:

* Recognise behavioural norms;
* Positively reinforce behavioural norms;
* Promotes self-esteem and self-discipline;
* Teach appropriate behaviour through positive interventions.

**Fundamental principles**

All members of our school community have the right to:

* Feel secure and safe;
* Feel happy and be treated with kindness and understanding;
* Be treated fairly and consistently;
* Be listened to (at an appropriate time);
* Be treated with respect and politeness;
* Be treated with empathy.

**Consistency of approach**

In implementing this positive relationship (behaviour) policy, St Anne (Stanley) school acknowledges the need for consistency.

* Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
* Consistent **follow** up: ensuring ‘certainty’ at the classroom and senior management level. Staff take responsibility for behaviour interventions, seeking support but never delegating.
* Consistent **positive reinforcement**: routine procedure for reinforcing, encouraging and celebrating.
* Consistent **consequences (including positive consequences)**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
* Consistent **expectations**: referencing and promoting appropriate behaviour.
* Consistent **respect from the adults**: even when faced with unwanted behaviours.
* Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, staff as role models for learning.
* Consistently **reinforced routines** for behaviour in all areas of the school.

**Key Components of our Behaviour Policy**

**Golden Rules**

1. Always show respect
2. Use good manners
3. Listen to and follow instructions

**School Values**

* Honesty
* Friendship
* Understanding
* Hope
* Confidence
* Family

By promoting behaviours linked to following our school rules and school values, we will create a safe and positive learning environment which leads to a culture of excellence and success.

**How will Staff Behave?**

* We cherish and prioritise our relationships with children and their families.
* We will be consistently calm.
* We will model the behaviour we wish to see.
* We will always give children a fresh start as required.
* We will use emotion coaching principles to support children, parents/carers and our colleagues.

**Environmental Consistency**

At St Anne (Stanley), we recognise that consistency and routines help children to feel safe.

We aim to ensure that:

* All school staff have read the school’s positive behaviour (behaviour) policy and feel confident in applying the policy.
* All staff and children are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
* Excellent relationships are fostered between all members of our St Anne (Stanley) community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
* We help learners develop life skills including self-regulation, empathy, social awareness and recognised that every action has a consequence.
* All members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
* We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied our rules and values and so how it has/has not met our expectations.
* All school staff are aware of the strategies being used to support individual children with additional needs.
* All school staff use restorative approaches including emotion coaching, growth mindset and the Thrive approach to support children’s emotional needs.
* We build a community which values and models kindness, good humour, tolerance and empathy for others.

**All staff every day will:**

* Build professional relationships with all children, modelling and celebrating positive behaviour along the way.
* Meet and greet children at the classroom door at the beginning of the school day, promoting high expectations from the outset.
* Persistently refer to the Golden Rules and school values as the behaviours we expect to see to spread the consistent and accurate message of the expectations across the whole school.
* Remain calm and give time when progressing through the steps of managing and modifying behaviour.
* Aim to be preventative as much as we can but in the event of a child needing a consequence, the graduated steps found later in the policy must be followed.
* Follow up every time, retain ownership and engage in reflective dialogue with learners.
* Record incidents that require intervention and/or communication with parents/carers on CPOMS.
* Never ignore or walk past children who are making/displaying poor behaviour.
* Always greet every adult/child that they meet across the day.
* Help our children to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
* Use a calm, well-regulated tone and respectful language appropriate to the needs of that child.
* Not use sarcasm to embarrass children who are struggling to regulate.
* Provide a routine in every lesson, in every classroom so children know what happens next.
* Promote activities at break and lunch time to help manage social time.
* Use the agreed approaches of Thrive, Emotion Coaching and growth mindset to understand behaviours.
* Remain curious and demonstrate a desire to understand a behaviour and what it communicates.
* Empathise.

**Senior Leaders:**

Senior leaders stand alongside colleagues to support, guide, model and show a united consistency to the children.

**Senior leaders will:**

* Be a visible presence around the school and especially at transition times and welcome times.
* Engage in reparative meetings, supporting staff in conversations as well as managing learners with more complex or entrenched negative behaviours.
* Encourage the use of agreed practices.
* Use behaviour data (recorded from CPOMS) to target and assess school-wide policy and practice.

**Children want staff to:**

* Give them a ‘fresh start’ every lesson.
* Help them learn and be confident.
* Be just and fair.
* Have a sense of humour.

**Engagement with Parents/Carers**

St Anne (Stanley) values all parents/carers and the knowledge they have of their child.

We work collaboratively with parents/carers so children receive consistent messages about how to behave. Parents/carers will encourage independence and self-discipline, to show an interest in all that their child does in school. Through good relationships between the home and school, parents/carers will support the school in the implementation of this policy. Parents/carers will make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

We will provide feedback on your child’s emotional wellbeing at parent/carer meetings, but will also contact you immediately if we have any concerns about your child’s wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child.

**Recognising Behaviour that Embodies our School Expectations**

At St Anne (Stanley), we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards that recognise their positive behaviour. All behaviour has a consequence, which can be a positive consequence that recognises good behaviour and choices, or it may be a consequence that follows an unwanted behaviour.

**Whole-School Strategy**

We strongly believe that responding to the needs of children is not the responsibility of a few staff in school; it is everyone’s responsibility. All members of staff are responsible for supporting the behaviour of children across the school- building relationships is everybody’s business. All staff have been given support and training on the importance of relationships.

**Rewards**

We aim to recognise, acknowledge and celebrate good behaviour along with a child’s effort and achievement. Children must expect their efforts to be recognised and we aim to maintain a culture where children want to succeed and are proud of their talents and success. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the child’s success will bring in the future. However, we recognise that children need recognition for their achievements in the shorter term and staff take every opportunity to acknowledge a child’s efforts.

Staff at St Anne (Stanley) recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is key to developing positive relationships, including children who are hardest to reach.

Positive consequences when promoted can make certain behaviours more likely in the future. It can encourage others to model the same behaviours. It is important that the rewards do not become tokenistic or have a negative effect on those who don’t often receive them. The main aim for positive consequences is for children to be internally motivated to repeat certain behaviours because it makes them feel good.

Some of the positive consequences for the good choices and good behaviour that children show are:

* regular verbal and non-verbal feedback to reinforce positive behaviour.
* reference to children as good role models.
* children are congratulated for the right choices they make.
* stickers and certificates presented in class.
* whole class rewards- earnt through collective efforts in class and around school. STARS ARE NEVER REMOVED ONCE EARNED.
* Star of the Day (celebrated verbally with the child’s adult at the end of the day).
* certificates presented in Praise Assembly.
* house points awarded for team effort each week for the four houses across the school.
* Star of the Week (weekly certificate and phone call home for a child who always follows the Golden Rules and school values).
* Golden Award (half termly reward for one child who consistently goes over and above expectations).

**Consequences**

Although we insist a strong emphasis is placed on acknowledging and rewarding positive behaviours, there will on occasions be some children who may have difficulty following the agreed expectations. When a child is displaying unwanted behaviours, we recognise that each situation will be unique to the child and therefore, the response needed will be unique also. The situation and the factors involved will be considered carefully and responses made will be made following a professional discussion where appropriate between some/all of the following people; Headteacher, Deputy Headteacher, SENCo, Mental Health Lead, Thrive Practitioners, Pastoral Support, Class Teacher and Teaching Assistant.

Consequences help show children that we have an impact on the world and it can help establish secure boundaries. It is important that consequences are natural or logical in order to show cause and effect, meaning the consequences need to be linked to the behaviour. We will support children to understand that they are not ‘bad’ but that it is the behaviour that is causing the problem. We never shame children for the behaviours they show, only show understanding and support. Behaviour is a form of communication and we understand that children act in ways that may not seem appropriate because they have not yet found a way to express their feelings and needs more effectively. It is vital to look beyond the behaviour to understand what is trying to be communicated, not just the behaviour itself.

Consequences should be clearly connected and linked to the behaviour. This helps the children see that the consequence is a result of an action the child made, rather than being experienced as a punishment. This will help children realise they have an impact on the world. Staff will always remain empathetic with children, making sure the relationship is unharmed. There are different types of consequences for staff to consider: natural, logical and illogical.

Natural consequences occur without having to do anything for example, if a child doesn’t listen to instructions, they will not know what to do and won’t complete the work set, or, if a child is unkind to someone on the playground, the child may not want to be their friend anymore. During natural consequences it is important to always show empathy towards the child and validate their feelings. There are times when natural consequences are not suitable, for example:

1. When a child could be at risk e.g. putting themselves or others in danger
2. When behaviour has included deliberately damaging property or hurting other people

If a natural consequence is not possible or safe, logical consequences should be used. These are consequences that are enforced by staff and should be directly linked to the behaviour. When thinking of logical consequences, it is important to remember the 3Rs of consequences:

* **Related**- Must be related to the behaviour
* **Respectful**- Ensure not to blame or shame the child
* **Reasonable**- Make sure it is reasonable in proportion to the behaviour.

Examples of logical consequences include: if a child trips another child in the queue for lunch, the logical consequence is that they stand by and adult whilst they queue. Or if a child, despite support, doesn’t complete their learning in class because they were distracted, they should complete their learning in their playtime supported by a member of staff.

All staff at St Anne (Stanley) recognise that illogical consequences provide no learning experience for a child because the consequence does not directly link to the behaviour. For example, a child is spoken to for talking in class, so they miss their playtime, or they are disruptive in a lesson on Tuesday so they miss a trip on a Friday. When a child finds it difficult to find the link between the punishment and incident it can leave them with feelings of shame, which can lead to a situation escalating and the child becoming angry in an attempt to reduce the shame.

A loss of playtime or lunchtime (unless the behaviour occurring during this time is unsafe), is generally more of an illogical consequence, if the child is left to sit in silence. However, at St Anne (Stanley), if a child loses some or all of their playtime or lunchtime, staff spend time with the child having a restorative conversation about what the problem was and finding solutions together.

We acknowledge that for some children, the unstructured play and lunchtimes are often the most difficult. There is always an option for children who find these times difficult to manage, to go to a more structured environment in school with a friend, or for different areas of the playground to be used where it is quieter and less overwhelming. Staff will encourage this option at times of difficulty for children, to prevent any incidents happening.

At St Anne (Stanley) we maintain close, timely communication with parents/carers. Some behaviours that break the school rules and values will be reported to parents/ carers in the first instance by the member of staff who dealt with the situation. If a similar incident is repeated, it will be reported again to parents/carers, with a more in-depth discussion of support needed. If there are repeated behaviours that break the school rules and values, parents/carers will be invited in to school to speak with the Deputy Head or Headteacher. In this meeting we will work collaboratively to support the child to manage tricky situations and to help them learn from their behaviour, supporting them to make positive choices in the future.

Children are always given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using an emotion coaching and restorative approach. Staff will always work to restore the working relationship between staff and the child and place the emphasis back into recognising positive behaviour. Restorative conversations must always take place before the end of the day so that the situations are spoken about while fresh in the child’s mind. The conversation should always end on a positive note. If the conversation needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support.

Sharing information around behaviour incidents is vital to ensure all staff who support a child has a full understanding of difficulties a child is having. To support with consistent procedures, graduated response guides have been created for all staff to use across the school and can be found later in the policy. Any behaviour that reaches step 4 in the ‘discuss in private’ graduated response must be recorded on CPOMS with SLT alerted and parents informed.

A senior member of staff must be notified if a child has shown negative behaviours for the whole day. In consideration of the wider context of the individual child, the senior member of staff assesses and monitors the surrounding circumstances.

SEND- Children with special educational needs and/or a disability may require slight alterations to their SEN Support Plan. This must be discussed with the SENCo and SLT. Reasonable adjustments are made for children with complex needs.

If a child has a physical outburst, then a senior member of staff is consulted immediately to support with the situation. This is then followed by an appropriate consequence, decided by the Headteacher, is actioned.

Senior leaders are always there to support staff with these processes. However, to ensure that rewards and consequences are delivered consistently and systematically, all staff members have responsibility and accountability for implementing the graduated response systems.

Home communication around negative behaviour is essential when a child has repeatedly displayed unacceptable behaviour throughout the day. Conversations of this nature should never be held on the playground in front of other children and parents/carers. Always invite the parent/carer in to school or make a phone call after the school day has finished. Always log parent/carer communication on CPOMS and alert a member of SLT.

**Physical Restraint**

On rare occasions, behaviour displayed can be challenging and pose a threat to the safety of the child, peers and or staff. In exceptional circumstances, staff may be required to intervene and take action using strategies from the positive handling training staff have completed. SLT must always be alerted to use of physical restraint and parents/carers informed of the situation. Any incidents that make use of physical restraint must be recorded on CPOMS.

**Graduated Response**

We take a consistent approach when supporting children to manage their feelings and communicate in a positive manner in school.

There is a ‘praise in public, discuss in private’ consistent approach to behaviour across the school. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is a clear understanding and evident practice of using praised as often as we can to promote wanted, positive behaviours. In the instance of unwanted behaviours, we support children to understand their actions and use restorative conversations to repair a situation.

The following prompts have been agreed by staff to aid our consistency of language as we ‘discuss in private’ when we are seeing the beginning of unwanted behaviour in class or around the school.

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| **Discussion in Private (DIP)**  **Conversation**  **Prompts** | 1. Reminder of what is expected. **I remember last week when …. Let’s see this again please.** 2. **Remember our Golden Rules…** 3. Third reminder: **I wonder if you need to ….to help you re-focus when you come back to class.** 4. **This means you have chosen to…**      1. If improvements are seen: **Thank you for listening** 2. Offer positive praise at next possible opportunity. |

The following prompts have been agreed by staff to aid our consistency of language as we respond to crisis moments using restorative conversations.

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| **Restorative**  **Conversation**  **Prompts** | 1. Recognise the feeling and show some empathy (if necessary and relevant) 2. Are you ready to talk? 3. What happened? 4. How have you been feeling since it happened? Why? 5. Who do you think has been affected by your actions? How? 6. What could you do now to help make things right? 7. How can we prevent this from happening again in the future? 8. What can I do to help you? |

The following guides have been created to ensure consistency across the whole school community.

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| **Daily Procedures** | | | | |
| The main focus of our daily procedures is to use a restorative approach using emotion coaching and Thrive, at all times, with all children.  Our aim is for all children to be internally motivated to achieve.  In addition to this approach, the following rewards can be used on a daily basis to motivate and recognise children: | | | | |
| Praise in Public (PIP) | | * Praise should be continually given, acknowledging the children who display expected communication, linking to school rules and values where possible. * Showing the children that we notice and appreciate their efforts will encourage more of this behaviour. * Praise should be the main focus of adjusting undesirable communication. Focusing on the expected behaviours of others is often enough to prompt children to do the same. * Always be aware of children’s preferences- not all children wish for public praise and will respond better to praise being given in a quieter approach. | | |
| Discuss in Private (DIP) | | * All behaviour is communication. When children show undesirable communication, consider what they are trying to communicate. * Any undesirable communication is to be addressed in private, directly with the child following school procedures. * No child’s undesirable communication should be highlighted in public. | | |
| Golden Rules and School Values | | * Golden Rules and School Values should continually be referred to when praising or discussing communication with children. This refers to desirable and undesirable communication. | | |
| House Points | | * In replace of house points that children record individually, a team approach will now be taken. * Reminding the children that they are contributing to the weekly score is important. | | |
| Star of the Day | | * Star of the Day pad to be used daily to celebrate effort and success. * Where possible, adults collecting the children should be informed of why they have been chosen for this. | | |
| Stamps | | * In books, to recognise effort and success. | | |
| Stickers | | * Given to children to celebrate effort and success. | | |
| Whole Class Reward | | * Children work collectively to earn class stars for behaviour in class and around the school to achieve a whole class reward. | | |
| **Whole School Award/Reward Systems** | | |
| Praise Assembly | | |
| Praise assembly will continue to take place, weekly, in bands. It will be led by Mrs Simons and Mrs Lovell on alternate weeks. | | |
| Band 1- Nursery and Reception  Band 2- Year 1 and 2  Band 3- Year 3 and 4  Band 4- Year 5 and 6  During praise assembly, the following will take place: | | |
| Weekly Certificates  (Band 2-4) | | * Recognising effort and achievements identified by class teachers, teaching assistants, music and PE teachers. |
| Platform Certificates  (Band 3 and 4) | | * Recognising progress in online platforms. |
| Attendance (Band 2-4) | | * Weekly attendance for each class celebrated. |
| Houses | | * All children are allocated a house in Nursery (siblings to be allocated the same house). * All staff to be allocated a house and all to attend the weekly praise assembly to support their house. |
| House Points (Band 1-4) | | * Class teachers and teaching assistants rank the houses in their class (4 highest-1 lowest) based on overall team effort across the week. * The points will be collected by Year 6 children in the Praise Assembly book and added together to create an overall total for each team across the whole school. * Overall total will be shared by team captains in each band Praise Assembly. * Overall total will be displayed on the house boards in the main corridor. |
| Band 1 | | * Reception will join Band 2 praise assembly in summer 2 to prepare them for transition to year 1. |

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| **Discuss in Private Procedures** | | |
| All behaviour is communication. It is important that when children are displaying undesirable communication that we consider what they are communicating. As outlined in the daily procedures document, all discussion with children about their undesirable communication must be done in private. Below are the steps to follow when required. | | |
| **Undesirable Communication**  Step 1 | * Reminder of expectations in private (positive language used) recognising that you have seen the child do this well before e.g. **I remember last week/yesterday when you…, let’s see this again please.** | |
| Step 2 | * Second reminder of expectations (positive language used). **Do you remember when I praised you last week/yesterday for doing this well. It is a shame I have had to remind you again. Let’s refocus and enjoy the rest of the lesson.** | |
| Step 3 | * Child is asked to take time to refocus (this could be outside of the classroom or by going for a movement break for example) before re-joining the learning. **I wonder if you need to take a walk/have some time to help yourself refocus. Walk around the school/Step outside of class and think about what will change when you re-enter class.** * After 5 minutes, discuss with the child why they have been asked to take time out and what they are going to do differently when they re-renter class. * Remind them of step 4 before they go back to class. Offer an opportunity to move seat, if possible, or work in a quieter space. | |
| Step 4 | * If undesirable communication remains, ask year group colleague/another member of staff to support with allowing the child to work in their class for x amount of time. * If you are asking a member of staff to accommodate this, the child should be sent with work that they can complete independently and not need any adult input. * After x amount of time, spend some time using emotion coaching/restorative language to discuss what led to this needing to happen. Ask Teaching Assistant’s to cover the class whilst you have this discussion. * Child can return to class after agreed time, perhaps with some adjustments made to support the child. * Inform parents/carers if a child gets to this stage in one day. * Record on CPOMS if a child gets to this stage in one day. | |
| Significant Incidents | * Some undesirable communications do not allow us to follow the above steps. * When a child is at risk of being harmed or harming others, remain calm and focused on maintaining a positive interaction with the child to take them to a safer environment. **I can see you are feeling … right now. Let’s go and work through this together.** * Undesirable communication will be addressed once the child is regulated. Supporting the child’s emotions are key at this point. * Co-regulate with the child and alert the member of SLT on duty if you need support or cover whilst you manage the situation. * If you need support immediately ask a member of staff or a child to go to the office to ask for Mrs Simons or Mrs Lovell and that it is urgent. The office staff will then contact them to go to class. * Use restorative language to discuss the incident. * All significant incidents are to be reported on CPOMS and to relevant staff and parents using our school procedures. Do not have these conversations on the playground as it is embarrassing for the parents/carers and the child. | |
| Reminders: | * If learning has been lost due to their disruption in learning time, it is appropriate to ask the child to stay in during their own time to catch up on the missed learning. But you must support them and have a restorative conversation about why they have had to give up some of their time. * Time needs to be taken in the moment to address and resolve unwanted behaviours. Give the child time to regulate and then have a restorative conversation before the child returns to learning. * Teaching assistants can be asked to support by covering the class to allow the teacher the time for these conversations to take place. * If a child needs to co-regulate, ask the teaching assistant in your year group too support with this, you can then have the restorative conversation once the child is regulated. * Use emotion coaching and Thrive strategies during restorative conversations. * Speak with the Thrive practitioner if you feel that a higher level of intervention is needed. | |
| **Playtime and Lunchtime Procedures** | | | | |
| Staff on the playground | | | * Staff will stand in different areas of the playground to ensure all areas are monitored. * Staff on the playground should initiate games. * Staff to recognise and praise positive behaviours. * Lunchtime staff to award stickers and certificates to recognise effort. | |
| **Undesirable Communication**  Step 1 | | | * Reminder of expectations in private (positive language used) recognising that you have seen the child do this well before e.g. **I remember last week/yesterday when you…, let’s see this again please.** | |
| Step 2 | | | * Second reminder of expectations (positive language used). **Do you remember when I praised you last week for doing this well. It is a shame I have had to remind you again. Let’s refocus and enjoy play/lunchtime.** | |
| Step 3 | | | * Child is asked to take time to refocus with a member of staff before joining in play again. **Come and have some time out with me to help you refocus.** * During this time, discuss with the child why they have been asked to take time out and explain that they can continue in play once you feel they are ready to. * Remind them of step 4 before they go to play again and give the choice of going to Lego club if they feel they will not manage to stay focused. Lego club is not a punishment. | |
| Step 4 | | | * If undesirable communication remains, staff to send the child to SLT on duty. | |
| Significant Incidents | | | * Some undesirable communications do not allow us to follow the above steps. * When a child is at risk of being harmed or harming others, remain calm and focused on maintaining a positive interaction with the child to take them to a safer environment. **I can see you are feeling … right now. Let’s go inside and work through this together.** * Undesirable communication will be addressed once the child is regulated. Supporting the child’s emotions are key at this point. * Co-regulate with the child and alert the member of SLT on duty if you need support or cover on the playground whilst you manage the situation. * Use restorative language to discuss the incident. * All significant incidents to be reported on CPOMS and to relevant staff and parents using our school procedures. | |
| Playtime Support | | | * Make use of year group staff who are not on duty to support the child with regulation or to cover the playground to allow you to support the child. | |
| Lunchtime Support | | | * For children who continually find lunchtime challenging, there will be an option for them to attend Lego club (Mrs Simons office). * For children who have been taken from the playground due to a significant incident, there will be a different room for these children with a focus on co-regulating and restorative conversations (Mrs Lovell and Mrs Stokes’ office). * The two rooms have different purposes and should not be mixed.   \*Children in Lego club are choosing to attend to make their lunchtime a more positive experience.  \*Children in Mrs Lovell and Mrs Stokes’ office are here to receive support with regulation and resolution of an incident.   * The two groups will be led by the head, deputy and SENCo. | |
| Thrive Practitioners | | | * The Thrive practitioner will be around at lunchtime to support all year groups. They will not be based with a class. * Staff should inform the Thrive practitioner of any children who would benefit from a Thrive plan due to continual difficulties during unstructured times of the day. | |