

RELATIONAL APPROACH TO BEHAVIOUR POLICY

Holy Trinity & St John's CEP School
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Through our lives we will have HOPE and aspiration for ourselves and our community, we will come to know and BELIEVE that God loves us and wants the very best for us because we are uniquely and wonderfully made and that we will fulfil our God-given gifts in order that we might ACHIEVE and enjoy life in all its fullness.

HOPE | BELIEVE | ACHIEVE

To develop confident, curious, independent, resilient life-long learners within a Christian environment

Trust | Friendship | Hope | Compassion | Respect | Forgiveness



Our mission is:

To develop confident, curious, independent, resilient life-long learners within a Christian environment.

Our Philosophy:

Holy Trinity and St John's is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. As such we recognise that all children are different and being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity).

We believe that all behaviour is a way of children communicating their emotional needs (whether conscious or unconscious). We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties are regarded as vulnerable, rather than troublesome, and we have a duty to explore this vulnerability and provide appropriate support. We believe that until we solve the reason the behaviour is happening it's going to keep happening.

There is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs. We understand that children learn from our actions and therefore ensure that we are positive role models for them. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for rules and boundaries. Underpinning this policy, is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

As a school we have a system of rewards and interventions to help children regulate, reflect, and restore relationships, without the need to enforce sanctions that can shame and ostracise children and young people from their peers, school community and family, leading to potentially more negative behaviour.

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of managing behaviour. The school employs a range of strategies to create a safe and secure learning environment which ensures that children enjoy coming to school and are able to thrive and achieve their full potential.

The aim of our Relational approach to Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and continue to create a calm and purposeful environment for all. To teach, encourage and embed the behaviour skills necessary for education and the world beyond school. Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life. The partnership between parent and school is crucial in ensuring a consistent approach.

Our aims:

- To work in the centre of Christian belief and practice, reflecting the principles and aims as outlined in our Christian values
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To foster self-esteem through a positive, safe and happy school environment
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To help children develop their own moral compass
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To foster good relationships between all staff, pupils, parents/carers and the wider community
- To ensure a whole school approach to behaviour, providing a system of praise and rewards and to make boundaries of acceptable behaviour clear and ensure safety
- For every member of the school community to feel valued and respected
- To encourage pride and responsible interest in caring for the environment
- To prevent bullying (please also see our anti-bullying policy)

We hope to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

To further enhance this we:

- Expect all staff and parents/carers to fully support this policy
- Issue a Home School Agreement that outlines the school's intentions to parents/carers and in return its expectations from them.
- Welcome parents/carers into classrooms and welcome other parental contributions

- Have a clear policy for children with Special Education Needs and Disabilities (SEND), which actively involves parents (please see our SEND Policy)
- Children identified as having specific behaviour difficulties, will be treated according to their needs and may have a programme of support.

Our Values:



These values are based on fundamental principles of everyday life that everybody can understand and follow. The values are displayed prominently in every class, area of the school and the playground. At the beginning of the academic year each class will discuss them as part of their RHE curriculum – they will discuss why they are there; to keep everyone safe and happy and to ensure that everyone can do the best they can. All adults actively refer to the school values to reinforce the behaviour we want. Children can earn badges displaying our values throughout the year.

Our Rules:



Children are given clear guidelines about appropriate behaviour and expectations based on our School Rules which are displayed in each and every room around the school. These School Rules are well embedded into the life of the school and referred to as the Holy Trinity Way. Our school rules are used in the classroom, in and around the school and on the playground. Children can earn house points for displaying our school rules.

Our Approach:

The Power of Praise

- We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning.
- By verbally celebrating pupils attitudes to learning and behaviours we reinforce our expectations all of the time.

Positive recognition:

Intrinsic	Extrinsic
Smile Handshake High Five Pat on the back Shoulder squeeze "Well done" "You are great" "Wow!" "That makes me really happy" "You should feel really proud" "Fantastic walking" "You are a valued member of this class"	Stickers House points Star of the day Star of the week certificates Text/phone call home Postcards home Recognition board Proud pegs Values badges Always showing the Holy Trinity way: Mud club Hot chocolate Friday

Class systems:



Trinity Trophy
Champion

All children will start the day on bronze, throughout the day they can be moved to silver or gold by displaying our values. Exceptional learning and/or behaviour will be celebrated by a child having their name placed on the Trinity Trophy.

At the end of the day a child will receive house points:

Bronze – 1 house point, Silver – 2 house points, Gold – 3 house points, Trinity Trophy Champion – 5 house points.

Additional house points will be given for reading at home, home learning, attendance and punctuality, learning in class and displaying school values around school.



Children will have the option of saving their house points, using them at the shop (to include a variety of gifts worth different amounts e.g pencil, rubber, books) or swapping them for an experience.

Experiences will cost 500 house points and could consist of a cinema afternoon, a trip to the beach, afternoon tea or having some time on a bouncy castle.

Steps to improving attitudes to learning and behaviour:

Our practice is built on the Thrive approach. We support children to recognise and put words to their sensations and feelings, and to understand the consequences of different actions, so that they can begin to choose how they behave rather than reacting impulsively.

The Thrive Approach is set up to give us tools to identify the particular needs of each child, and to intervene in a way that meets those needs, so that the children we work with can develop the inner resources they need to thrive.

We believe that all behaviour is communication and adults are here to help teach pupils to make better choices.

We use logical consequences. Logical consequences help children to recognise the effects of their actions and support development of internal controls. The underlying belief is that children want to do better and can do better with reflection and practice.

	Example of behaviour	Action	Who?	Consequence
1.	• Chatting • Calling out • Distracting others from learning • Arguing • Pushing • Climbing on furniture • Silly behaviour in the toilets • Being rude to staff • Inappropriate language/comments • Not using school equipment properly • Small damage to school property (e.g. defacing books/table)	Redirection Praise the positive behaviours you want to see. Positive reinforcement of other children around them. Gentle reminder Where behaviour doesn't meet expectations, a reminder of the rules – Be Ready, Be Respectful, Be Safe are delivered privately. The adult makes them aware of their behaviour and explains they have a choice to do the right thing. (Give take up time)	Class based adults	Logical consequences applied linked directly to incident. Possible examples: Apologising Needing to be accompanied to the toilet Needing to sit near an adult
2.	• Continuing above behaviours • Defiance – saying no to an adult • Ignoring adult instructions • Walking away from staff • Failure to complete learning	Time to think A reminder of the rules – Be Ready, Be Respectful, Be Safe are delivered privately. The adult makes them aware of their behaviour and explains they	Class based adults	Logical consequences applied linked directly to incident. Possible examples: Apologising

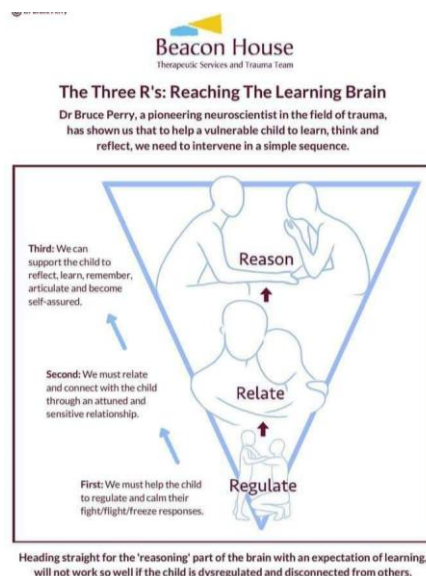
	- Repeatedly using bad language - Racial arguments or comments - Damaging property - Stealing - Persistently misbehaving in the toilets	have a choice to do the right thing. (Give take up time) Child reminded of their previous good conduct to remind them that they can make good choices. Last chance reminder The adult makes the learner aware of their behaviour and what the consequence will be if it continues. A reminder of the expectations delivered privately. (Name, command, thank you). The learner has the choice to do the right thing. (Give take up time)		Work to be completed during playtime Needing to be accompanied to the toilet Not being able to use equipment that has been damaged Not being able to play with peers Any racial comments, stealing or damage to property to be recorded on CPOMS.
3.	- Stopping others from learning - Leaving the room/playground/dining hall without permission - Throwing objects - Finding it hard to cooperate - Swearing	Time in/out(level1) Teacher to use knowledge of the child, especially in the case of SEND or individual Thrive profile to adapt the	Class adults	Logical consequences applied linked directly to incident. Possible examples:

		task if this is causing the contention. Use I wonder, I imagine, I notice to direct child to regulation space within classroom. (class based adults to support with this initially, if child continues to require support beyond 5 minutes then pastoral/learning mentor to be called to support in the classroom. If felt appropriate the child can be offered the option of working in The Nest).	Pastoral/learning mentors	Objects picked up Apologising Exit recorded on CPOMS Child's name to be discreetly removed from Bronze at this stage. (Once removed from Bronze, they will only be able to reach Silver) Class adults to inform parents/carers either by telephone or at the end of the day (not in front of other parents/carers) All incidents at this stage to be recorded onto CPOMS.
4.	- Physical and/or verbal abuse - Aggressive behaviour to staff or children - Assault on staff - Seriously, repeatedly and deliberately hurting children	Time in/out (level 2) Pastoral/Learning mentor requested to support regulate the child. At this stage the child is likely to need to be removed from the area. Give time and space. Use	Pastoral/learning mentors SLT	Logical consequences applied linked directly to incident. Possible examples: Apologising

	Seriously and deliberately damaging property/equipment	VRFs and PACE approach. If required SLT to be called. Restorative conversation to be had including what do we need to do to make things right (Ideally this should be with the adult who needs to repair the relationship).		Written apology Not being able to use equipment that has been damaged. Loss of play (reflection time based on Thrive and Zones principles) with SLT AHT to inform parents/carers either by telephone or at the end of the day (not in front of other parents/carers) (member of staff supporting child with the incident to inform AHT) If a child is consistently reaching this level then a 'check in' plan to be implemented. This will include a specific target and a motivator agreed between child, home and school. (All incidents for a child on a wellbeing support plan to be recorded onto CPOMS and plans scanned in at the end of the week) All incidents at this stage to be recorded onto CPOMS.
5.	- Repeated fighting - Uncontrollable aggression - Consistently displaying behaviours that are unsafe	Time in/out (level 3) SLT requested to support regulate the child. Give time and space. Use VRFs and PACE approach and follow child's individual wellbeing support plan (if in place)	SLT	Loss of play (reflection time based on Thrive and Zones principles) with SLT Work completed out of class for a

		Restorative conservation to be had including what do we need to do to make things right (Ideally this should be with the adult who needs to repair the relationship).	specific period of time. HOS/DHT to meet with parents/carers - wellbeing plan implemented to include weekly meetings with parents/carers and class teacher. (All incidents for a child on a wellbeing support plan to be recorded onto CPOMS) If a child is consistently reaching this level, despite the provision implemented through the wellbeing support plan and the safety of themselves and others is a concern then a fixed term suspension will be considered. HT to meet with parents/carers at this stage. All incidents at this stage to be recorded onto CPOMS.
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The Three R's



Regulate

All staff have received training on trauma and attachment linked to neuroscience. We recognise that when children have lost control of their behaviour, they are operating in survival mode and cannot access their frontal lobes (thinking part of their brain). As adults our role is to co-regulate. We use consistent scripting across the school to facilitate this; I wonder, I imagine, I notice (WIN). We are aware that sensory play-based activities help to re-engage the left and right hemisphere of the brain. All classes have a regulation space including sensory resources and we have designated regulation spaces around the school.

Relate

The Thrive approach identifies that there are some key ways to be in relationship with a child that contribute positively to the development of significant relationship and to the development for the child of a healthy sense of self. These are known as the Vital Relational Functions (VRFs) and are comprised of:

- Attunement
- Validation
- Containment
- Soothing/regulating

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

In addition, Dan Hughes identifies the key features that can help a child to grow a healthy sense of themselves. He suggests these five qualities make up the best background atmosphere for emotional learning:

- P- Playful
- L – Loving
- A – Accepting
- C – Curious
- E – Empathy

Reason

When children are regulated, we follow the restorative approach to behaviour (see appendix 1) to help children identify the emotions they felt, talking through how this felt in their body. By talking through these feelings, we aim to develop children's understanding of their emotions and provide them with strategies to help them begin to cope with them. We investigate the cause of the behaviour, as only when we identify this can we support the child to change their behaviour. This approach also helps children to understand the impact that their actions may have had on others.

The model encourages the development of effective approaches to repairing problems. It is a no blame approach that focuses on repairing the damage. It allows children to come up with their own solutions and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation.

Pupil support:

We currently have two trained Thrive practitioners across the school. Our SENDCo completes whole class Thrive assessments with teachers to identify children who require additional support. Strategies are worked on both at a whole class level and personalised for individual support. All of our teachers meet and greet the children individually as they enter each morning. We use Zones of Regulation across the school to help children identify how they are feeling. Where required class based adults or learning mentors will support the children to be ready, be respectful and be safe.

SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs (including special educational needs and disability) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual pupil.

The schools SENDCo will liaise with staff and parents and evaluate a pupil who regularly exhibits as dysregulated to determine whether there could be any underlying needs that are not currently being met.

Where necessary additional strategies will be used to create a personalised plan for particular pupils; this may involve:

- 'Meet and Greet'
- Support from pastoral/learning mentor
- Check in chart (appendix 2)
- Wellbeing support plan (appendix 3)
- Engagement of parents
- Lunchtime rota of adult led activities (where playground difficulties)
- Engaging with other agencies where appropriate
- Nurture provision
- Additional SEMH interventions

Recording and reporting

- Staff record all incidents (as indicated above) on CPOMS (online reporting system) and alert all relevant members of staff to the incident. Incidents recorded on CPOMS include the time of incident and a factual based report on what happened
- Anti-bullying/prejudice related incidents are recorded and tagged on CPOMS
- Any physical restraints and exclusions are documented according to school policy

Use of reasonable force

(This policy needs to be read in conjunction with the school's Touch and Physical Intervention Policy)

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a pupil from:

- Hurting themselves or others
- Damaging property

Suspensions

In extreme cases, e.g a very serious incident or when a child has had the input and support described above without any improvement the Head Teacher may suspend a pupil from school. In considering suspension the full circumstances of the misdemeanour will be investigated. In mitigating circumstances an internal suspension will be considered rather than an external suspension. Seclusion is also used if the level of disruption that a child shows, is of such a high level that this could lead to permanent suspension.

In extreme cases of poor behaviour the school may consider suspending a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any suspension.

The school will, as far as possible, avoid permanently suspending any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to suspend.

Behaviour on the way to/from school

As the children go to and from school we expect them to behave in a responsible, sensible and safe way which will reflect the name of the school. Any incidents will be investigated by the school and appropriate action taken where required.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable staff to confiscate items from pupils: The general power of discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones
- Any article that has been likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Complaints procedures

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with specific behaviour difficulties, parents will be invited to participate in the development of targets for their children. However, if a parent/carer has a concern they should first discuss this with the class teacher and/ or the Head Teacher where every effort will be made to resolve the matter. If a parent is still concerned then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied there is a copy of the school's Complaint Procedure available on our school website.

Monitoring and Evaluation

The Senior Leadership Team (SLT) will monitor the implementation of this policy.

The success of this policy will be evaluated by considering feedback from pupils, teachers, support staff, parents, governors and Ofsted. The success of our school policy and procedures will be measured against the children's positive behaviour during each term. Our policy will be considered successful if all of our children are making progress, are integrated to the best of their ability, are happy in school and are accepted by their peers. The SLT will be responsible for conducting this review annually.

Appendix 1 – Restorative Conversation

Restorative Conversation

Name: _____ Class: _____ Date & Time: _____ Adult: _____

what happened? cause / trigger	emotion word / name -----	how it feels in my body body sensations	how to show it emotional behaviour	how to feel better emotion regulation
Who was affected?	How could it have made others feel?			What needs to happen to make things right?

Appendix 2 – Check in chart

Name: _____ Target: _____

Date started on check in chart: _____



Check in chart

W/C:	8:40-9:00	9:00-9:30	9:30-10:40	SLT	10:40-10:55 Break	SLT	10:55-11:15	11:15-12:00	SLT	12:00-1:00 Lunch	SLT	1:00-1:30	1:30-2:00	SLT	2:00-2:30	2:30-3:15	SLT
Monday																	
Tuesday																	
Wednesday																	
Thursday																	
Friday																	

Children to be given scores according to their behaviour in line with our expectations on the reverse of this card

	Things that went well today are:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Appendix 3 – Wellbeing Support Plan

Blue Zone (sad, tired, hungry, under-stimulated)	Green Zone – Proactive (Happy, calm, engaged)	Yellow Zone – Active (Anxious, distressed, agitated)	Red Zone – Reactive (Incident, crisis, stressful situation, over stimulated)
Antecedents/Triggers/ Function	Antecedents/Triggers/ Function	Antecedents/Triggers/ Function	Antecedents/Triggers/ Function
Behaviour (what this looks/sounds like)	Behaviour (what this looks/sounds like)	Behaviour (what this looks/sounds like)	Behaviour (what this looks/sounds like)
Support Strategy	Support Strategy	Support Strategy/Active Reduction Strategies	Support Strategy
Intervention / Equipment	Intervention / Equipment	Intervention / Equipment	Intervention / Equipment