

GLENTHORNE COMMUNITY PRIMARY SCHOOL



Behaviour & Relationship Policy

Date Prepared: August 2022

Date Approved by Governing Body: September 2022

Date to be reviewed: Annually

Version Number	Reason for Change	Date
3	<ul style="list-style-type: none">• Annual review Sept 2025• Changes to MMe to Class Dojo• Updating Mrs Bates-Positive Handling	1.10.25

Glenthorne Community Primary School



Behaviour & Relationship Policy and Procedure

Including support for pupils with social, emotional and mental health issues

Our Rules:

Be Ready, Be Respectful and Be Safe

Our Values:

**Resilience, Collaboration, Independence, High Expectations,
Tolerance & Respect**

Policy updated September 2025

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Behaviour & Relationship Policy

1. Introduction

At Glenthorne Community Primary School, we believe that behaviour management should focus on rewarding positive behaviour choices and supporting pupils in recognising negative choices. In order for high expectations of behaviour to be developed and maintained, strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally, staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed a member of SLT.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To develop community cohesion through improved relationships.
- To increase pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- To promote equal opportunities and instill a positive attitude towards differences.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

4. Behaviour at Glenthorne

There are different sets of code/rules for different areas within the school:

- Whole school rules (Ready, Respectful and Safe)
- Classroom rules

These are all underpinned by positive behaviour management. All rules/codes in school are written positively. The codes are displayed prominently around the school and reinforced and referred to regularly in assemblies and everyday school life.

Be Ready, Be Respectful and Be Safe

5. Glenthorne's Expectations

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules, relentless routines and visible consistencies* that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules, and our school values (*Resilience, Perseverance, High Expectations, Collaboration, Tolerance and Respect*) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children are supported over and above by the use of a wide variety of behaviour strategies, which may include carefully targeted goals and explicit work to help them to understand and modify their actions.

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions

Staff should ensure a good routines for their classroom and for when their children are around the school. These expectation are reinforced through assemblies and interaction with children.

It is **everyone's** responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

6. Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

7. The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

8. Classroom code/rules

A classroom code or set of rules is agreed by children at the beginning of the year. The rules/code are displayed in class and referred to throughout the year. They all link to our three school rules but are broken down into smaller steps.

9. How will adults behave?

All staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'.
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations.
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion.
- Use skills developed through Emotion Coaching to develop pupils' awareness of emotions and teach how to self-regulate.

Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct - playtime, lunchtimes etc.

- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.

We strive to avoid:

- Humiliation - it breeds resentment;
- Shouting - it diminishes us;
- Over reacting - the problem will grow;
- Blanket punishment - this is unjust towards the innocent;
- Harsh sarcasm; it breeds resentment;
- Threatening children with someone else's discipline; it diminishes us
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

10. What do we do to teach and promote positive behaviour across school?

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school.

These include, but are not limited to:

- Playground Pals;
- Learning Leaders
- Classroom and school wide monitor jobs;
- Thoughtful Thinkers
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors

Celebration/Achievement Assemblies

- Weekly assembly children may share personal achievements (trophies/certificates) and to give out certificates and awards (e.g. house points, Star of the Week, etc).
- We follow the 'Jigsaw' programme throughout the year across school. This programme promotes healthy relationships, emotional literacy, mindfulness and resilience

The themes are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Whole School days/weeks:

Specific focus weeks are used to bring certain aspect a higher profile; these include:

- Respect Week;
- Anti Bullying Week;
- Safer Internet Day
- Hello Yellow Day
- Children's Mental Health Week

School Curriculum, including RE, and a thread through themes

- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- 'Dojo' Points recorded on the interactive system
- A postcard home
- House points given for good playground or PE behavior, or for exceptional work
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.
- Lunchtime supervisors selecting 'top table' pupils

Class Rewards

Golden Stars given to best class for following reasons:

- Entry to assembly and positive assembly conduct
- Exit from assembly
- Lining up at the end of break
- Lining up at the end of lunchtime
- Tidiest cloakroom area

If a class receive 10 golden stars they will receive a treat that they value as a class, these include; extra play, computer time, 30 mins free choice in class or a similar alternative. It is important that children receive this award as soon as possible after receiving the 10th star.

House Awards

- Housepoint cup awarded to house captains each week to the house that has collect the most housepoints during that week
- Inter house competitions
- Sports day - points are collected and a sports shield is awarded to the winning house

11. What do I do if a child is showing inappropriate behaviour?

Remember - the strongest approach to support a child is **through the relationship with the adult**. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made. At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Always focus on the behaviour and not on the child.

Throughout school (playground, classroom, around the school) always follow the five steps:

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behavior and only aimed at the behaviour not the child; not the child themselves.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair.

- **Reminder** - of the rules, and the three step routine, delivered privately.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase "think carefully about your next step"
- **Last chance (includes a 2 minute "inconvenience" after class)**- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the microscript (see Behaviour & Relationship Pathway). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, and it cannot be removed reduced or substituted.
- **Time out** -If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about him/her behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Restorative conversations

These can be carried out by any staff member, using a coaching style approach. Five questions will be asked, from the list below, to further investigate the incident and encourage the child to reflect on their behaviour.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Persistent Poor Behaviour

Repeated poor behavior (more than one 'Time Out' and Restorative Conversation in a day) results in a 'contact with home'. This results in parents being notified either through Arbor, a phone call or direct conversation. Contact with home, should be recorded on Arbor as a 'yellow' event.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behavior-class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the pastoral team to devise an individual support plan which will include targeted interventions such as Emotional Literacy Support, Comic Strip Interventions or Lego Therapy. Other support could include working with external agencies such as Autism Outreach, Therapeutic Mentoring or Relax Kids.

Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an "uncompleted work" slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage their child to value the importance of their learning.

Logical consequences will be:

- **Related** - consequence must be related to the behaviour.
- **Respectful** - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- **Reasonable** - the consequence is reasonable from the child's point of view as well as the adult's.
- **Helpful** –it helps rather than hurts.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Serious Behaviour Incidents

Zero Tolerance

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will not be tolerated and will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour.

Serious 'Red' Behaviour Incidents include;

- Violence (i.e. physical contact made with the intention to harm)
- Vandalism/Damage to property
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Striking a member of staff
- Any prejudice based comments e.g. Racist/ Homophobic/Transphobic/ Religious/Ageist/Gender

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behavior which will be decided by the class teacher/staff involved in conjunction with SLT. (Depending on the severity, this may be from the Headteacher or a member of SLT.)

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

- Involvement of headteacher/ a senior leader
- Phone call with parents / meeting with parents
- Exclusion - lunchtime/temporary/permanent.
- Personal support plan will be implemented to support the pupil and to prevent future occurrences of the behavior.
- The use of a Restorative Session, if appropriate.
- Involvement of any appropriate outside agencies.
- Temporary placement at an alternative education provider to avoid permanent exclusion.

School staff and governors always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters. All serious incidents should be recorded on Arbor as a 'Red Incident' and MyConcern if appropriate.

Behaviour & Relationship Pathway

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

Over & Above Behaviour

- Praise
- House Points
- Class Dojo
- Personalised message
- Star of the Week
- Visit to SLT
- Headteacher Award

Glenthorpe's 3Rs

- Be Ready
- Be Respectful
- Be Safe

School Values

Resilience, Perseverance, Collaboration, High Expectations, Tolerance and Respect

Stepped Sanctions- In private

1. Reminder of Rule-repeat as necessary
2. **Caution**-"Think carefully about your next step."
3. **Last Chance**-use microscript, and a 2 minute inconvenience at next break/lunch.
4. **Time Out**-in class, or on chair in corridor. 5 minutes
5. **Restorative conversation**-5 minutes with key adult (more than 1 in a day= Email sent home.)

Uncompleted Work

Work sent home for completion with a slip for parents to sign and return.

Serious Behaviours

Physical violence, swearing, racism, homophobia.

Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents. Where required and deemed appropriate, this may also be followed up with a restorative session/circle with the people involved as well as a logical consequence.

Microscript

I've noticed that...You know the school rules: be ready, be respectful and be safe. Can you remember when you ...(*time they did this really well*)...and how that made you feel? I expect you to...Thank you for listening.

Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

12. Behaviour Tracking

Through recording behaviour on Arbor, we should recognise any series of events or repeated behaviour so that issues can be dealt with in the early stages.

Behaviour incidents that have resulted in warnings or consequences MUST be recorded. Incidents outside of classroom or when classes are supervised by another member of staff or Supply (PPA, Supply, wet break time/lunch time) MUST also be logged.

Lunchtime supervisor, after school club leaders or other adults are given slips of paper to record the incidents. These must be given to the child's class teacher who can agree the action and add the slip to Arbor. Any incidents that have been logged should be highlighted to the Phase Leader or class teacher as soon as possible, e.g. straight after lunch (Lunch Supervisors), or first thing in the morning (After School Club).

Each half term, SLT will track behaviour and create personalised intervention plans for children who appear to be developing a trend or have become an increasing concern. The interventions will vary and be bespoke to the needs of the child.

The online Behaviour Tracker will provide a history of events and serve as a reference if needed.

13. SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for response for that child will still follow the school system as closely as possible but will involve their Key Worker and be actioned in a way that is in their best interests so they understand and can learn from the processes. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

14. Pupils who are in care, have been in care and pupils who have been adopted.

As a school, we work closely with the Virtual School for Staffordshire, as well as Walsall and Sandwell. Through these partnerships, all staff have been trained in Emotion Coaching and awareness of Attachment and Trauma as well as a raft of other bespoke training for identified staff. Using this training, staff can support these pupils with regulation and managing their behaviours and emotions. We use our funding for these pupils for interventions to support their emotional and social needs. This can include the use of Forest School, ELSA, Educational Psychologists and other therapeutic mentoring.

15. Support Agencies

If behavioural difficulties continue the Head, SLT, SENDCo, Family Support Worker (Pastoral Team) will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism Outreach Team or other agencies that offer support for pupils and families.

16. Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavor to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

17. The role of the Parent

At Glenthorne Community, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

18. Pupils' Conduct Outside the School Gates

The Education and Inspections Act 2006 gives Headteachers the statutory powers to discipline pupils outside the school gates, "to such extent as is reasonable."

Where incidents outside school are witnessed by school staff or reported to the school the Headteacher will use their discretion and if discipline is deemed necessary will be applied in line with the Behaviour Policy.

Pupils may be disciplined for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- Wearing school uniform.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

19. Pastoral Care for School Staff Accused of Misconduct

The school will not necessarily immediately suspend a member of staff who has been accused of misconduct, pending an investigation. Advice in "Dealing with Allegations of Abuse against Teachers and Other Members of Staff" published August 2011, should be followed along with HR/ first response advice.

The school will take extremely seriously any malicious allegations made by pupils and will consider temporary or permanent exclusion as an appropriate punishment.

20. Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Mrs Bates (FSW) is a qualified trainer of the use of 'Positive Handling' and regularly trains staff to use methods correctly, including methods of de-escalation as well as using restraint where needed.

Incidents of physical restraint must:

- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on My Concern and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

21. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times, or when off-site, etc. but the same principles of promoting good behaviour will always apply.

22. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Equal opportunities

All children will have equal access to all aspects of the curriculum and school life. We will monitor our practises to achieve this and ensure that we pay regard to the Equality Act 2010. In line with this policy, children will be treated in a fair and consistent manner throughout school. If a child can not meet these rules for a genuine reason, then a formal support plan should be drawn up in partnership between home, school and any applicable experts. The pupil should be included in the creation of the plan so they are clear of their individual expectations. This plan should be monitored and reviewed to ensure it remains appropriate as the pupil's needs develop or improve.

Appendix A: Inclusion Team

<p>Miss Woodall Headteacher • Inclusion Lead • DSL • Designated Teacher • Mental Health Lead</p> 	<p>Ms Turner Deputy Headteacher • DDSL • Curriculum Lead</p> 	<p>Mr Thompson Assistant Headteacher • DDSL • Responsible for attendance and behaviour</p> 	<p>Miss Langston SENDCo • DDSL</p> 	<p>Mrs Bates Family Support Worker • DDSL • Positive Handling Trainer</p> 
<p>Mrs Such Chair of Governors • Governor for pupils who are looked after and Pupil Premium</p> 	<p>Mr Riches Co-opted Governor • Governor for Behaviour & Attitudes</p> 	<p>Mrs Stevens Emotional Literacy Support Assistant</p>	<p>Miss Simpson • Class Teacher • Emotion Coach • Specialist Behaviour Teacher</p> 	<p>All staff are trained in Attachment & Trauma awareness, Restorative Practice and Emotion Coaching.</p> <p>We also have staff trained in a variety of interventions such as Comic Strip Social Stories, Bereavement Support, Making Reasonable Adjustments, Autism Awareness etc</p>

Appendix B: Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix C: A model of Positivity

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Dojo points
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement - not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix D: A model of Positivity -Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are capable and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

Get out line If the conversation is becoming unproductive, what line will you leave on?

Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Appendix E: Minor and Major incidents list

Minor 'Yellow' incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. running in the corridors, talking in assemblies
- Persistently not paying attention
- Not having PE kit (refer to PE leader if persistent)
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers
- Eating in class

Major 'Red' incidents might include:

- Violence (i.e. physical contact made with the intention to harm)
- Vandalism/Damage to property
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Striking a member of staff
- Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist/Gender

Appendix F: Use of reasonable force

Advice for head teachers, staff and governing bodies.

The following advice is taken from the above DfE guidelines 2012.

Key points.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restraine a pupil at risk of harming themselves through physical outbursts.

Section 93, Education and Inspections Act 2006

Glenthorne does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

3 Section 550ZB(5) of the Education Act 1996.

Screening, Searching and Confiscation

Schools have the legal powers to search pupils without consent if they suspect them of possessing prohibited items.

Schools have the legal authority to confiscate prohibited items and dispose of them in an appropriate manner.

The Governing Body advises the school to act according to the advice given in "Screening, Searching and Confiscation - Advice for Headteachers, Staff and Governing Bodies," published by the Department of Education.

School staff can search a pupil for any item if the pupil agrees. This can include, for example, looking in the pupil's bag and requesting that they turn out their pockets. There is no requirement for the pupil to give a formal written consent for this. It is enough that a request is made and acceded to.

The Headteacher and staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:

To commit an offence,

To cause personal injury to, or damage to the property of, any person (including the pupil).

The following items which are banned by the School:

- Any substances intended to resemble drugs, legal drugs, performance enhancing drugs, anabolic steroids, glue or any other substance held for purposes of misuse.

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Appendix G: Supporting children with Social Emotional Mental Health needs

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practise, Equal Opportunities, Disability Act.

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Negative behaviour mostly comes from an unconscious place
In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- High Structure (strong routines and boundaries) High nurture
- Use questioning in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour (this may be through the use of The Haven)
- Engaging children at an emotional level
- Regulate our own emotions
- Using staff presence to help regulate
- Empathetic commentary

- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional SEMH needs:

- An active Pastoral Team which children can be referred to or self-refer
- Robust Inclusion Team.
- Open door policies for all pupils with Leadership and PSW.
- Staff training on how to provide a nurturing environment and children are taught to speak to members of Staff about any problems they have
- Staff trained in Attachment and Trauma Awareness.
- Staff trained in Emotion Coaching.
- Rigorous behaviour monitoring and looking for possible causes of the behaviour.
- Displays around the school promoting wellbeing and providing opportunities to talk.
- Students feel safe to report concerns about other students
- Assemblies on Health and Wellbeing-links with Jigsaw PSHE Scheme
- Mental Health Awareness Week
- Hello Yellow Day-focus on well-being and ways to calm
- Circle Times sessions in Class-Jigsaw Scheme
- Nurture Groups
- Secondary Transition groups
- Pets as Therapy-we have a school dog who supports children in school
- Pupil Leadership Team (School Council)
- Pupil voice for Annual Reviews and EHCP conversations
- Bespoke behaviour plans for those who need reasonable adjustments
- Sensory Circuits to start the day in a calm way
- Building a strong partnership with parents
- Bespoke behaviour systems based on need and the development of self-regulation

We also offer a range of support within school, which includes:

- Breakfast club
- Lunchtime clubs
- Playground Pals
- After school clubs (Sports, Well-Being Warriors, Cooking, Crafts)
- Nurture Sessions
- Outcome Star
- Forest School
- Forest Fridays-Play and Stay with pre-school
- A range of interventions, including Drawing & Talking, Comic Strip, ELSA & Lego Therapy
- Additional external agency support (Women's Aid, Autism Outreach, School Nurse and Young Carers)

Appendix H: Use of Emotion Coaching to support self regulation and de-escalate situations

- Helping children to realise what they're feeling is really important.
- In the early stages, we help children to understand what they are feeling and to control it. We call this "Co-regulation" because we're working in partnership with children.
- As children grow up we want them to be able to "self-regulate" their emotions. This means that they can control their emotions in social situations such as at school and at work.
- Emotion Coaching is a way of doing this.

Emotion coaching - What is it?

1. **Become aware** of emotion, especially if it is of a lower intensity (such as disappointment or frustration)
2. **Connect** and view emotion as an opportunity for intimacy and learning
3. **Accept** -communicate your understanding and acceptance of the emotion -empathy.. 'I am wondering if'
4. **Reflect** - Use words to describe feelings - 'Name It to Tame It'
5. **End stage** -If necessary, help them to solve problems. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.

- Teaching children/ young people /us about the world of emotion 'in the moment'
- Giving strategies to deal with ups and downs
- Accepting all emotions as normal
- **Not all Behaviour is OK**
- Building trusting and respectful relationships with children/young people

Step 1 - in the moment

Recognise and empathise

- Recognise all emotions as being natural and normal and not always a matter of choice.
- Recognise behaviour as communication - what is your child trying to say?
- Look for physical and verbal signs of the emotion being felt - are they hot, red, shaking, quiet, crying, curled up?
- Take on the child's perspective - try to put yourself in their shoes.
- Affirm and empathise. Show that you're listening and understand.

Things you can say

- "I'm sorry that happened to you, you must feel angry/very annoyed"

- "I think I'd feel annoyed if that happened to me"
- "I would feel angry too"
- "It's normal to feel angry about that"
- "It's ok to feel upset by what happened"
- "I understand why you're sad"
- "I'd feel sad if that happened to me"

Step 2 - in the moment

Validate and label

- Validate the emotion and acknowledge its existence
- Use words to reflect back child's emotion - help them to understand what they're feeling
- Help your child to label or name the emotion
- Talk them through what you think they may be feeling.

Things you can say -

- "You look angry to me"
- "I wonder if you're feeling sad"
- "I can tell you're feeling....."
- "I can see that has made you feel..."
- "It sounds like you are feeling..."

Step 3 - later when your child is calm

Setting limits (If needed)

- Safety first
- State the boundary limits of acceptable behaviour - explain hitting, snatching, rude words are not ok.
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity - don't make them feel small or bad.

What you can say

- "...it's not ok to behave like that."
- "...we can't allow that to happen."
- "...doing that is not ok."
- "...that behaviour is not acceptable."
- "...even when we're angry, it's not ok to hit someone."

Step 4 - when your child is calm

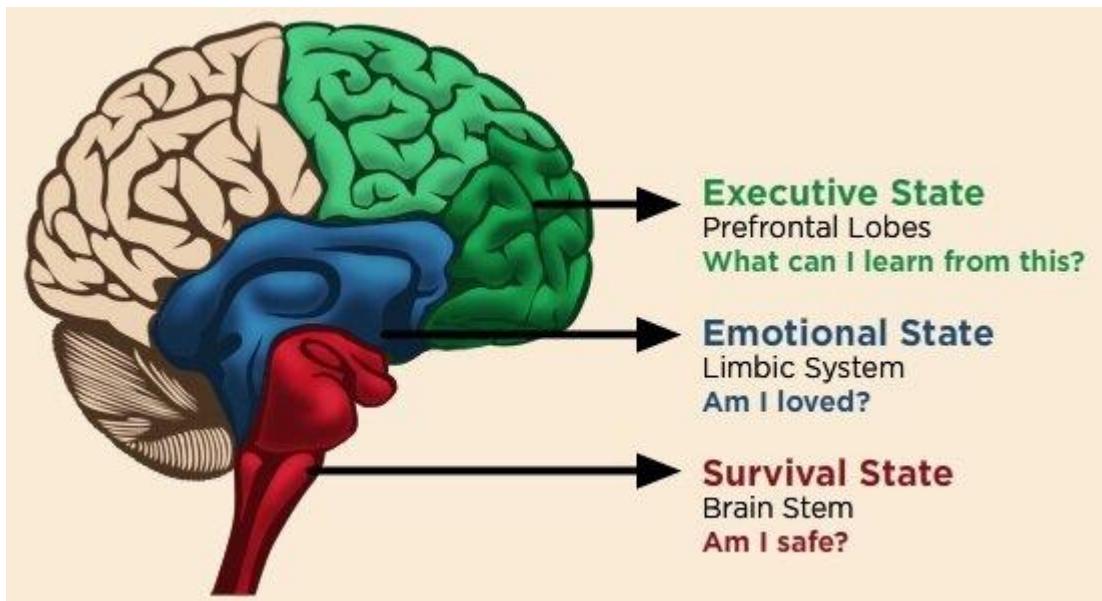
Problem-solving with the child

- When your child is calm and in a relaxed, rational state:

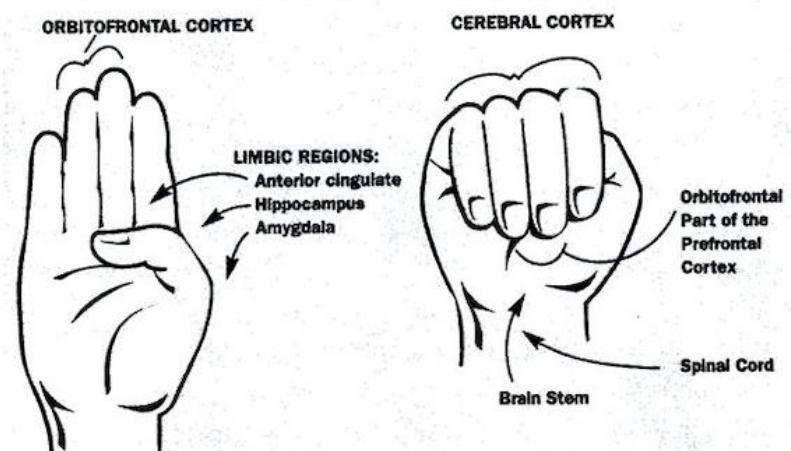
- Explore the feelings that gave rise to the behavior/problem/incident
- Help them to think of other ways they could have handled it
- Help your child to believe s/he can overcome difficulties and manage feelings/behaviour

Things you can say

"How were you feeling when that happened"
 "Let's think of what you could have done instead"
 "Try and do this next time you feel like that."



"FLIPPING YOUR LID"



Place your thumb in the middle of your palm as in this figure.

Now fold your fingers over your thumb as the cortex is folded over the limbic areas of the brain.

Flipping Your Lid!



- Point to your wrist.

The part that is closest to your spine and near the base of your skull is called the *brain stem*. It keeps you awake or asleep, makes sure you breathe and makes sure your heart keeps beating. It also keeps you safe.



- Fold your thumb across your palm.

The middle part of your brain is where you process emotions and store your memories. It is called the *limbic system*. It is also where you have your "safety radar" (your *amygdala*).



- Fold your fingers over your thumb so you have a fist.

The outer layer of your brain is called the *cortex*. It is where your thinking and planning happens.

- Point to your fingernails.

The area of the cortex that is right up front is the *prefrontal cortex*. It is where the brain processes information about how we relate to others:

- ✓ Understanding others' feelings
- ✓ Ability to calm ourselves
- ✓ Ability to make choices
- ✓ Morality
- ✓ Ability to sense what is going on for others (read body language)

When we are really stressed or upset, the prefrontal cortex shuts down and no longer works with the rest of our brain.

➤ Lift the fingers up so they are straight and the thumb is still across the palm. We say, we "flip our lid".

We "flip our lid" when the thinking part (prefrontal cortex) of our brain isn't working (it is no longer working in harmony with our limbic system and brain stem). It becomes hard to use our problem solving skills.

Emotion Coaching Steps

Every adult across the whole school will wear a prompt card along with ID badges. This can be used to support the steps.

Step 1
Recognise the child's feelings

Step 2
Label the feelings and validate them.

Step 3
Set limits on behaviour

Step 4
Problem solve with the child.

Emotion Coaching should be used 60% of the time. It will not work in every situation.



Appendix I: Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong rather than them work through the problem themselves and learn from it.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Glenthorne, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

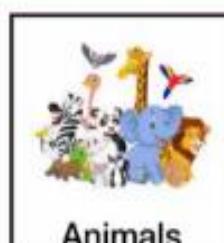
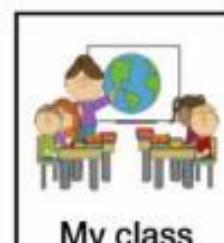
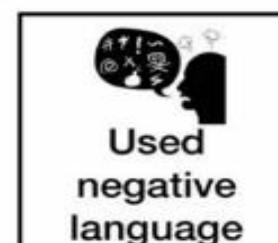
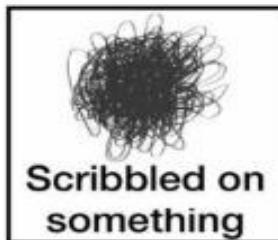
- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

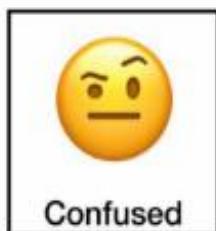
The 5 Principles of RESTORATIVE PRACTICES



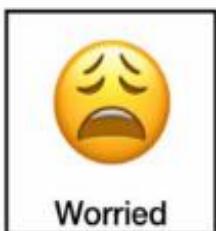
(Adapted from the Center for Relational Practices)

- At Glenthorne we use a set of visual prompts to encourage children to reflect and discuss the above.





Confused



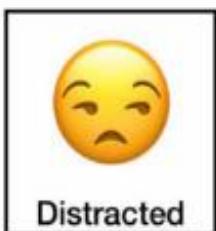
Worried



Sad



Excited



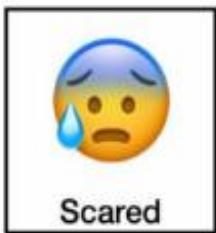
Distracted



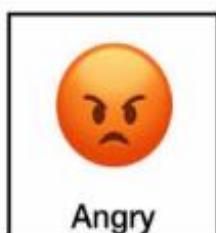
Something different



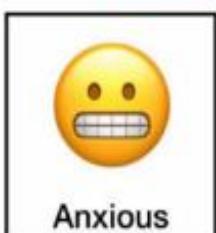
What were you feeling?



Scared



Angry



Anxious



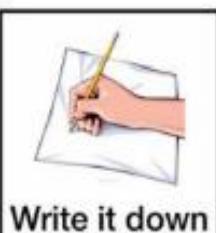
Giggly



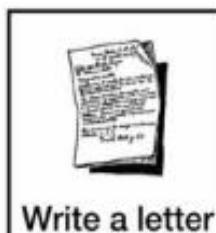
Silly



Fizzy



Write it down



Write a letter



Talk with someone



Say sorry to someone



Fix something



Have thinking time



What needs to happen to put it right?



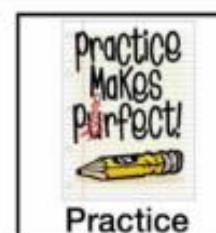
Tidy Up/clean something



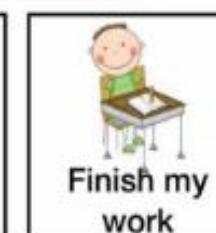
Make a change



Make a plan



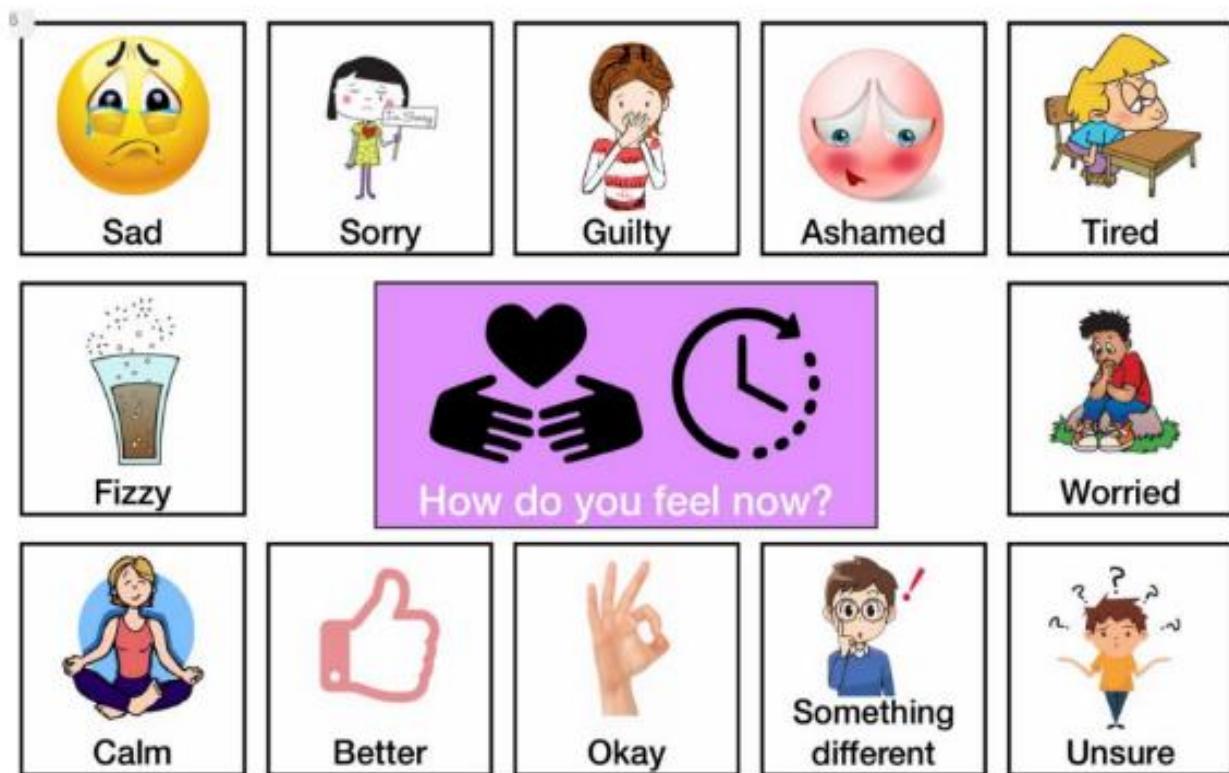
Practice



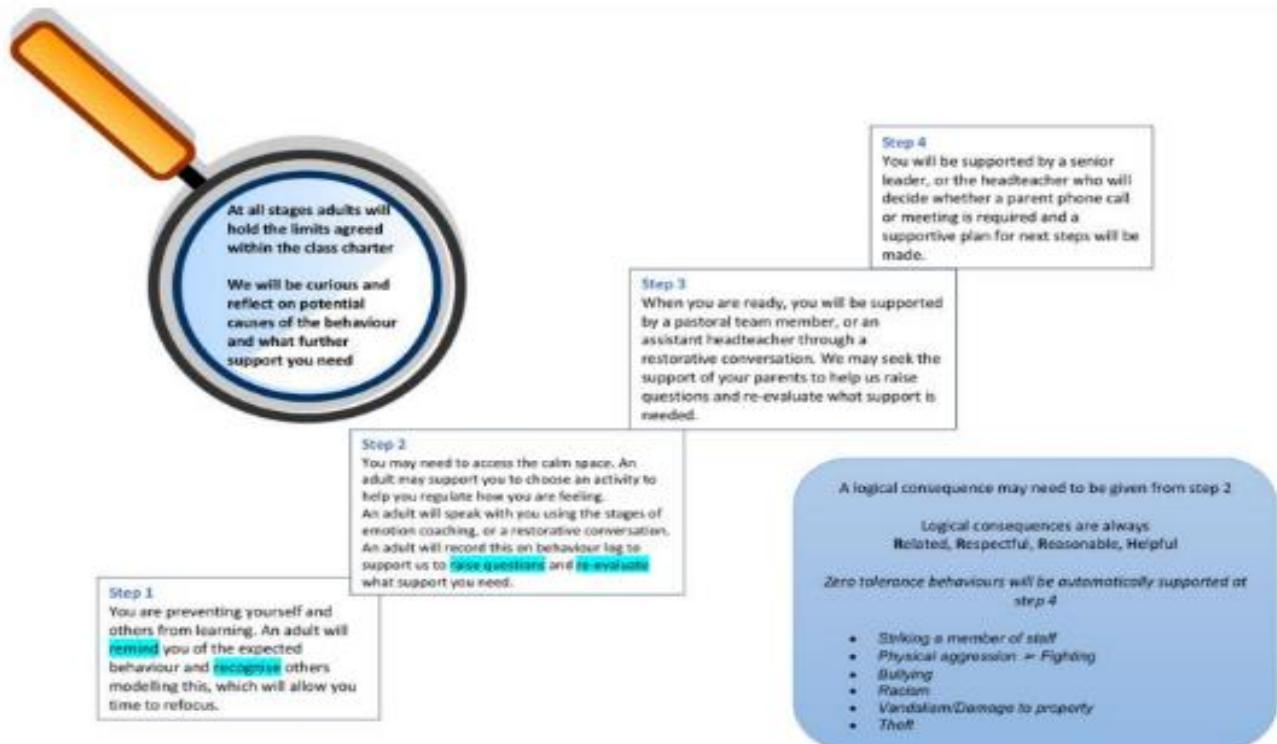
Finish my work



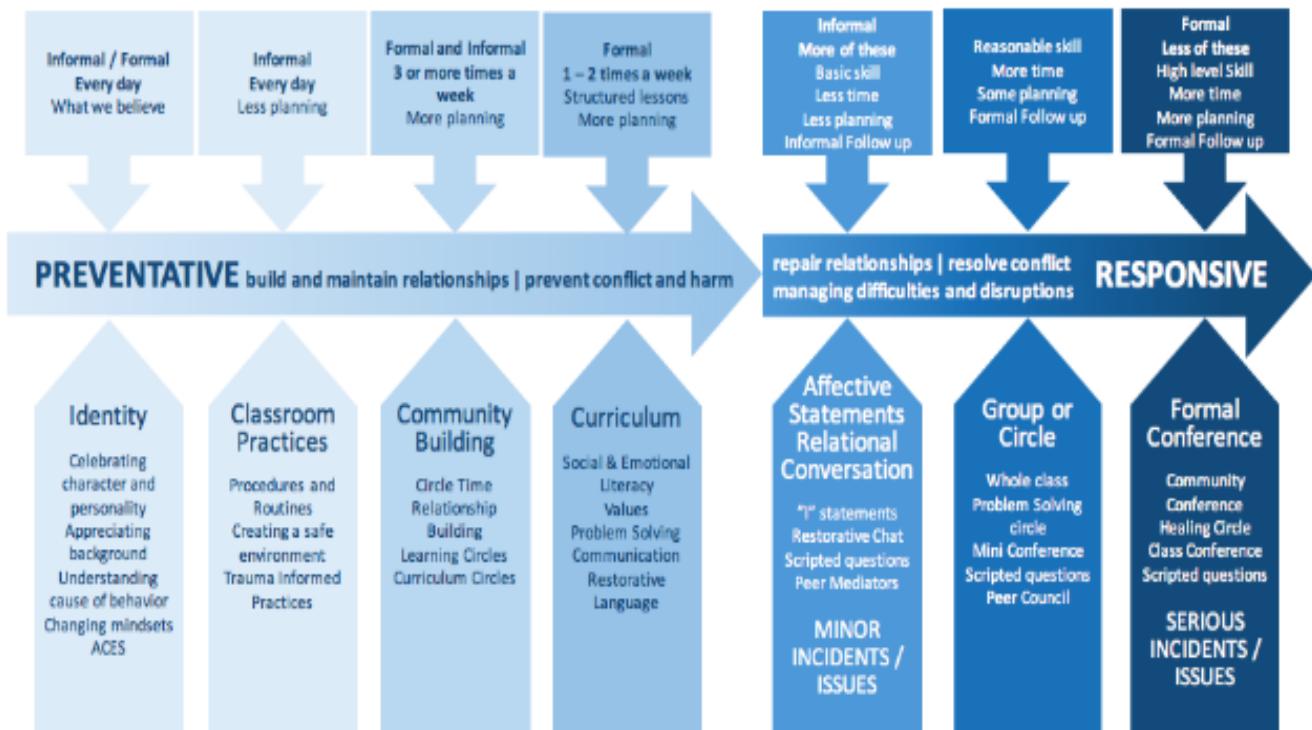
Something else



Positive pathway to emotion, well-being and inclusion



CONTINUUM OF RESTORATIVE PRACTICES



Adapted from Wachtel and McColl 2001

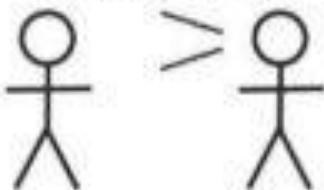
Restorative Circle Process

How We Listen for Meaning

What do you want known and by whom?



What did you hear?



Is that what you wanted understood?



Process developed by Dominic Barter (contact@restorativecircles.org)

Adapted from materials by Gail Clapp (gail@restorativecircles.org)