

St. John's Mosley Common CE Primary School



Relationship Support Policy

Policy written: May 2023

Policy review: May 2024

Chair of the Governing Body: Mrs. Fiona Smollett

Introduction

At St. John's Mosley Common Primary School, we have high expectations of our children's behaviour as set out by our positive school ethos that promotes our Christian values. Fundamentally, we believe that children, staff and carers should work in partnership to help children develop the skills, dispositions and attitudes to manage their behaviour, relationships and emotions successfully in school and out, preparing them for their life after school. We are a nurturing school and we believe all behaviour is a communication; this informs all we do. We work together to support all children, underpinned by kindness and the knowledge that unwanted behaviour/actions are always forgiven and a fresh start begins.

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive behaviour. We want children to learn that their behaviour and their choices have consequences and that these consequences can be good or bad. We want children to learn to value their good behaviour/choices because of the positive consequences that come directly from it e.g. – being successful in lessons or having positive relationships with peers. We know children and adults will make mistakes in their behaviour. They will learn best from these mistakes if they are helped and supported to understand why their behaviour was wrong, what happened as a consequence, and what they can do to put it right. We use a restorative approach for dealing with conflict to help children understand this, we try to make the consequences link directly to the inappropriate behaviour. We avoid punishments that try to make the child feel bad and lower their self-esteem as this then creates more negative feelings, making it more likely children will behave badly in the future as they do not understand and know how to correct the behaviour. All adults working in school have the authority and the responsibility to implement this policy.

At St. John's, we believe all behaviour is communication and that building positive, trusting relationships is key to regulating emotions, and therefore behaviours. We understand that behaviour is intrinsically linked with feelings, social skills and mental health, and often a child is trying to tell us something through their behaviour. All adults in school, therefore, will model and build successful relationships with the children and with one another. Adults are responsible for regulating their own emotions and understand the importance of co-regulation for the children in their care; this involves positive reinforcement and a good support system, allowing children to learn to self-regulate their emotions and behaviour. Co-regulation is something that most parents, family members and teachers contribute towards. It is important, therefore, that children have positive relationships with adults and each other in school and that the upmost importance is placed upon repairing any relationships damaged through behaviour choices. We believe all feelings deserve to be heard and that this can have a great impact on behaviour. Our Jigsaw PSHE curriculum, Picture News and worship curriculums contribute to children feeling heard and explicit lessons on developing

healthy relationships are taught. Teachers will explicitly teach and model specific behaviour expectations at the start of each academic year so that no behaviour is assumed to be known, and reminders will be given throughout the year for any new situations, e.g. a specific group work task.

Our Christian Values

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

The behaviour we expect from children and all members of our school community come from what we value. Our values also shape how we manage behaviour in school and our motto Aim High, Believe and Achieve are at the core of everything we do at St. John's.

At St. John's our Christian values are:

- Friendship
- Kindness
- Joy
- Faithfulness
- Peace
- Faith, Hope, Love
- Trust

Our Vision Statement is, 'With God's love, we will inspire all of our children to believe in themselves and unlock the potential that lies within each and every one of them, preparing them to be happy, successful and responsible citizens in the future.'

Our Mission Statement is, 'We will provide the environment to ensure that our children are nurtured, they receive the best education, they are happy, they feel safe and personal growth is fully developed in order for them to reach their full potential.'

These statements, our values and motto are at the heart of everything we do at St. John's.

The St. John's Way:

- We enjoy school
- We show respect and good manners to everyone at all times
- We follow instructions with thought and care
- We care for everyone and everything

Reward Systems

- House points
- Star of the day (KS1)
- Star of the week
- Writer of the week
- Visit to another class/Headteacher to showcase work
- Notes home on Seesaw
- Stickers
- MUGA time/additional play time

All staff will use the following strategies to promote positive behaviour:

- Relationships – building strong relationships with children is central to managing behaviour. This is achieved by making all interactions positive and it is also strengthened by taking an interest in children (e.g. knowing what interests them inside and outside of school) and greeting the children positively when they enter the classroom in the morning.
- Role modelling – behaving positively, respectful and courteously at all times to other adults and children, including when dealing with conflict.
- Consistency – children can feel confused if they are not clear on the expectations.
- Scripts and routines – this helps children feel safe, develop life skills and build healthy habits. It can reduce stress and make the day run more smoothly.
- Positive phrasing – to provide clear messages for cooperation, demonstrate mutual respect, build trust and be a good role model.
- Rewards and positive reinforcement – motivate the children to keep trying
- Visual timetables in all classes to ensure children know what is happening that day
- Comfort and forgiveness – reduce anger, encourage compromise and forge meaningful, positive relationships

Consequences: Positive and Negative

For children to learn to take responsibility for their behaviour and its consequences, staff will generally work through the following process to help children adjust their behaviour before the negative consequences build up:

1. Re-directing children to the right behaviour
2. A clear reminder about the expectation being broken
3. A clear choice about the negative consequence that may result if the behaviour continues
4. Implementation of any action intended to stop the behaviour and prevent further negative consequences e.g. moving the children to different part of the room

5. Teaching children the pro-social behaviour they need in order to repair what has gone wrong. This may mean working with them on walking safely, or gradually re-introducing them to the playground over a period of time in order for them to be successful.

Dealing with low level Anti-social behaviour

For the majority of children, a clear reminder about the right behaviour is appropriate and sufficient for the child to correct their behaviour. Some anti-social behaviour is driven by the need for attention or seeking connection. In these circumstances staff will, where possible, ignore the low-level behaviour and take the first available opportunity to connect with the child and praise children's behaviour in a pro-social way.

When addressing anti-social behaviour, staff will not draw attention to the child in shameful way, they will speak very quietly to the child or wait until the lesson has finished to talk to them. (PIP & RIP – Praise in Public, Reprimand in Private).

Staff may tell the child their expectations of them by the end of the lesson. They may need to regroup the rest of the class away from the child, either inside or outside the class, telling the child to re-join them when they are ready.

Some general principles for discussing behaviour with a child are:

Talk through the behaviour and notice which 'way' they have broken.

- Give children a clear expectation of behaviour.
- Use 'Notice' statements e.g. I notice it took you longer to start your work this morning, is there anything that I can help with?
- Talk through possible consequences if the behaviour continues, this could be the impact on other children
- Ask the child if they need any support in stopping the behaviour. 'Is there anything I can do to help you?'

Staff will ensure they notice any pro-social behaviour – give the child a quick reassurance that you have noticed as soon as you can.

When behaviour occurs that is stopping other children from learning or is resulting in the child not being on task the following support may apply:

1. Redirecting the child to the right behaviour/task
2. Providing a clear, positive reminder and expectation of work/behaviour
3. Providing a clear reminder of the positive consequences of the right behaviour
4. Providing a clear reminder of the negative consequence that may occur if the behaviour continues, this could be the impact on other children

6. Moving the child to an alternative space to work
7. An explanation that it is important that the work is done so that the child has learned what the other children are learning
8. If child refuses to follow re-direction support may be sought from our Pastoral Lead or a member of the Senior Leadership Team (SLT)

In the playground

1. Redirecting children to the right behaviour
2. A reminder about the positive consequences of the right behaviour
3. A clear reminder about, 'The St. John's Way'
4. A reminder of the negative consequences that may result if the behaviour continues
5. A child may be asked to play in a different part of the playground
6. A staff member may ask a child to stay with them until they have calmed down and are ready to behave appropriately or go through the restorative type questions
7. If child refuses to follow re-direction support may be sought from our Pastoral Lead or a member of the Senior Leadership Team (SLT)

Restorative Approaches to Behaviour Management

Where possible and appropriate, we aim for the child to be able to 'put right' something that has happened because of inappropriate behaviour. It is important that this is not viewed as a punishment but as a positive behaviour that helps to make good the damage done.

As a school we believe that a 'restorative approach' to behaviour management gives children and opportunity to learn that unacceptable behaviour is damaging to the well-being of themselves and others. The approach gives children an opportunity to accept responsibility for their actions, problem solve the solution, repair as best they can any damage, help mend the damaged relationship and learn how to put right their behaviour in the future.

At the centre of the approach are the following questions, some or all of which will be used to help children talk about an issue:

1. What happened/What's happening?
2. What were you thinking/feeling at the time?
3. What have your thoughts been since?

4. Who has been affected by what you did?
5. In what ways have they been affected?
6. What do you think needs to happen next?

The questions give the children the opportunity to work out a solution for themselves with the support of an adult or peer mentor.

Steps to follow:

Reminder - A reminder of 'The St. John's Way' delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.

Caution - A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (possible consequences) if they continue.

Last chance - Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind and deliver 30 second intervention.

Time in - This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in a buddy class or supported by the Pastoral Lead/SLT. A consequence of the behaviour is discussed at this point.

Repair - This may be a quick chat at break / lunch or a more formal meeting. Strategies to repair will be suggested e.g. an apology. Calming strategies will also be discussed. The behaviour will then be monitored by SLT at frequently agreed points across the week.

What we do not do

We will not help a child improve their behaviour choices by lowering their self-esteem – therefore we do not shout at children or take actions that label them as bad or naughty, nor do we publicly shame them. For this reason, we do not use such systems such as 'traffic lights' or writing children's names on the board to record warnings. The original underlying purpose of these systems – to remind children that they have had a reminder about their behaviour - is just as easily achieved by talking to the child. A firm and authoritative voice may be used when appropriate.

We aim for our dealing with inappropriate behaviour to be fair, just and consistent. For this reason, we do not use group punishments – where a group of a children may face a negative consequence due to the behaviour of one or two children.

It is the responsibility of every adult at our school to care for and seek to understand the reason why a young person is presenting problem behaviour and to change the circumstances in which the behaviour occurs.

Getting support from other staff

At times another member of staff may be needed to help manage a child's behaviour, examples are:

1. An issue needs to be dealt with immediately and the first member of staff dealing with the issue is not in a position to deal with it at that moment.
2. Behaviour is preventing a lesson, or is presenting a danger to the child or others and is not stopping despite the staff members best efforts.
3. The nature of the situation requires more than one staff member.
4. The staff member is unsure what to do and needs some help/support.
5. The staff member is feeling upset, distressed and angry and does not feel able to appropriately manage the behaviour at that time.
6. The child has a behaviour plan and other adults have specific roles outlined in that plan.
7. The child may have a good rapport or long-standing relationship with a specific member of staff who will be the best person to support in that situation.
8. The behaviour raises Safeguarding concerns and therefore needs the involvement of one of the Designated Safeguarding Leads.

When seeking support from another member of staff, care should be taken not to undermine your own authority or credibility for dealing with behaviour in the future. Thinking about the language you may use is important when asking for help.

For example:

A child is disrupting lessons by shouting out and won't stop. The teacher has told the child to take their work to the next classroom to complete. The child refuses to go. The teacher sends for a member of our SLT – when they arrive they say 'Thank you for coming Mrs. / Mr./ Miss _____, can you take the child to the classroom next door while I teach the rest of the Maths lesson?'

This shows the teacher is in charge of the situation not the SLT member. This is much stronger than saying 'The child is refusing to leave the class even when I said I was going to send for you'.

Please remember – Children should not be sent to a more senior colleague as a punishment or for a 'telling off'. This is because:

1. If we do this it undermines our own authority and makes it more difficult for us to manage behaviour of that child in future.
2. It tells the child 'You might not do the right thing for me, but you will do if for your colleague.'
3. It says 'My colleague is more important than me, their telling off matters more than mine.'
4. It may damage relationships with members of staff and children.

Severe Challenging Behaviour

The following behaviours need to be reported to SENDCo/DHT/HT:

- Physical violence or verbal abuse to an adult
- Regular violence or abuse to other children
- Prejudiced related abuse or any other discriminatory behaviour
- Damage to school property

Staff may decide that a child will be isolated for a limited period either from their class by working in another class or on their own away from other children. The child may need a risk assessment plan to help with their behaviour or a Pastoral Support Plan (PSP).

When responding to harmful behaviour, adults need to keep a cool temperament, repair, reflect and restore. Adults need to decide if they are the best person to deal with the situation based on relationship, their feelings and emotions and past experiences with the child. If in doubt – pass on to another staff member.

Adult's responses to behaviours that challenge will aim to de-escalate the behaviour through one of the combinations of the following:

- Positive phrasing e.g. 'Together, let's walk over to '
- Limited choices e.g. 'Put the pen on the table or in the box...', 'When we go in we will do Lego or drawing...' This allows the child to have some control.
- Disempowering the behaviour e.g. 'You can listen from there', 'Let me know when you are ready to talk'.
- Use of De-escalation scripts e.g. always using the child's name.
- Acknowledging their right to their feelings e.g. 'I can see something is making you.... (name the feeling if possible). Tell them why you are here, 'I am here to help, keep you safe'.
- Offer help – Talk to me and I will listen. Offer a 'get out', 'Come with me and

We understand once a child has lost control of their emotions it can take approximately 45 minutes for them to make appropriate choices. It is the adult's job to regulate the child and keep everyone safe.

It is important for all children to learn to resolve conflict safely and calmly as this is what underpins the restorative approach to behaviour management. As appropriate, for some children an Individual risk management plan may be needed to help the child manage their behaviour.

Interventions

For some children, behaviour management and responses need to be personalised and designed to a much greater degree to meet the specific additional needs of the individual child. To enable change, we need and ultimately the child needs to understand the causes of the behaviour, not just suppress it.

For those children who need additional support to manage their behaviour we use nurture provision, anger management, drawing and talking therapy, therapeutic interventions, CBT for kids, anxiety work to help the child to understand the influences on their behaviour.

We use CPOMS to monitor and record behaviour – this is recorded using the ABC idea:

Antecedent (background/ context)

Behaviour (what the child did?)

Consequence (what did the adult do?)

They can form a useful way to find patterns in behaviour and identify support that works.

Powers to use reasonable force

Members of staff have the power to use reasonable force to restrain or remove a child from a situation to prevent the child committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is extremely rare and will only be used when all the other strategies have been considered and the member of staff judges that there are no other options available.

For some children, the risk reduction plans will include plans for physical intervention. Where this is the case, the planned intervention will be:

- Agreed in advance by a multidisciplinary / multiagency team in consultation with the child and their families/carers
- Planned in advance including strategies for supporting the child's behavioural difficulties
- Used under supervision of an identified member or staff who have completed specific training
- Subject to recording, reporting, monitoring and if necessary investigation

In all circumstances:

- Staff will take steps in advance to avoid the need to restrictive physical restraint through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to a situation

Following any incident of restrictive physical restraint, the student will be de-briefed as it is essential to safeguard the emotional well-being of all involved at this time. The purpose of debriefing is to revisit the experience and explore the story with a changed set of feelings. It is also to reflect, repair and restore and re-visit the experience when the student is calm and relaxed. Staff will also be debriefed to ensure their emotional well-being is protected. Parents will also be informed if restrictive physical restraint has been used.

Parent/Carer Involvement

We believe it is important that the staff of the school, the children and their parents and carers all work together to make St. John's a happy, safe place to be. Parents and carers can help us by:

1. Talking to your child about The St. John's Way
2. Asking them what they think each 'way' means
3. Asking them what they must do to follow each 'way'
4. Supporting staff in their actions in implementing the policy

If we have concerns about your child's behaviour we will contact parents/carers so that we can work together to solve any difficulties. Likewise, we ask parents/carers contact us if they have any concerns.

Special Educational Needs and Disabilities

Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our SEND policy, individual risk assessments or support from outside agencies to help their learning in this area. The specific strategies from EHCP /Provision Maps/ other agency reports required to support these children will be communicated with staff.

Anti-Bullying

The school has a separate Anti-Bullying Policy. The principals and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

The use of Exclusions

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the Health and Safety of staff or children, adversely effects the education of other children or the smooth running of school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached.

At the discretion of the Deputy Headteacher and the Headteacher:

1. A one- or two-day fixed term 'In School Exclusion' can be put in place which involves the child working with an adult on a one to one basis separate from their class for one or two days. Some of the work that day must be focused on repairing / restorative specific to the behaviour.
2. A longer fixed term 'In School Exclusion' can be put in place which involves the child working with an adult on a one to one basis, separate from their class for two or more days. Some of the work that day must be focused on repairing / restorative specific to the behaviour.
3. Fixed Term Exclusion periods for an agreed number of days in line with LA regulations. This can be for a number of days depending on the nature of the circumstances. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the Headteacher should consider whether exclusion is providing an effective sanction.
4. A permanent exclusion may be used where the school, supported by the Governors, judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate, safe behaviour cannot be made.

Incidents Occurring out of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Teachers may use any of the procedures set out in this policy in response to non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by staff member or reported to school. This includes behaviour which happens when the child is taking part in school-organised activities. Incidents that occur outside of school will be discussed with the child's parent or carer.

Appendices

Behaviour graduated approach

De-escalation techniques

Script for various incidents

Behaviour – A Graduated Approach

1. Reminder (The St. John's Way)
2. Caution (outline the behaviour and consequence in private to the child)
3. Last Chance (30 Second Intervention)
4. Time in (To think and reflect)
5. Repair (Restorative conversation)

30 Second Scripted Intervention

- I have noticed that you are (outline the behaviour)
- You are not following The St. John's Way
- You have chosen to ...
- Because of this you need to (refer to the action that is needed to support the behaviour e.g. move to another table, complete learning at another time)
- Do you remember when you (refer to a previous positive behaviour)
- That is who I need to see today
- Thank you for listening

Sample Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?

De-escalation Techniques

1. Move to a private area. If it seems safe to do so, it may be helpful to move the child away from public spaces and into a private area to talk.
2. Be empathetic and non-judgmental. Focus on understanding the person's feelings. Whether or not you think those feelings are justified, they're real to the other person. Possible response, "I'm sure other children have felt this way too."
3. Respect personal space. Allowing personal space tends to decrease a person's anxiety and can help prevent acting-out behaviour. Do not block exits.
4. Keep your tone and body language neutral. The more a person loses control, the less they hear your words — and the more they react to your nonverbal communication.

5. Avoid over-reacting. Remain calm, rational, and professional. While you cannot control the person's behaviour, how you respond to their behaviour can affect whether the situation escalates or defuses. Empathize with feelings, not behaviour.

Possible response, "I understand you are _____, but it's not okay to yell at me."

6. Focus on the thoughts behind the feelings. Some people have trouble identifying how they feel about what's happening to them.

Possible response, "Help me understand what you need."

Possible response, "I want to help you."

Not: "Tell me how you feel."

7. Ignore challenging questions.

Answering challenging questions often results in a power struggle. If a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, not the person.

8. Set boundaries. Offer concise and respectful choices and consequences.

Possible response, 'It's important for you to be calm in order for us to be able to talk.'

9. Choose boundaries wisely.

Carefully consider which rules are negotiable and which rules are not. If you can offer a child options and flexibility, you may be able to avoid unnecessary altercations.

Possible response, 'I understand it's not what you want to do right now but we have to follow our St. John's Ways'.

10. Allow silence. By letting silence occur, you are giving the person a chance to reflect on what's happening and how to proceed.

11. Allow time for decisions.

When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.

Sample response, 'I've just explained your options so I'll give you time to think about them.'

Here is a **script** that experts in behaviour management suggest may help (and that staff at St. John's use)

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside)